

# Current Situation of the Congolese Education System Faced with the Expectations of the Populations Living in Lubumbashi: Challenges and Outlooks

Study conducted in the Educational Province of Haut-Katanga 1

MINGA BOPE Samuel<sup>1</sup>, KALONJI MULUMBA Nathan<sup>2</sup>

<sup>1</sup>Faculté des Sciences Économiques et de Gestion, Université de Lubumbashi, Route Kassapa, Building Administratif, Lubumbashi, Haut-Katanga, RDC  
Email: [profmingabopesamuel\[at\]gmail.com](mailto:profmingabopesamuel[at]gmail.com)

<sup>2</sup>Faculté de Psychologie et des Sciences de l'Éducation, Université de Lubumbashi, Route Kassapa, Building Administratif, Lubumbashi, Haut-Katanga, RDC  
Email: [kalonjinathan95\[at\]gmail.com](mailto:kalonjinathan95[at]gmail.com)

**Abstract:** *The purpose of this study is to provide readers with a set of reflections on the Congolese education system, which despite the many reforms it has undergone, is still a key factor in today's expected and desired development. This also implies a methodological approach based on opinion polls and surveys aimed at highlighting the expectations of the Congolese population in general, and those of Lubumbashi in particular, regarding the role and importance of education in the DRC. The results derived from this theme reconcile the sciences of education economics and planning issues. The strategies put in place aim to adopt a praxeological pedagogical approach focused on redefining curricula based on input and output.*

**Keywords:** Education system, Entry profile, Exit profile, Skills repositories

## 1. Introduction

No one is supposed to ignore the fact that any nation can only reach its peak development through education and training. This basic postulate, on which all education systems are founded, is no doubt in line with the saying that if you want to destroy a country, start by destroying its education system. With this in mind, it's no exaggeration to point out the weakness of the Congolese education system as a whole. Whether at primary, secondary or technical level. Moreover, the reforms introduced two years ago in the Ministries of Higher and University Education show the irregular and incompatible nature of Framework Law N° 14 / 004 of February 11, 2014).

As a result, this legal text barely translates the aims of Congolese educational action into concrete indicators. Surveys carried out recently (2021) in schools in the DRC cities of Likasi and Lubumbashi illustrate the opinions expressed by the population as a whole on the role and importance of school. Added to this is the recent report published by the UNICEF/DRC office (2023), a document that reveals so many benchmark indicators used to determine the level of inefficiency, weakness and incoherence that characterizes our Congolese education system. It cites, among other things, a strong mismatch between the entry and exit profiles for secondary, higher and/or university education. To name but a few. however, the purpose of National Education in the DRC is to: "promote an integral and permanent training of ambitious women and men; the acquisition of skills, human, moral, civic and cultural values

with a view to creating a new Congolese society that is democratic, supportive, prosperous and emerging" (Republique, 2014). At secondary level, the aim of education is to produce a well-balanced, employable and useful type of man, capable of producing and creating jobs and thus producing for himself for his own self-fulfillment and to promote the social development of his country.

Yet these pedagogical intentions should be reflected positively and more or less realistically. When it comes to describing the employability of young university graduates, for example, the results are convincing. This is what Nathan Kalonji asserts in his specialist work on the entrepreneurship of university graduates in the DRC (2022). The author states that every year, higher education institutions launch a large number of potentially unemployed graduates onto the job market ...

Faced with this alarming and calamitous situation, which is engulfing the country less and less, we asked ourselves the following questions: Is the Congolese education system in general, and secondary education in particular, effective?

If so, what are the determinants of this effectiveness? How can new strategies be devised to improve the Congolese education system, particularly at secondary level? In anticipation, we felt that the Congolese education system was highly inadequate and incompatible with the current challenges facing our society, which is called upon to conform to the rules of globalization.

And that the strategies for improvement can be defined in a functional, structural and model-based reform approach. The aim of this study is to identify the factors at the root of this inefficiency, and to consider a series of systemic reflections based on a decontextualized, praxeological model of pedagogy. The method used is descriptive. Data is collected through surveys and polls. Statistical analysis was used for processing, analysis and interpretation. Apart from the introduction and conclusion, the first part is devoted to theoretical reflections on the education system, the second to the methodological framework, and the last to the results of our investigations.

