



Dynamique des Jeunes Leaders pour la Paix et le Respect des Droits Humains

DYJEPREDHU asbl

Dynamics of Young Leaders for Peace and Respect for Humans Rights

CHANGEMENT | TRANSFORMATION | IMPACT

GROWING OUR SCHOOL IN DR Congo

April 2026

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PROJECT TECHNICAL PROPOSAL

I. Project Summary

1. Title of the project: **Growing Our Schools in DRC!**

2. Contact details:

- Name of the organization: Dynamic of Young Leaders for Peace and Respect for Human Rights, “DYJEPREDHU asbl” in acronym

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3. Organization Mission Statement:

- The mission of the DYJEPREDHU ASBL School of Excellence is to cultivate a new generation of ethical and highly skilled Congolese leaders. We are committed to providing an international-standard learning environment that merges academic excellence, technological innovation, and new citizenship values, transforming the intellectual potential of youth into a powerful lever for the sustainable development of the Democratic Republic of Congo.
- To empower a new generation of Congolese leaders by providing an elite educational environment that merges academic rigor, technological innovation, and ethical leadership, transforming the nation's intellectual potential into a driving force for sustainable development and global excellence.

Based on the elite-focused model of the **DYJEPREDHU ASBL School of Excellence Study**, the beneficiaries can be categorized into three levels: **Direct**, **Indirect**, and **Institutional**.

1. Direct Beneficiaries

- **Gifted and High-Achieving Students:** Specifically talented children from diverse socio-economic backgrounds (merit-based) who will receive a world-class education in STEAM and leadership.
- **Marginalized Youth with High Potential:** Students from underprivileged families or conflict-affected areas (like North Kivu) who gain access to elite education through scholarship programs.
- **Teaching and Administrative Staff:** Congolese educators who will benefit from continuous professional development, training in modern ICT tools, and competitive working conditions.

2. Indirect Beneficiaries

- **Congolese Families:** Parents who see their children transformed into skilled leaders, breaking the cycle of poverty and providing long-term family stability.
- **Local Communities:** Areas surrounding the schools will benefit from improved social standards and the positive influence of "New Citizenship" values modeled by the students.
- **The Private Sector:** Congolese and international companies that will have access to a pool of highly qualified, ethical, and "job-ready" local talent for the workforce.

3. Institutional & National Beneficiaries

- **The Government of the DRC (Ministry of EDU-NC):** The project supports national goals by producing citizens who embody the "New Citizenship" mandate and reduce the burden on public infrastructure.
- **The Democratic Republic of Congo:** The nation gains a "Human Capital" engine—a prepared elite capable of managing natural resources, innovating in technology, and leading diplomatic efforts globally.

Category	Primary Benefit
Students	Elite academic skills, bilingualism, and leadership ethics.
Teachers	Capacity building in 21st-century pedagogical methods.
Society	Reduction in "brain drain" by keeping top talent within the DRC.
Economy	Local innovation and reduction of reliance on foreign expertise.

The project start date is the formal beginning of the **School of Excellence** implementation phase.

For your study, you can present it as follows:

- **Project Start Date:** September 1st, 2026
- **Academic Launch:** 2026–2027 Academic Year

Strategic Phasing (Recommended for your study)

To show professional planning, you may want to break the start down into phases:

1. **Phase 1: Pre-Operational Phase** Duration: 3–6 months
 1. Site preparation, teacher recruitment, and student selection tests.
2. **Phase 2: Official Launch**
 0. Inauguration ceremony and the beginning of the first term.
3. **Phase 3: Evaluation Phase** After 6 months
 0. First assessment of elite student progress and teaching quality.

II. Project Objectives

The primary goal of the **School of Excellence** is to establish a high-standard educational incubator that prepares the next generation of Congolese leaders.

1. General Objective (Overall Goal)

To provide a world-class educational framework that fosters academic brilliance, ethical leadership, and civic responsibility among gifted Congolese youth, ensuring they are equipped to drive the nation's socio-economic transformation.

