

Instability of Teaching Staff in Private Schools in Lubumbashi: Study Carried Out in the Commune of Lubumbashi

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Abstract : *The teaching profession in the Democratic Republic of Congo (DRC) seems to no longer have its value in the eyes of the country's authorities. However, it is established that the development of a country today depends largely on the quality of education that prepares children and young people for the future of tomorrow. Several facts show that the Congolese government is the least interested in this issue. We cite: there is a glaring insufficiency of public schools in the DRC in general, and in the city of Lubumbashi in particular where we deplore a plethoric presence of private schools whose education is not of expected quality; the Congolese state hardly rehabilitates the few public schools that were built during the colonial era and which still work; in these neglected schools, the study conditions are bad to the point where some children lack seats; teachers operating in these schools complain that they are poorly paid; which leads to a decline in the quality of education. Following the shortage of public schools, the private sector woke up and took the initiative to help the youth by building their schools. The finding that justifies this study is as follows: "Teachers who are in private schools, seemingly well paid compared to those in public schools regularly change schools from year to year". We want to discover the drivers of this professional instability and identify the main one. This is basically the reason for this research. The provincial government of Haut-Katanga and the national government will benefit from this investigation by discovering the problems that push teachers in private schools to professional instability. Teachers, in turn, use the results of this article by becoming aware of the factors that lead to job instability.*

Keywords: Instability, teacher

1. General Introduction

The teaching profession is demanding. Teachers are called upon to train the future executives of tomorrow, children and young people. In this regard, Linda Lavoie (2000, p.3), emphasizes that the teacher, in order to fulfill his role, enjoys the rights recognized by legislation and, to a lesser extent, collective agreements. And being a "model" has duties to fulfill, in particular that of conveying as much by gesture, words, as by attitude, the values of our society. It is these rights and obligations imposed on education professionals which are the subject of this drafting.

For several years, we have noted that in the DRC, teachers are no longer taken with much consideration by the authorities of the country. We realize, in public and private schools, that the rights of the teacher are no longer observed by their respective employers, namely: the state and the private sector. Paradoxically, these ask the teacher to provide them with quality work while he is not working under the conditions provided by law.

We do know, however, that there is no intellectual if there is no education. We refer to P. Meirieu (SA, pp.3-4) who thinks that, if education is indeed the promotion of the human against all the forms of inhumanity which invade us, it necessarily requires this slow work and patient by which the little man and then the adult, with the help of those who arrived before him in the world, learn to relate to others in a reciprocal movement of construction of the object and construction of the self. As we pointed out above, we unfortunately find that the teacher in the DRC is the subject of a neglected person, despite the work he is doing to give back to the community.

Despite this, we also found that there are public schools, as well as those that are private. The bottom line is that teachers in public schools are paid less than those in private schools apparently. Paradoxically, we see that there are too many movements regarding teachers in private schools. They are not stable compared to those of public schools.

In light of what we have just mentioned above, we asked ourselves the following three questions: What are the causes of the instability of teaching staff in private schools in Lubumbashi? What is the main indicator of this situation among several others? What strategy is appropriate to remedy it?

These are the guiding questions that determine the content of this article.

We pursue three objectives below: to determine the factors underlying the regular change of schools by teachers working in private schools, to detect the predominant factor among those who explain this situation and to propose a corrective measure for the benefit of teachers, parents and the Congolese state.

We used two methods: descriptive and psychosocial inquiry. The first made it possible to clarify the variety of factors underlying the instability of the teaching staff, and the second is justified by going into the field to understand the facts objectively. We used a questionnaire, the interview and the observation.

2. Theoretical Framework

We proceed to the definition of key concepts of the subject, present the hypothesis of our research as well as the studies which were carried out by our predecessors.

2.1. Definitions of basic concepts

Duverger M. (1973, p.79) stresses that the explanation of key terms is a very important step in any scientific approach. He adds that it is necessary to clarify these concepts first to help readers get rid of illusions in order to be able to situate themselves precisely in the field of study. The words Instability, Staff, Staff instability, Teacher, School and Private school are the basic terms that we define.