## 2. Theoretical Framework

To limit our study to its theoretical dimension, we need to distinguish between the internal and external parameters that contribute to the description of the Congolese education system. As far as external parameters are concerned, we have the conventions, treaties, lateral and multilateral agreements to which the Congolese education system refers in order to envisage its modalities of action. In any case, it is essential to highlight the points of convergence and divergence between the different education systems, as well as that of the Democratic Republic of Congo. To this end, Chrysostome Cijika (2020) believes that the multiplicity of opportunities and modalities for exchanging experience in educational policy is a means of explaining this dichotomy, so much so that similarity is constantly observable in the different curricula, which has expressed a wide margin of probability at the level of Basic Education. However, National Education at secondary and even tertiary level should demonstrate specific, contextual trends relating to local issues. This is what Edward Clapare argues in "The Tailor-Made School". Our central theory rests on this question of contextualization and social adaptation, which is perhaps only possible when the school converges its aims with societal needs.

The question of the education system implies that formal education, non-formal education and informal education are all axes of the subsystems that come into play. This also makes it possible to determine sectoral responsibility and the skills required. This way of looking at things takes us back to a so-called systematic approach. Studying the latter in detail will enable us to clear up any ambiguities and achieve as little as possible the objective of the fact as desired.

### Systems analysis as a descriptive approach to an educational system

In fact, three concerns deserve to be raised. The first assumes that the Congolese education system is a whole, to which we need to pay attention a priori in order to identify its various components. In other words, there are breaks in the gradual process of knowledge acquisition. In view of the above, the PISA (Programme for International Student Assessment) survey completes this international provision to which our education system adheres. The scientific knowledge it refers to is addressed within the framework of school legislation. This survey shows that there is a strong relationship between the education systems of the countries concerned (especially the developed countries) in terms of the skills required of learners and the way in which they approach problems

related to science and technology. On the other hand, it has been shown that the conception of school as separate from life, as widespread in most Western countries, in this case France, deserves to be marked out and to enable member countries not to compartmentalize the child into two parallel lives, on the one hand the school world where he learns in a disembodied way, and social life which becomes a place of multiple confrontations (Authie and Hess, 2010).

### Investment and human capital theory in economics education

The economics of education is a field of study that economists began to tackle seriously in the 1960s, at the University of Chicago, when a small group of researchers, notably

Schultz and Becker, laid the theoretical foundations of this discipline. Both were to win the Nobel Prize in Economics. Their theory is known as "human capital" theory, the word capital being used here by analogy with physical capital. Just as an investment in physical capital (a factory, a pipeline or a dam) can produce flows of goods or services over many years, and thus generate income that exceeds the initial cost of the investment, so human beings can invest in themselves to become permanently more productive over the course of their working lives. This investment in themselves entails costs, but the additional gains made by individuals with more human capital than others more than offset these costs. This observation has led economists to claim that education is a "profitable" activity. Indeed, education is the main vehicle for the acquisition of human capital. This theory has given rise to numerous empirical studies aimed at measuring the level of this profitability more precisely: according to the type of study, the length of study, the country, the era, the social or ethnic origin, the market conditions, etc. Over the years, other work has mobilized researchers in the economics of education, and it's fair to say that over the last fifteen or twenty years, their main focus has shifted to the study of how education systems work. In this respect, the central question being addressed is that of the efficiency of this sector, i.e. what are the characteristics of education systems that, for a given cost, achieve the best results. This shift has not been without consequences for relations between educational economists and researchers from other disciplines who take education as their field of study.

### Costs, expenses and financing

Originally, the costs of education were calculated by economists to estimate its profitability. Indeed, calculating the economic profitability of an investment is always based on a comparison of the costs and benefits it generates. For example, the cost of constructing a new school building cannot be charged to the students who will use the building for the first time, but must be amortized over the probable lifespan of the investment, which will be used by several generations of students. Similarly, the cost of a civil servant teacher's salary must be calculated in such a way as to take into account the expenses that the State will later incur for his or her retirement. The most important adjustment concerns the cost of time spent studying. In fact, no expenses are shown to reflect this cost. But the student who decides to devote an extra year of his life to study gives up, partially or totally, the right to a paid job. This renunciation, described by

economists as a "loss of earnings" or "opportunity cost", must be taken into account in the calculation of profitability, even if it does not give rise to any expenditure. In concrete terms, then, according to Muheme Gaspard (2023), there is education expenditure (in public budgets, in household consumption budgets), from which economists calculate costs, which also include some non-expendable elements, such as lost earnings. In contrast to public spending, private spending is mainly spending by families on their own children.