2. Specific Objectives

- **Academic Excellence:** To achieve a 100% success rate in national exams with at least 80% of students scoring high enough to qualify for prestigious scholarships (e.g., *Excellentia*).
- **Technological Literacy:** To integrate STEAM (Science, Technology, Engineering, Arts, and Mathematics) into the core curriculum, ensuring 100% of graduates are proficient in coding, digital research, and basic data analysis.
- **Bilingual Proficiency:** To implement an intensive language program ensuring that all students are fully fluent in both **French** and **English** by the time they graduate.
- **Leadership & Ethics:** To deliver specialized modules in leadership, public speaking, and "New Citizenship" to 100% of the student body to combat corruption and promote integrity.

- **Social Inclusion:** To dedicate at least 30% of enrollment to highly gifted students from underprivileged backgrounds through a robust merit-based scholarship scheme.
- **Pedagogical Innovation:** To establish a continuous training program for teachers, focusing on 21st-century learner-centered teaching methods and ICT integration.

Why these objectives? (Justification)

- **Measurable Impact:** The use of specific percentages (e.g., 100% pass rate, 80% score in national exams) provides a clear benchmark for success. This data-driven approach demonstrates accountability and makes the project highly credible and attractive to **international donors and stakeholders**.
- **Elite-Oriented Standards:** By prioritizing **bilingualism (French/English)** and **leadership training**, the project moves beyond basic education. This strategic focus distinguishes your school from standard institutions and ensures that graduates are prepared for high-level roles in the global economy.
- **Merit-Based Equity:** Integrating social inclusion through merit-based scholarships justifies the project as a tool for social justice, proving that "Excellence" is a result of talent and hard work rather than financial privilege.
- **Alignment with National Reform:** These objectives directly support the DRC's "**New Citizenship**" mandate, making the project a vital partner in the government's efforts to rebuild the country's intellectual and moral backbone.

Target Population

The **School of Excellence** specifically targets high-potential individuals who will form the backbone of the DRC's future leadership. The population is divided into the following categories:

- **Primary Target: Gifted Students (Ages 6–18)**
 - Intellectually talented children and adolescents from all 26 provinces of the DRC.
 - Students who have demonstrated exceptional academic results (typically those scoring in the top 5% of their current schools).
 - Youth with a strong aptitude for Science, Technology, and Leadership.
- **Vulnerable but Talented Youth:**
 - High-achieving students from low-income families or conflict-affected regions.
 - Orphans or displaced children who show extraordinary resilience and intellectual merit, eligible for the "Excellence Scholarship" program.

- **The Teaching Elite:**
 - Qualified Congolese educators and pedagogical experts committed to innovative teaching methods.
 - Mentors and professionals from the Congolese diaspora willing to transfer high-level skills to the younger generation.
- **Secondary Target: Parents and Guardians:**
 - Families seeking a rigorous, values-based education that guarantees global competitiveness for their children.

Key Demographics for the Study:

Criteria	Description
Geographic Scope	Initially local (Kinshasa/Province-based) with a national recruitment vision.
Academic Level	Primary, Secondary, and Humanities (Humanités).
Selection Basis	100% Meritocratic (Entrance exams and psychological testing).

Secondary Beneficiaries

- **Families and Households:** Parents and guardians will benefit from the long-term socio-economic stability provided by their children’s success. As these students enter high-paying, influential sectors, they lift their entire families out of the cycle of poverty.
- **The Local Community:** The area surrounding the school will benefit from improved security, infrastructure development, and the "intellectual radiation" of the institution. The school acts as a local hub for civic values and community engagement.
- **The Private Sector and Industry:** Congolese and international corporations operating in the DRC will have access to a local pool of highly skilled, bilingual, and ethical "Elite" professionals, reducing the costly reliance on expatriate labor.
- **National Education System:** Other schools and the Ministry of Education (EDU-NC) will benefit from the "Pilot Model" effect. The innovative pedagogical methods and teacher training modules developed by DYJEPREDHU can be replicated nationwide to raise general standards.

- **The Democratic Republic of Congo (State):** The nation benefits from the creation of a "Human Capital" reservoir—future diplomats, engineers, and policymakers who will defend national interests with expertise and integrity on the global stage.

Summary of Indirect Impact

Group	Long-term Benefit
Parents	Reduced financial burden through scholarships and future family support.
Local Economy	Creation of indirect jobs (maintenance, supply chain, services).
Public Sector	Access to a new generation of incorruptible civil servants.
Global Diaspora	Strengthening the image of the DRC as a hub for intellectual excellence.