2.1.1. Instability

For H. Piéron (2003, p.230), instability is understood as an absence of balance, or simply a worry. An unstable person, he adds, is one whose character is without unity or constancy; he can be capricious and changeable. It is therefore alternately inert and explosive. In this study, it corresponds to the regular change of schools which are the work environment. This change prompted us to look for the causes and identify the most important one.

2.1.2. Staff

By the personal term, the Robert Illustrated Dictionary (2015, p.1456) designates all the people who are employed in a company. According to C. Williamson, G. Colvin and A. McDonald (2008, p.69), to be effective, an organization needs personnel with the knowledge, skills and experience required to carry out its functions and realize the organizational strategy. When people find opportunities for growth and development in their workplace, they are likely to become more motivated.

2.1.3. Staff instability

On this subject, CL Leboyer (2007, p.52), underlines that professional instability or even "turnover" can also represent a significant cost for the organization: because of the expenses of recruitment and training which entails a renewal fast staff. But it is an indicator that reflects both the nature of working conditions and the presence of specific individual provisions.

2.1.4. Teacher

For A. M. Beriot (1999, p.79), the teacher is considered to be a speaking professional: he states, explains, re-explains and corrects. It has knowledge that the student must acquire through careful listening. He suggests situations where the student's speech, individually or collectively, is the subject of his full attention. It is therefore a question of listening to the student, to understand and help him during teaching time, to promote group expression so that the students become eager for their learning.

2.1.5. Teaching staff

According to the Versailles Academy (2017, p.3), the teaching staff express the agents of the public or private service. Like all citizens, teaching and educational staff enjoy public freedoms but with limitations for some: freedom of opinion which must be reconciled with the obligation of neutrality in their service, freedom of

expression which must not contravene the civil servants' obligation to reserve.

2.1.6. School

J. Dewey (1995, p.114), school as a form of community life in which are concentrated the means of action which will be more effective in bringing the child to take advantage of the goods or values inherited in race and to use their own abilities for social purposes. Derroitte H (2014, p.381), emphasizes that school is a place of service, a place where we listen and support learners to give them the best of themselves, in an ambition of empowerment, of integral development and liberation.

2.1.7. Private School

We have selected the definition by C. Cijika Kayombo (2015, p.100) which stipulates that a private school is an establishment whose operation is not assured by the public authorities, whether or not it receives financial aid from these. Private educational establishments whose teachers are unstable are grouped, according to this author, into the following two categories: subsidized and non-subsidized according to whether or not they receive financial aid from the public authorities. It is in these schools that we want to discover the factors that push the teachers who work there to engage in vagrancy.

2.2. Research hypothesis

We believe that the instability of the teaching staff of private schools in Lubumbashi would be explained by the lack of consideration, the bad relationships, the lack of job security, the non-respect of the employment contract by the employer, the absence of teaching materials and the mood of the promoters. These independent variables would have acted in combination as a stimulus.

2.3. Previous studies

At this level, we present the work that was carried out by our predecessors.

Louis Toupin, Claude Lessard, Roger A. Cormier and Paul Valois (2016, p.821), they carried out research on Job satisfaction among teachers in Quebec. Among the variables likely to increase teachers' work instability, they discovered the following data: the negative perception of the school climate, the deterioration of the social image of the teaching profession, the attraction to other professions, the lack of promotion, the feeling of powerlessness, the school organization of the secondary level and the number of pupils in school.

F. Arestoff and A. Bommier, the authors were interested in the impact of the type of school attended on academic success. The results of recent studies on the link between type of education and academic success, they discovered that individuals of the same age, same sex, and same socio-economic background report different academic success depending on whether they have opted for public or private establishments. Some of our predecessors took care of job satisfaction for teachers while others dealt with the policy of teacher remuneration. Our study focuses on the factors that

justify the instability of teaching staff in private schools in Lubumbashi. This is our line of demarcation.