From a comparative pedagogical point of view Most countries today have a pre-dominant public funding system. The origin of this principle can be traced back to the principle of compulsory education, which cannot be imposed if poor families are unable to pay private school fees. Per-pupil expenditure in elementary school in developed countries today stands at around 5,000 euros a year - roughly half the annual minimum wage - and it's understandable that, in the absence of public funding, many children would be excluded from school. This is obviously even truer in poor countries. After the legal age of compulsory schooling, the principle of predominant public funding is supposed to respond to a logic of equity or equal opportunity, but achieving this objective is not guaranteed. In fact, in poor countries with insufficient public resources to provide primary schooling for all school-age children, free post compulsory education does not improve equity, but on the contrary reduces it, in the sense that it can be said to be achieved at the expense of access to primary schooling for the poorest sections of the population.

As we said earlier, even in wealthy countries, public funding of post-compulsory schooling does not guarantee a higher level of equity, if access to these levels is excessively biased in favor of children from affluent social backgrounds. In this case, it may be fairer to charge wealthy families and allocate scholarships (publicly funded) to students from modest social backgrounds, to avoid non-progressive taxes paid by the population as a whole subsidizing a service that mainly benefits wealthy families. In France, such a phenomenon can be observed in the elite courses offered by the Classes Préparatoires Aux Grandes Écoles.

### Trends in education spending

Public spending on education is most often measured as a percentage of a given country's gross domestic product (GDP). Until the 20th century, this percentage remained modest, below 1%. The rise in this indicator is therefore a relatively recent phenomenon in history. Public spending on education had its heyday in the third quarter of the 20th century, between 1950 and 1975. During this period, it rose to 5% of GDP (world average). From 1975 onwards, this indicator suddenly stopped growing, and has remained at 5% ever since. In France, the value of this indicator is slightly above average (just over 6%), while in developing countries it is below average, at 4%. The evolution of private spending on education is not known statistically in a satisfactory way. The use of household budget surveys is relatively recent, and the inclusion of specific questions on education spending is even more so. Detailed information on family spending on education has only been available since the early 1990s, and then only for the richer OECD countries. It appears that

household spending on education is low compared to public spending, representing just 1% of GDP, or five times less. This average conceals wide variations from one country to another, with extreme cases ranging from 0.1% to 3%. In fact, there are two groups of countries with contrasting behaviors on this point. One group, including the United States, Japan and Korea, is around 2% of GDP, while the other, including all the others, is around 0.6%. France is one of them.

Since 1990, there has been no particular change in this indicator, but we can probably anticipate an upward trend worldwide, due to the fact that many countries are considering, if they have not already done so, raising tuition fees for higher education. On the other hand, the developing countries for which data is available have a slightly higher level of private spending (in the region of 1.5% to 2% of GDP), and the major emerging countries such as China and India seem determined to finance the future expansion of their higher education systems by relying heavily on family funding, which seems to be a given.

### The profitability of education

There are several hundred studies that have measured the individual return on education. Most of them focus on a given country that has carried out a household income survey based on a representative sample, including the age of the working population. The rate of return on education is indeed high: over 90% of calculated rates of return exceed 10% p.a., beyond the profitability standards sought for any investment;

- The lower the country's level of development, the higher the rate of return, since the law of diminishing returns applies only to a limited extent. In some countries, it can be as high as 40%;
- In the least developed countries, the profitability of primary education is much higher than that of secondary and higher education. This result argues in favor of giving high priority to this level, as recognized in the goal of education for all put forward by the United Nations and the international community as a whole since the year 2000;
- Private profitability, i.e. benefiting the individual who receives the education, is higher than social profitability, from the point of view of the community. This difference is due to the fact that most of the costs are borne collectively, while the distribution of benefits is more favorable to individuals. This result shows that, strictly in terms of economic rationality, a greater contribution from families would be justified;
- In the 1980s, developed countries saw a downward trend in rates of return, particularly at the tertiary level. It could be concluded that the demand for human capital was reaching saturation point. This downward trend has now come to a halt, and for certain types of training, notably those of excellence, it has started to rise again. This is due to the fact that, in the most advanced countries, growth is conditioned by their ability to stay as close as possible to the technological frontier. This is clearly linked to policies supporting basic and applied research, which in turn depends on the quality and dynamism of higher education systems.