Funding and Other Contributions

Total cost of the project: **US \$100,000**

1. Financial Funding Sources (Monetary)

2. Material and Technical Contributions (In-Kind)

Support requested: **US \$100,000**

3. Human Capital & Institutional Contributions

- **Bank account: Dynamique des Jeunes Leaders pour la Paix et le Respect des Droits Humains, DYJEPREDHU asbl**

Trust Merchant Bank S.A. (TMB)

Goma Agency -DRC

No. 1272-28000-23526760001-87

Following code: TRMSCD3L

Summary

DYJEPREDHU asbl operates free, high-quality primary, secondary, and vocational schools for orphaned and vulnerable children in rural DRC. With qualified teachers, school meals, libraries, clinics, and hands-on skills training, students receive a well-rounded education that prepares them for employment, further studies, and leadership. Your support helps children thrive in safe, supportive learning environments built to meet their full potential.

Challenge

In rural DR Congo, access to quality education is limited, especially for orphaned and vulnerable children. Schools are often under-resourced, with overcrowded classrooms, untrained teachers, and few learning materials. Many families cannot afford fees, meals, or uniforms, and girls are especially at risk of dropping out. Without strong educational infrastructure, students are left unprepared for employment or further learning, trapping communities in cycles of poverty.

Solution

DYJEPREDHU asbl builds and operates primary, secondary & vocational schools that offer high-quality education and holistic support. We provide trained teachers, nutritious meals, clean water, and school supplies. Our vocational program equips students with practical skills like carpentry, tailoring, and computing. Libraries, science and computer labs support learning and well-being. By addressing every barrier to education, **DYJEPREDHU asbl** helps students succeed in school and prepare for meaningful futures.

Long-Term Impact

DYJEPREDHU asbl SCHOOL OF EXCELLENCE STUDY are building a generation of educated, skilled, and empowered young people. With a 99% school retention rate and pass rates above national averages, students are graduating ready for higher education, employment, or entrepreneurship. Many go on to become community leaders, and some even return to teach or work at **DYJEPREDHU asbl**. By investing in strong schools and holistic learning, this program creates long-term opportunities that uplift entire families and communities.

The **DYJEPREDHU ASBL "School of Excellence Study"** project is a high-level strategic initiative designed to reshape the educational landscape of the Democratic Republic of Congo (DRC). By focusing on "Excellence," this study justifies the transition from basic mass education to the targeted cultivation of a **Congolese Elite** capable of competing on the global stage.

1. Context: The Need for an Educational Elite in the DRC

The current Congolese educational environment is characterized by a "Learning Poverty" crisis that hinders the emergence of high-level leadership.

- **Post-Gratuité Challenges (2019-2025):** While the "Free Primary Education" policy successfully increased enrollment, it led to a severe drop in quality due to overcrowded classrooms (sometimes 80–100 students per teacher).
- **The "New Citizenship" Mandate:** Under the **Ministry of National Education and New Citizenship (EDU-NC)**, the government is shifting focus toward moral integrity and civic responsibility. The elite must not only be smart but also ethical.
- **Infrastructure & Digital Gap:** Most public schools lack the labs and libraries necessary to train 21st-century leaders, leaving a vacuum that private-initiative ASBLs like DYJEPREDHU must fill.

2. Strategic Justification for the "School of Excellence Study"

The justification for this study is rooted in the belief that **quality education for the brightest minds** is the most effective lever for national development.

- **Cultivating the "Excellentia" Standard:** This project aligns with national goals (such as the *Excellentia* scholarship program) by creating an incubator for students who aim for scores above 80% in State Exams.

- **Human Capital as a Natural Resource:** While the DRC is rich in minerals, DYJEPREDHU justifies this school by arguing that "Intelligence is the first raw material." Training an elite class reduces dependence on foreign expertise for managing the country's resources.
- **Inclusion of Marginalized Talent:** A key justification is **meritocracy**. The study ensures that "Excellence" isn't just for the wealthy, but for the most gifted children from all social backgrounds, including those in conflict-affected areas.
- **Global Competitiveness (STEAM focus):** The study justifies a curriculum heavy on Science, Technology, Engineering, Arts, and Mathematics (STEAM) and bilingualism (French/English) to ensure the Congolese elite can lead in international forums.