3. The Methodological Framework

We proceed to the presentation of our field of investigation, to the description of our study population and the sample, the methods as well as the techniques which we use before moving on to the last part which concerns the results of the research. .

3.1. Presentation of the research site

This research took place in the field: private schools in Lubumbashi which have been in existence for more than 5 years. We turned our attention to the teachers who work in these private schools after having noticed their professional instability.

3.2. Description of the study population

The teachers who work in private schools in the urban commune of Lubumbashi train our study population. The lack of reliable statistics on these schools, some of which operate informally, forced us not to have a table. We then say that our population is infinite.

3.3. Description of the sample

Not being able to get in touch with all the teachers who work in the private schools located in the urban commune of Lubumbashi, we resorted to an occasional sample. We went to eight schools where we were accepted by the leaders, and we spoke with the teachers who had agreed to freely provide us with information on our research topic. We present the distribution in the table below.

Table 1: Structure of the sample

Schools	Frequencies
School complex INSHALLAH	11
School complex LOUEZ L'ETERNEL	11
School complex WAY	10
School complex MATUMAINI	10
School complex PATURAGE	7
School complex CŒUR SACRE DE JESUS	7
School complex SHAMEC	5
School complex KILESHE	4
TOTAL	65

This table shows that they 11 teachers out of 65 who are from the Inshallah school complex, 11 others work at the Louezl'Eovah school complex, 10 teachers are from the Way school complex, 10 employees come from the Matumaini school complex, then 7 teachers are from Le Pâturage school complex, another group of 7 respondents are from the Sacred Heart of Jesus school complex, then 5 workers are from the Shamec school complex, and in the end, 4 teachers come from the Kileshe school complex. It is these participants who effectively form our sample in this scientific article.

3.4 Research methods and techniques

At this level, we proceed to the presentation of the methods as well as the techniques which we used during our investigations in the field.

a) Methods

We use two methods: the psychosocial survey as well as the descriptive method. Kambulu Nshimba KM (2020, p.8), emphasizes that the method is nothing other than the set of all the actions that the researcher takes before arriving at what can be considered as result or knowledge. These methods are chosen to lead us to grasp the objective facts of our research.

b) Technical

Since any method is abstract, it has value only if it is materialized by techniques. This prompts us to resort to P. Brouillard (1977, p.76), who emphasizes that techniques are considered as impractical and empirical processes, instruments of measurement, social phenomena used for the production of data and for their counting. Regarding techniques, questionnaire, interview and observation. These techniques have been used to produce information commonly known as research data on the vagrancy of teachers in private schools in a scientific manner.

4. Research Results

The results are divided into three sub-points: firstly the evidence from which we are entitled to assert the instability of the teaching staff, the reasons behind this professional instability and the corrective measure to remedy it . That done, we move on to the interpretation of the results.

4.1. Evidence of teacher instability

Through the interview and observation, we highlighted four drivers of teacher instability: the change of schools, the schools attended the most, the longest duration in a school and the desire to 'go to yesterday. To be sure, we administered a questionnaire which selected them as themes.

1) The change of schools

At this level, we want to know the number of times that teachers have changed schools. We take their answers in the table below.

Table 2: Frequency of changing schools

Responses	Frequencies
8 times	3
7 times	2
6 times	6
5 times	11
4 times	14
3 times	13
2times	16
Total	65

This matrix informs us that 3 teachers, out of 65 have already changed schools 8 successive times, 2 workers have already been in 7 schools, 6 employees had already been teachers in 6 different schools, 11 employees have changed 5 times, 14 employees I have already been to 4 schools, 13

other employees have managed to change 3 times, and finally, 16 teachers have changed schools twice. This table shows that all the 65 teachers who participated in this study have already changed schools. This means that each of them did not remain in the private school where he was engaged from the start of his teaching career. Indeed, they changed schools 2 to times.