**Macroeconomic profitability**

Many economists, and not only those who consider themselves specialists in the economics of education, have attempted to measure the impact of education on economic growth. The pioneer among them, Denison, carried out empirical research in the 1960s which showed that American growth over the preceding thirty years was largely due to improvements in the educational level of the working population. However, the same studies of European countries failed to show a similar impact. In fact, empirical analysis here comes up against a problem of measuring human capital. At the individual level, we compare individuals (education levels and income), but at the macroeconomic level, we have to integrate aggregate production factors into the model, which do not have a homogeneous unit of measurement. If we measure education by its costs, we overlook the efficiency of education systems in producing human capital for a given budget. During the 1990s, a number of authors took up the analysis of education's contribution to growth with rather attractive theoretical models, but they similarly came up against the difficulty of measuring human capital to empirically test the validity of their hypotheses. The fact remains, however, that no country has experienced sustained economic growth or emerged from underdevelopment without a massive effort in favor of education. The only exceptions to this rule are the oil-exporting countries, which have been able to develop through the exploitation of rents, but not through a process of increasing labor productivity. This type of economic growth can only remain exceptional. A study of Brazil showed that the process of economic take-off, in a given state of the country, was triggered when the average level of education of the working population reached four years of school attendance. In most sub-Saharan African countries, the value of this indicator has not reached this threshold, which may explain their lagging growth.

**The non-market effects of education**

A country's development process is more than just GDP growth. It is also a process of human, sustainable and durable development. Human development is multi-dimensional, encompassing issues such as health, well-being, respect for the environment, poverty eradication, fairer income distribution, democracy and respect for minorities. Naturally, it also includes the question of education. Education is therefore both a cause and a consequence of the development process, and at the same time a factor in improving its other dimensions. Among the most spectacular effects of education in these areas, we should mention its role in controlling demographic change and reducing infant mortality, two key issues facing the least developed countries.

Indeed, it has been repeatedly observed that educating girls has a strong impact on their future fertility, and significantly slows down the strong demographic growth experienced by many countries - a demographic growth which in itself constitutes a serious obstacle to the success of the growth and development process. As far as infant mortality is concerned, we have also been able to highlight the extent of the impact of girls' education, which can result in a halving of the mortality rate compared with girls who have not attended school. Yet it has been shown that it is the reduction in infant mortality that has the greatest impact on increasing

life expectancy.

**Efficiency of educational services in the DRC**

The concept of efficiency includes two others: that of effectiveness, i.e. a system's ability to achieve the objectives assigned to it, and that of scarcity of resources. Economics remains the science of allocating scarce resources, with the basic principle of preferring the solution which, for a given result, consumes the fewest resources, in other words, costs the least. This principle can also be expressed as follows: for a given amount of resources, we prefer the solution that produces the best result. For example, if two countries allocate 5% of their GDP to education, we would say that the one that achieves the best results is the most efficient. What remains to be defined is what we call the best result (economists also say product or output).

The results of an education system can be accessed from two points of view: quantitative and qualitative. The quantitative point of view refers to the number of individuals benefiting from education services and the duration of this education. The qualitative point of view refers to the acquisitions that individuals derive from their school attendance. For a long time, the data available on education systems did not go beyond quantitative results, i.e. the number of pupils enrolled, and enrolment rates by age or level of study (primary, secondary, higher or tertiary).