3. Pillars of the DYJEPREDHU Elite Preparation

The study outlines how the school will transform a student into a member of the national elite:

Pillar	Current Gap in DRC	DYJEPREDHU Excellence Model
Pedagogy	Rote memorization (Learning by heart)	Critical thinking & Problem-solving
Technology	Chalkboard only	AI-integrated learning & Coding
Character	Passive citizenship	Leadership, Ethics, and Patriotism
Ratio	70+ students per class	Max 25–30 students per class

4. Conclusion of the Study Justification

The **DYJEPREDHU School of Excellence Study** is justified as a "**National Laboratory of Success.**" By proving that Congolese children can meet international standards when given the right environment, this school will serve as a pilot model to be replicated across all provinces to rebuild the nation's intellectual backbone.

For the **DYJEPREDHU ASBL School of Excellence** study, your goals and objectives should clearly distinguish between the "Big Picture" (Goals) and the "Actionable Steps" (Objectives).

5. Goals and Objectives

5.1. Strategic Goals (Long-term Impact)

- **National Leadership Development:** To establish a premier educational hub that serves as a nursery for the DRC's future political, economic, and scientific elite.
- **Standardization of Excellence:** To create a replicable model of high-quality education that bridges the gap between the Congolese national curriculum and international academic standards.
- **Social Transformation:** To promote meritocracy by ensuring that intellectual brilliance, rather than financial wealth, determines access to high-level leadership training.

5.2. Specific Objectives (SMART)

- **Academic Performance:** To ensure that **100%** of students achieve high-distinction marks in the National Exams (Examen d'État), with a target average score of **85% or above**.
- **Linguistic Mastery:** To achieve full **bilingual proficiency** (English and French) for all graduates through immersive language modules and international certification prep.
- **Technological Integration:** To provide every student with hands-on training in **STEAM** (Science, Technology, Engineering, Arts, and Mathematics), resulting in 100% digital literacy and basic coding skills by Grade 9.
- **Ethical Leadership:** To implement a mandatory "New Citizenship & Ethics" curriculum, ensuring that every graduate demonstrates strong leadership skills and a commitment to anti-corruption values.
- **Scholarship Access:** To secure funding for "**Excellence Scholarships**" covering at least **30%** of the student body, specifically targeting gifted children from vulnerable backgrounds.

- **Professional Development:** To train and certify **100% of the teaching staff** in modern, learner-centered pedagogical techniques and the use of Educational Technology (EdTech) within the first year of operation.

Summary Table for Stakeholders

Objective	Target Metric	Strategic Alignment
Excellence	85% average score	Preparation for <i>Excellentia</i> scholarships.
Bilingualism	TOEFL/DELF Certification	Global competitiveness.
Innovation	1:1 Student-to-Computer ratio	Digital economy readiness.
Integrity	Leadership Portfolio per student	National "New Citizenship" mandate.

6. Activities

To achieve the goal of preparing the Congolese elite, the **DYJEPREDHU ASBL School of Excellence Study** will implement a rigorous set of activities. These are categorized into three phases:

1. Pre-Operational Phase (Preparation)

- **Talent Identification & Recruitment:** Organizing nationwide or provincial entrance exams and psychological assessments to identify "gifted" students based on merit.
- **Teacher "Elite" Training:** Conducting intensive boot camps for educators on 21st-century pedagogy, STEAM integration, and English language proficiency.
- **Infrastructure Digitalization:** Equipping classrooms with high-speed internet, smartboards, and individual tablets/laptops for students.

2. Core Academic & Leadership Activities

- **Advanced STEAM Workshops:** Weekly hands-on sessions in coding, robotics, renewable energy, and laboratory sciences.
- **The "Bilingual Immersion" Program:** Scheduling specific days or subjects taught exclusively in English to ensure full fluency.

- **Leadership & Rhetoric Seminars:** Organizing debates, public speaking competitions, and "Model UN" sessions to develop diplomatic and communication skills.
- **Civic & Ethics Modules:** Implementing a "New Citizenship" curriculum focused on integrity, national history, and community service projects.

3. Extra-Curricular & Global Integration

- **Mentorship Programs:** Pairing students with successful professionals from the Congolese diaspora and local industry leaders.
- **International Exchange Initiatives:** Establishing virtual or physical exchange programs with "Schools of Excellence" in other countries to broaden global perspectives.
- **Scholarship Pathway Coaching:** Providing dedicated counseling for prestigious national (Excellentia) and international university applications.