2) The most attended schools

In this section, we want to know the schools most frequented by our teachers. We present them in the following matrix:

Table 3: Schools attended

Schools	Frequencies
SchoolcomplexLouez l'Eternel	12
SchoolcomplexInshallah	10
SchoolcomplexMatumaini	10
SchoolcomplexWay	10
SchoolcomplexThePaturage	9
SchoolcomplexCœur Sacré de Jésus	7
SchoolcomplexKileshe	5
SchoolcomplexShamec	5
SchoolcomplexN'Sele	4
Total	72

The most frequented school, according to this table, is the school complex praise the Lord: it was attended by 12 teachers out of 65 that we interviewed. It is followed by the Inshallah, Matumaini, and Way school complexes which have already been attended by 10 teachers each, then the Paturage school complex has already been attended by 9 teachers, the Sacred Heart of Jesus School Complex was attended by 7 respondents, the Kileshe school complex and the Shamec school complex have already been attended by 5 teachers each, and finally, the N'Sele school complex has been attended 4 times.

We take from this table a real movement of teaching staff: it is professional instability.

3) The longest duration in a school

In this part, we want to realize the longer time that our participants made in the schools where they have been workers. We present their responses in the table below.

Table 4: Longest duration in a school

Duration	Frequencies
26 years	1
24years	1
17 years	1
14 years	1
13 years	1
10 years	4
8 years	4
7 years	6
6 years	8
5 years	18
4 years	10
3 years	43
2 years	60
1 year or a few months	98
Total	256

We note, in this matrix we provide the information according to which, the longest duration made by our

respondents in a school is that of 26 years, it followed by that of 24 years, then that of 17 years, then comes the duration of 14 years, it is also followed by that of 13 years, another duration is that of 10 years, followed by the duration of 8 years, following that 7 years, then the duration of 6 years, followed by that of 5 years, a another duration is 4 years, it precedes that of 3 years, which in turn is followed by that of 2 years, and finally, comes the duration of one year or less. The striking thing about this matrix is that our teachers have done it in many schools where they have spent a year or less. This effectively demonstrates their professional instability.

4) The desire to go to yesterday

We present the teachers' responses in two different tables: the fifth concerns the responses of those who want to leave the schools in which they currently work and the sixth relates to the opinions of teachers who no longer wish to leave their current schools.

Table 5: Those who want to leave

Reponses	Frequencies
Yes, if I find better yesterday	18
Yes, I am neither well paid nor considered	9
Yes, for lack of consideration	8
Yes, if I find another job with the best conditions	3
Yes, the school legislation is void in this school	1
Yes, because of the hourly volume	1
Yes, due to lack of transportation	1
Total	41

We notice in this table 42 teachers who wish to leave the schools where they are currently. According to their expectations, there are 18 who will leave if they find better elsewhere, 9 others say that they are neither well paid nor considered, 8 told us that they want to leave because of the lack of consideration, 3 other teachers are ready to leave when they find a job which presents the best conditions, 1 agent thinks that the school legislation is not respected in this school, another employee wants to leave because of the hourly volume. Finally 1 teacher wants to leave the school in which he is currently working because of the means of transport which causes him problems due to the distance which separates him from the school. In short, each teacher aspires to leave their current school for personal or collective reasons.

Table 6: Those who do not want to leave

Reponses	Frequencies
No, I feel considered	9
No, the school is well organized	7
No, because I'm paying well	4
No, the school respects educational standards	3
No, I don't live far from school	1
Total	24

We discover 24 teachers who want to stay in the schools where they currently work. Among them, 9 do not want to leave because they feel considered in the schools where they work, 7 other workers wish to continue because they say that the schools in which they work are well organized, while 4 other employees emphasize that they wish to stay because they are well paid, 3 other agents say that the school respects educational standards, and finally, 1 teacher emphasizes that

he does not live far from the school in which he works, which is why he wishes to continue in the same school.

Faced with these two opposing trends, we applied the chi-square test to find out whether teachers who want to leave their current schools are in the majority compared to those who do not want to change schools.

The calculated value of 4.44, for $df = 1$, rejects the null hypothesis at 95% success. We conclude at this level that there are more teachers who want to leave their current schools. In other words, the 41 teachers are in the majority.