Within a given system, a qualitative indicator of results is available through reviews. However, this indicator is rather poor, as it has three limitations. The first is its lack of spatial standardization. Sometimes it depends on the subjectivity of markers, sometimes it depends on the variability of the level of difficulty of the questions asked from one place to another, sometimes it depends on both. The second limitation is its lack of standardization over time. The widely-held view that levels drop from one generation of students to the next is naturally subjective, insofar as pedagogical objectives change over time, and also insofar as most exams are not constructed on the basis of a rigorous equivalence, from one year to the next, of the degree of difficulty of the questions asked. The third limitation is linked to the fact that some exams change definition. The French baccalaureate, for example, is not the same as it used to be. By calling students who pass their vocational school-leaving exams "bachelors", we are introducing a new definition of the baccalaureate. The fact that, thanks to this measure, the percentage of baccalaureate holders in a given age group rises from 40% to 60% does not mean that we have improved the system's performance by 50%. In fact, we can't say anything about the level of qualitative improvement this measure has brought about. To break this deadlock, over the last few decades we have developed a method of measuring acquisitions that eliminates most of the disadvantages associated with examinations, namely standardized tests. Undoubtedly, the qualitative measurement of the performance of education systems is improving, even if much remains to be done.

This search for the factors that explain the variability of student learning has produced a large number of results that cannot be reviewed within the limited scope of this article. The most surprising and unexpected finding is undoubtedly the weakness of the relationship between the resources

allocated per pupil and their results, particularly in developed countries. Education systems in wealthy countries have all reached a level of resources per pupil such that the allocation of additional resources has no detectable effect on pupil achievement. This is not the case in poorer countries, where per-pupil resources bear no comparison with those in developed countries. If we refer to the forty-nine least-developed countries according to the United Nations typology, we find per-pupil resources on the order of one hundred and fifty times lower than in rich countries. This means that if we were to take away one hundred and fiftieth of the resources allocated to pupils in rich countries, we could double the resources of an equivalent number of pupils in poor countries. In particular, we could provide these pupils with textbooks, which are far too few in number, and whose impact on basic learning skills, such as reading, is regularly highlighted.

Studying the impact of the various factors involved in the acquisition process also makes it possible to associate each factor with its level of cost, enabling us to compare the costeffectiveness of different modes of intervention. Some factors have a high cost and a modest effect, such as reducing class size, while others have a significant effect and are relatively inexpensive, such as providing teachers' guides. Other factors even have the characteristic of having a positive effect, while reducing costs. Such is the case with repetition, which penalizes pupils in terms of learning achievement, and is very costly for education systems that make intensive use of it. The factor that consistently has the greatest impact on student learning is their social background. In all countries, rich and poor alike, pupils from well-off social backgrounds achieve better results on standardized tests than those from modest backgrounds. This is due to an accumulation of favorable factors, such as parents' higher level of education, greater motivation for academic success within the family context, which translates into greater attention paid to schoolwork at home, frequent recourse to private lessons, which further increases the time spent studying, and access to varied cultural resources such as libraries, encyclopedias or the Internet. In Japan, children from wealthy social backgrounds attend a second, private school, after the public school for the first part of the day. In other words, time spent learning and reading, whether at school or elsewhere, is an important factor in learning achievement. Schools or active education policies have little control over this type of factor, which economists describe as

"non-manipulable", but its effect can be reduced by the way children are assigned to classes: when this assignment mixes pupils from all backgrounds (heterogeneity of publics), the gap between social backgrounds is reduced compared to selective assignment systems (the best pupils together, as well as weak pupils). In a nutshell. It's worth noting that the study of efficiency necessarily combines economists with specialists from other disciplines, such as sociology and learning assessment. The advantages of purely monodisciplinary approaches in a field like education are now a thing of the past.

### 3. Methodological framework

The present study was carried out in the city of Lubumbashi. We consider the educational province of Haut-Katanga 1. We then describe the study population and sample, the method and data processing tools. The commune of Lubumbashi is bounded to the north by the annex commune, which is separated by the KAMISEPE and KABULAMESHI streams. To the east, it is bounded by the commune of KAPEMBA, separated by avenue Lumumba and boulevard M'SIRI as far as the Likasi road tunnel. To the west, it is bounded by the commune of KATUBA, and from the pool de la ville de Lubumbashi to the MABUNDA footbridges, avenue Poteau de la SNL and its intersection with avenue UPEMBA as far as chaussée Laurent Désiré KABILA. To the south, by the Kamalondo and KENYA communes, separated by boulevard KATUBA as far as the Lubumbashi river bridge. The commune of Kamalondo is part of the city of Lubumbashi in the DRC. It was the first commune to be created, the city having been split into two communes around the turn of the 20th century: the commune of Lubumbashi proper, reserved for white residents, and the southeastern Albert district (now Kamalondo).