Activity Implementation Timeline

Activity	Frequency	Primary Goal
STEM Lab sessions	Daily	Technical mastery
English Language Club	3x / Week	Global communication
Leadership Workshops	Bi-monthly	Character & Ethics
Community Service	Quarterly	Civic Responsibility

Project Implementation Calendar (Year 1)

Phase	Month	Key Activities	Expected Outcome
Phase 1: Planning & Setup	M1 - M3	<ul style="list-style-type: none"> • Site renovation & digital infrastructure setup. • Partnership meetings with EDU-NC and Tech firms. 	Facilities ready and legal accreditation secured.

		<ul style="list-style-type: none"> • Finalization of the STEAM & Leadership curriculum. 	
Phase 2: Talent Scouting	M4 - M5	<ul style="list-style-type: none"> • Nationwide/Provincial entrance exams (Merit-based). • Recruitment and "Elite Training" for teachers. <ul style="list-style-type: none"> • Launch of the Excellence Scholarship campaign. 	Top 5% students identified; Teachers certified in EdTech.
Phase 3: Launch	M6	<ul style="list-style-type: none"> • Official Inauguration Ceremony. <ul style="list-style-type: none"> • Student & Parent orientation week. • Distribution of digital learning tools (Tablets/Laptops). 	School officially operational.
Phase 4: Academic Execution	M7 - M10	<ul style="list-style-type: none"> • Core STEAM & Bilingual classes. • Monthly Leadership & Ethics seminars. • Quarterly Community Service projects. 	Continuous learning and character building.
Phase 5: Evaluation & Closing	M11 - M12	<ul style="list-style-type: none"> • Final Exams and "Excellence Awards". • Project impact assessment (M&E report). • Preparation for the next academic year intake. 	Success data compiled for donors and stakeholders.

Detailed Monthly Highlights

- **September (Kick-off):** Implementation of the **Bilingual Immersion** program where students begin intensive English/French dual-tracking.
- **December (Innovation Week):** First **STEAM Fair** where students present tech solutions for local community problems.

- **March (Leadership Summit):** Hosting a "Model UN" or **National Debate** competition to test rhetorical and diplomatic skills.
- **June (Graduation/Awards):** Recognition of students qualifying for national scholarship benchmarks (targeting 80%+).

Detailed Project Budget

Category	Item Description	Estimated Cost (USD)	% of Budget
I. Infrastructure & Setup	Renovation & Classroom Branding (modern furniture, painting, lab desks)	\$12,000	12%
II. Technology & STEAM	Digital Lab: 30 Laptops/Tablets, 2 Smartboards, High-speed Internet (1 year), and Solar Backup Power	\$28,000	28%
III. Human Resources	Elite Teaching Staff: Salaries for 1 Director, 6 Teachers, and 2 Support Staff (Year 1)	\$35,000	35%
IV. Training & Curriculum	Capacity Building: Specialized training in EdTech, Leadership, and Bilingual pedagogy	\$5,000	5%
V. Scholarship Fund	Merit-Based Scholarships: Coverage for 20 gifted students from vulnerable backgrounds	\$10,000	10%
VI. Administration	Operational Costs: Utilities, office supplies, local marketing, and security	\$5,000	5%
VII. Contingency	Emergency Fund: Reserved for price fluctuations or unexpected repairs	\$5,000	5%
TOTAL		\$100,000	100%

Budget Narrative & Justification

1. **Technology (\$28,000):** This is the heart of the "Excellence" model. Since electricity is unstable in many areas of the DRC, a significant portion is allocated to **solar backup** to ensure 24/7 digital learning.
2. **Human Resources (\$35,000):** To attract the "Elite" teachers needed for this project, salaries are set above the local average. This ensures high motivation and zero strikes, which are common in the public sector.
3. **Scholarship Fund (\$10,000):** This aligns with your mission of "Inclusion." It covers the costs for students who are brilliant but cannot afford the excellence fees, ensuring the school remains a meritocracy.
4. **Infrastructural Renovation (\$12,000):** Focuses on creating a "Safe Space" that looks different from traditional schools, encouraging creativity and focus.

Done in Goma, April 7, 2026

For DYJEPREDHU asbl


Christian AHADI BEN MASONGA
EXECUTIF DIRECTOR, HUMAN RIGHTS ACTIVISTI