Overall, the observation, interview and questionnaire produced similar information that professional instability in private schools is a fact.

4.2 The reasons which justify the instability of the teaching staff

After discovering the existence of a real professional instability of the teaching staff, we turn to the inducers: that is to say the reasons which are at the basis of the regular change of schools. The following question was asked: "What were the reasons that prompted you to change schools?" The responses of our respondents are in the following matrix:

Table 7: The reasons for the professional instability of the teaching staff

Reponses	Frequencies
The brutal behavior of the promoter or the lack of consideration of human value	41
Dissatisfaction with compensation	38
Rural or urban exodus	11
The irregularity of the salary	5
Distance from school to home	4
The volume of work	2
Relocation of the school	1
School closure	1
I re-send	1
The permutation	1
Total	105

We realize that the reasons which pushed our participants to be able to go from one school to another regularly are respectively the following: the brutal behavior of the promoter or the lack of consideration of human value, the dissatisfaction due to remuneration, rural or urban exodus, irregularity of salary, distance between school and home, volume of work, school relocation, school closure, dismissal, as well as permutation. Referring to frequencies, we have: the lack of consideration of human value, dissatisfaction due to remuneration, rural or urban exodus, irregular wages and the distance between school and home.

These five drivers of instability can be summed up in the lack of compliance with school legislation. It reflects poor staff management and even their dissatisfaction at work.

As we have five different inducers from each other, we compare them by the chi-square test. The calculated value is equivalent to 67.01: it is greater than the critical value for $df = 4$ at the level of severe significance. We reject the null

hypothesis and assert that the lack of consideration for human value, the frequency of which is 41 prevails: this is the major factor at the source of the teachers' dissatisfaction and even instability.

4.3. The corrective measure of professional instability

In order to update the measure likely to alleviate or reduce the instability of teachers, we asked the question which is to announce a situation that they accept to stay where they work. The answers are in the matrix below.

Table 8: The best situation to stay in a school

Reponses	Frequencies
Good consideration even without good salary	38
Good compensation and consideration	15
Compliance with the labor code	5
Recognition of professional merits	2
The good working climate	2
Staff supervision	2
A good salary even without a good consideration	1
Total	65

Consideration comes first. It is followed by good remuneration, compliance with the labor code, recognition of professional merit and a good working climate.

In this table, we have a preponderant value given to the consideration it is the appropriate solution to dilute the dissatisfaction of the teachers. It is also opposed to the main source discovered in the previous table.

4.4. Results interpretation

Stéphane Beaud (2008, pp. 264-265), emphasizes that in interpreting the results, three elements must hold the researcher's attention before implementing systematic comparison: the connection in each case, between objective positions, practices and subjective points of view; indigenous words, silence and misunderstandings.

We interpret the results of our research in order to facilitate and allow readers to fully understand them and know how to discover the outcome of this research.

After being in contact with these 65 teachers, we discovered that the teachers who changed schools less often are the ones who have been to two schools only. But those who have done it the most have already worked in 8 schools. So the frequency of changing schools varies between 2 and 8 times. This proves exactly that there is a vagrancy of teachers in the private schools where we conducted our investigation.

The 65 teachers who participated in this research has already been in 181 schools. But the schools which have been the most attended are the 9 which are in the following order: the school complex praise the Lord, the school complex Inshallah, the school complex Matumaini, the school complex Way, the school complex pasture, the complex Sacred Heart of Jesus school complex, the Kileshe school complex, the Shamec school complex, and finally, the N'sele school complex. Schools not on this list have been attended less than 4 times. We still present them in the appendices. Note that we have also discovered the reason which justifies

that the School Complex Praise the Eternal is the first school which is the most attended, the justification is that this school is used by several people of the springboard, that is to say that the most inexperienced teachers start with this school in order to acquire it to go on to other schools that would present the best conditions than that one. Note, however, that this is a training school for most of the teachers we interviewed.