#### Study population

Our population is made up of educational players and socio-educational partners, who represent a significant segment of the Loushoise population living in the province of Haut-Katanga 1. To clear up any misunderstanding, this population is made up of educational players and partners from the public and private sectors. The following characteristics are taken into consideration: department or position held in the company; age; gender; seniority; level of education, ...

Table II: Structure of the study population

Actors categories	Workforce						Total	%
	Political and administrative actors		Inspecting actors		Teachers			
Genders	M	F	M	F	M	F		
Age categories								
25-30 years old	58	4	50	48	82	28	270	25,5
31-36 years old	34	22	46	28	76	34	240	22,7
37-42 years old	32	24	42	26	78	44	246	23,3
43-48 years old	38	6	54	38	66	34	236	22,3
49-54 years old	36	6	12	0	3	6	63	5,8
<b>Total %</b>	<b>198</b>	<b>62</b>	<b>204</b>	<b>140</b>	<b>305</b>	<b>146</b>	<b>1055</b>	<b>100</b>

From the data in this table, we can see that the population size is 1055. This population is said to be infinite, as not all participants are included, given the scope of the investigation. Nevertheless, we made use of official documentary sources (Service report for the 2021 school year). These documents enabled us to mine the data and obtain detailed information.

**Study sample**

Based on this population, we took into consideration the following variables: age; gender; seniority; socio-professional category, and so on. In this regard, Nicolas Gueguen (2008) emphasizes that it is essential for field research to take into account all the individual characteristics of the population, even when extracting the sample. The aim is to maintain identical elements to avoid or even reduce the margin of error. If this is the case, we adopt this point of view whatever the sample size that would be extracted from this population.

**Sampling techniques**

In the context of this study, it is implied that the theoretical saturation referred to is a phenomenon whereby we, as researchers, will have to realize that the interviews collected, the survey carried out and other similar materials are validly sufficient to answer the research question.

The notion of representativeness is a few examples:

- When the target population is replicated in miniature;
- We emphasize the concept of scientificity and representativeness;
- When random variables need to be controlled or regulated.

So, by evoking the socio-professional category variable, the seniority variable allows us to control variables that may escape control.

NB: Nevertheless, we must point out a few sources of error in this sampling technique. Firstly, the interviewer's attitude towards subjects he considers to be well-suited to the question of the education system. Then there is the insufficient geographical dispersion, which limits the field of investigation. Then there's the withdrawal effect, as the sample is short.

• **Stratified random sample**

This stratified random sampling technique involves dividing the target population into homogeneous sub-groups called strata. We then draw a random sample from each stratum. All the samples selected in this way make up the final sample, which is the subject of this study.

**Table II: Structure of the study sample**

Actors categories	Workforce						Total	%
	Political and administrative actors		Inspecting actors		Teachers			
Genders Age categories	M	F	M	F	M	F		
25-30 years old	2	0	2	0	12	9	25	20,8
31-36 years old	4	1	9	2	14	7	37	30,8
37-42 years old	1	0	2	1	10	0	14	11,6
43-48 years old	3	1	3	1	6	4	18	15
49-54 years old	5	2	3	0	14	2	26	21,6
<b>Total %</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>4</b>	<b>56</b>	<b>22</b>	<b>120</b>	<b>100</b>
	12,5	3,3	15,8	3,3	46,6	18,3	100	100

The data contained in the above table show that the study sample amounted to 120 respondents. These are made up of different socio-professional categories representing all strata of the Loushoise population, and more particularly those living in the educational province of Haut-Katanga 1. In the category of political and administrative actors, we surveyed 19 participants, including 15 men and 4 women, which expresses 15.8% of the sample. Their ages ranged from 25 to 54. The category of inspectors, on the other hand, contains 23 participants, or 18.6% of the sample, with a difference of 3% from the first category. The third category comprises parents' associations, company executives, non-governmental organizations and civil society organizations, representing all strata of the population. Unlike the other categories, this one comprises more than half the sample, i.e. 64.9%.

**Questionnaire interview**

This technique enabled us to gather information on the needs expressed by the respondents.

**Steps in developing the interview guide**

To design an interview guide, we went through the stages of

a test to ensure that it met the criteria of objectivity. These are the pre-test and the final version. The pre-test: we submitted a series of three themes to a small group of individuals in order to gather their opinions on the subject of the research. These themes are as follows The jobs available on the job market; The requirements of companies; The abilities of young state graduates. After gathering multiple opinions on these different themes, we modified, improved and even adapted the latest version of the guide to the objectives of our study.

**The interview processes**

Admittedly, it's not easy to move beyond the consensual level of initial contact with respondents. According to Jean Shimek (1983), the transferential climate is empathetic in helping us with current and past experiences. Given that the pre-survey helped us to draw out some experiences, we made the various themes more explicit by orienting them to the level of the respondents. In fact, our sessions took place at two different times. It all depended on the issues at stake at the time, in the place and under the circumstances. Other tools such as the survey.

**The survey**

By making use of this tool, we obtain information that reveals the briefest of themes, and whose outpouring of reactions from surveys is proving increasingly spontaneous. To this end, the opinions surveyed are as follows: The profile of secondary-school graduates; The job opportunities available on the labour market; The expectations of the population with regard to Congolese schools. However, quantifying these types of data is not useful, since each of these themes can be evaluated on the basis of the degree to which they are perceived by the participants. Types of survey In the context of this research, we are talking about opinion polls, asking what a group of individuals with divergent characteristics think about the scope of an issue relating to training and community needs. Our data processing techniques included documentary analysis and content analysis. To do this, we proceeded as follows: Select written sources, Identify constituent elements. The techniques of analysis and interpretation of the results we have the percentage.

This technique allows us to group the data according to sub-samples in order to determine the role, nature and function of each piece of information. Thus, the threshold that an expression represents for each category is not a matter of chance. This allows us to determine the weighting for each piece of information. The xl-stat software is based on Microsoft Excel for data entry and publication of results.

**4. Presentation, Analysis and Interpretation of Results**

**Information on the Output Profile in relation to Job Market Requirements**

Indicators: Job market requirements

Question: What are the job requirements for the options available in the national program? Table 1. Requirements and qualifications on the job market

Field of Study		Qualification level		Available offers	Total/ qualification
I.	General pedagogy	1.	General knowledge	Teaching primary school	1
		2.	Specific knowledge	None	
		3.	Technical skills	None	
		4.	Other skills	None	
II.	Sciences and Latin-philosophy	1.	General knowledge	None	0
		2.	Specific knowledge	None	
		3.	Technical skills	None	
		4.	Other skills	None	
III.	Business and management	1.	General knowledge	Assistant accountant	4
		2.	Specific knowledge	Executive secretary	
		3.	Technical skills	Computer works	
		4.	Other skills	Secretary reporter	
IV.	Technical studies	1.	General knowledge	Driver, technician	4
		2.	Specific knowledge	Electrician	
		3.	Technical skills	Carpenter, builder,	
		4.	Other skills	...	

An analysis of the data in the table above shows that training courses are grouped according to the likelihood of young people obtaining a qualification at the end of the humanities cycle. It's clear that the general pedagogy, which is the seedbed for higher and university education, is less demanding in terms of qualifications. Whereas business management offers a wide range of openings on the market.

The same applies to the technical fields mentioned above.

**Information on School and Career Guidance**

Indicator of measurement: motivational factors for choice of path/option Question: What criteria do parents use to steer their children in the right direction?

**Table 2: Motivating factors for choice of channels according to respondents**

Motivational factors	Workforce/ Category Option	Sociopolitical actors	Teachers	Business executives	Total	%
I. Work Opportunities	1. Gen. pedagogy	5	7	18	30	25
	2. Sciences	0	1	6	7	5,8
	3. Latin philo	0	1	3	4	3,3
	4. Business & manag.	3	3	7	13	10,8
	5. Dressmaking	0	0	1	1	1,6
	6. gen. mecanics	2	1	3	6	0,5
	7. Agriculture	0	0	0	0	0
	8. Electronics	0	0	3	3	2,5
	9. Construction	0	0	0	0	0
	10. Hôtellerie	0	0	2	0	1,6
II. Prestige	1. Gen. pedagogy	0	0	15	2	5,5
	2. Sciences	2	2	0	19	15,8
	3. Latin philo	0	0	9	0	0
	4. Business & manag.	4	3	0	16	13,3
	5. Dressmaking	0	0	0	0	0