We have found that it ranges from a few months to 26 years. But the scandal is that the longest duration in a school which is 26 was carried out by only one person out of the 65 participants. In addition she had done these 26 years in a public school before switching to private schools, this situation is the same for the 4 other longer durations which follow, namely: those of 24 years, 17 years, 14 years and 13 years. All these teachers, who have spent a long time in public schools, have left them following the rural exodus, which is justified either by war or by other reasons. On the other hand, we discovered the 65 teachers we interviewed, most often did in a private school either a few months, a year, or two, or only three years and change schools. This again proves that teachers who are in private schools are increasingly unstable professionally.

The lack of consideration by the hierarchy or the brutal behavior which characterizes promoters or managers of private schools and dissatisfaction due to remuneration are at the root of the teachers' instability. These factors lead to a main indicator which is job dissatisfaction: it eats at teachers and pushes them to go from one school to another.

By evoking the conditions in which our participants want to stay in a school for a long time, we discovered that there is respectively: good consideration and good remuneration. If those responsible for private schools act positively on these two drivers of instability, they could lead to a reduction in the rate of vagrancy of teaching staff in their private schools.

On the other hand, 41 teachers still want to leave their current schools although 24 others express a contrary opinion. They are the most numerous and their frequency is of significant value. They are very keen to be considered as humans.

We confirmed our hypothesis in these terms: the indicators of the instability of the teaching staff in private schools are: lack of consideration by teachers, poor hierarchical relations, lack of job security, non-compliance with the employment contract by the employer, absence of documents and teaching materials and dismissal due to promoters' mood.

Two main reasons or two drivers explain the instability of teachers: consideration and remuneration.

The appropriate strategy that we are proposing to combat this instability is that those in charge of private schools must fight against the professional dissatisfaction caused by the lack of consideration of teachers and the salary conditions. We also want them to make the documents they need available to teachers, to also ensure job security, to take the initiative in signing open-ended contracts with teachers who

are performing well, to know reward professional merits. These are the results we have obtained in this article.

5. General Conclusion

This article has focused on the vagrancy of teaching staff in private schools in Lubumbashi. After our investigations in the field, we confirmed our hypotheses in these terms: The drivers of instability of teaching staff in private schools are: lack of consideration by teachers, poor salary conditions, poor hierarchical relationships, lack of job security, non-compliance with the employment contract by the employer, absence of documents and teaching materials and the dismissal due to the mood of the promoters. We have also discovered that these inducers cause professional dissatisfaction, which in turn justifies the instability of teachers in private schools. Note that this confirmation is made after the verification of our hypotheses in the field.

In order to reduce the instability of the teaching staff, we suggest that the heads of private schools fight against professional dissatisfaction by acting positively on indicators such as: the consideration of teachers, the improvement of their salary conditions, harmonization relations at work, provide them with the documents they need, also ensure job security, take the initiative to sign open-ended contracts with teachers who show themselves to be performing, knowing how to be rewarded for professional merits, etc. By acting on these factors, the vagrancy of teaching staff will be seen to decrease in private schools. This is the key to remember from this scientific article.

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ANNEXE

LES ECOLES LES MOINS FREQUENTEES

LES ECOLES QUI ONT ETE FREQUENTEES TROIS FOIS			
C.S. Ika	C.S. la prospérité	C.S. Nsey Pierre	C.S. source de la victoire
C.S. la Shekina	C.S. Sainte Marie		
LES ECOLES QUI ONT ETE FREQUENTEES DEUX FOIS			
C.S. Emergence	C.S. Saint Joseph	C.S. Carmel	C.S. Saint Benet's
C.S. La bannière	C.S. Le Heros	Collège saint augustin	
C.S. Zawadi	C.S. El Kana	C.S. aux trois étoiles	
C.S. Espoir	Inst. Dipanga	C.S. Ascenseur	
LES ECOLES QUI ONT ETE FREQUENTEES UNE FOIS			
C.S. Mano	C.S. Reheme	C.S. Rocher Rendzine	C.S. Les petits savants
C.S. le sonaire	C.S. Goshen	C.S. Etoile Filante	C.S. Les vainqueurs
C.S. Le Okapi	C.S. kalunga source du savoir	C.S. Raw Man	C.S. Les élites
C.S. La promesse	C.S. Le Palmier	C.S. Baptiste la colombe	C.S. Siloe
C.S. La canne	C.S. BBA School	C.S. La fraternité	C.S. La merveille
C.S. Bel	C.S. Alfadjiri	C.S. Le Lycaonienne	C.S. Myrt-School
ITK Kayambe	C.S. Blessing	Inst. Nyele	C.S. Rosaire
C.S. Baka	C.S. Hekima	Inst. Rocher	C.S. Beryl
C.S. La sagesse	C.S. Beau Métier	Inst. Bakita	C.S. Alpha Golf
C.S. Nasefor	C.S. Tisserand	Inst. Kangunga	Inst. Kisaho
C.S. Mabengo	C.S. Théophanie	Inst. Mwadi	Inst. Nuru Voyants
C.S. La Douceur	C.S. La colombe	Inst. Ma faveur	C.S. Kitulizo
C.S. Liberman	C.S. Mukandasa	E.P. Sifa	C.S. Yesu Nene
C.S. Larécompense divine	C.S. Eureka	E.P.3 Shabana	C.S. Heroique
C.S. Bukwashi	Collège Salem	E.P.1 Lulu kenda	C.S. Ngafani
C.S. Tony	E.P. Kivukutu	E.P. Mulenda	C.S. Saint Emmanuel
C.S. Mapendo	E.P. Mulungebwe	E.P. Kaomba	C.S. Sainte Adolphine
C.S. Boanerge	E.P. KIVI	C.S. Tout Œil le verra	C.S. Des écoles réunies
C.S. Les génies	E.P. Mwabukwa	Lycée Sainte Esther	Inst. Safina Kigoma
C.S. Harmonie	C.S. Ina Muzinga	C.S. Fakat	Inst. De la Muya
C.S. Pasteur Aggée	C.S. Notre dame du savoir	C.S. Kungwa	C.S. Dieu de la gloire
C.S. Des Meilleurs	C.S. Tupendane	C.S. Kungwa	C.S. Mutshif
C.S. Nouvelle génération	C.S. Les immaculées	C.S. Bakita	C.S. Santa Marie
C.S. Kamatete	C.S. La bruyere	C.S. Rah'Man'	C.S. Le printemps
C.S. Cité d'espérance	C.S. Jacinta	C.S. Dorcas	C.S. YesumwanaM'Tuu
C.S. Les Planteurs	C.S. Chrisnovic Alpha	C.S. Samy	C.S. le Roc
C.S. Les semeurs	C.S. Kazi Bora	C.S. Okungu	Inst. Mafudisho
C.S. Beau MEDERS	C.S. Pax	C.S. Kilima	C.S. Soleil de la Justice
C.S. Saint François	C.S. Le Berger	C.S. Amis du savoir	DRC Cinquantaine
C.S. Les chercheurs	C.S. Les amis d'Annuaire	C.S. Masombo	C.S. Jerani
C.S. Les novateurs	C.S. Malunga	C.S. Fleuve d'eau vive	C.S. Les gagnants
C.S. Saint Jacques veront	C.S. Agneau Immolé	C.S. Angela	C.S. Rah Man 2
C.S. Logos Rehema	Inst. Kitokeji	C.S. Saint Jean baptiste	C.S. Saint Pierre
C.S. Lycaoneme	Inst. Bambi	C.S. Vincent de Paul	E.P. SNCC
C.S. Ngwaya	Inst. Neemakiswishi	C.S. Les Oliviers	C.S. Shekinah Alpha
C.S. La Providence	C.S. Epiphanie I	C.S. Saint Albert	C.S. Victoire
C.S. Le Bercail	Collège Flora	C.S. La lumière de la paix	
Inst. Mapinduzi	C.S. l'excellence	C.S. SindaBuya	
C.S. Sept	C.S. Missionnaire	E.P. Kitumaini	

Legend: C.S = School Complex, E.P. = Primary School