	6. gen. mechanics	0	0	0	0	0
	7. Agriculture	0	0	0	0	0
	8. Electronics	2	0	0	2	1,6
	9. Construction	0	0	0	0	0
	10. Hôtellerie	0	0	0	0	0
III. Adaptation ability	1. Gen. pedagogy	0	2	6	8	5,8
	2. Sciences	0	0	0	0	1,6
	3. Latin philo	0	0	0	0	0
	4. Business & manag.	0	2	5	7	0
	5. Dressmaking	1	1	0	2	0
	6. gen. mechanics	0	0	0	0	0
	7. Agriculture	0	0	0	0	0
	8. Electronics	0	0	0	0	0
	9. Construction	0	0	0	0	0
	10. Hôtellerie	0	0	0	0	0
<b>Total</b>		<b>19</b>	<b>23</b>	<b>78</b>	<b>120</b>	<b>100</b>

From the data in this table, it's clear that motivational factors underlie the choice of this or that option. These factors are expressed by our respondents, who give divergent opinions depending on their socio-professional category. In fact, job opportunities, a sense of prestige or the desire to belong to society and achieve personal fulfillment, or the use of a particular stream to adapt to social conditions, are all factors that justify one motivation over another. With this in mind, it's worth pointing out that general opinions, i.e. general pedagogy, alone account for over 30% of the sample, which means that these courses are the most motivating in terms of job opportunities.

In other words, these branches are the most motivating in terms of job opportunities. Added to this is Commercial and

Management, which is preferred for two reasons: job opportunities and the prestigious nature or status to which these parents (respondents) aspire. This is a form of group categorization. On the other hand, there is a low rate of preference for the Cut and Sew technique, which represents only 50% of the sample. Since these choices are not accidental, we'll come back to them in the interpretation section for further explanation.

#### Information on the Self-Employability of Young People

Measurement indicator: Entrepreneurship and employability

Question: In your opinion, what are the skills required for each course of study? Table 3. Young people's self-employability and entrepreneurial characteristics

Field of Study		Qualification level		Predominance	%
I.	General pedagogy Sciences and Latin-philosophy	1.	Verbal skills	Ok	40
		2.	Technical skills	-	
		3.	Social Service	Ok	
		4.	Communication Skills	Ok	
		5.	Conception	-	
II.	Business and management	1.	Verbal skills	Ok	40
		2.	Technical skills	-	
		3.	Social Service	-	
		4.	Communication Skills	Ok	
		5.	Conception	Ok	
III.	General Mechanics, Electricity, Electronic Construction, Dress making	1.	Verbal skills	-	20
		2.	Technical skills	Ok	
		3.	Social Service	-	
		4.	Communication Skills	-	
		5.	Conception	Ok	
Total				19	100

Examination of this table reveals entrepreneurial characteristics in different secondary education options. In general education, scientific humanities and Latin philosophy, graduates develop more verbal skills, and are more proactive in social services, self-help and communication. Their judgment is more theoretical than practical. This is accompanied by an inability to make decisions. In business management, our respondents reveal that manual and technical skills are exploited to the detriment of general options. They account for a threshold of

40%, unlike the other technical options. The reason for this discrepancy will be discussed below.

#### Information on the Skills Required by Profession

Measurement indicator: skills repositories

Question: What skills are required for each of the following professions?



Table 4: Skills required by trade

Filiers	Competencies Exigees par métier	
IV. D6 Teacher	Good writing, reading and speaking skills	National Diploma in General Pedagogy
	Mastery of basic maths	
	Grammar mastery	
	Mastery of business and administrative correspondence	
III. D6 Commercial Assistant	Mastery of Office's software: Word, Excel, Power Point	National Diploma in Business and Management
	Mastery of Arithmetic's	
	Stock Management and Logistics	
	Database conception and management	
	Data compilation writing of reports	
II. A2 Laboratory Technician	Knowledge and manipulation and biomedical laboratory tools	National Diploma in Scientific studies and Industrial Chemistry
	Manipulation of laboratory tools	
	Mastery of laboratory examinations and its tools	
	Writing of Laboratory and scientific reports	
	Diagnostic and repairing	National Diploma in Mechanics, Electricity, Electronic Construction, Dress making Construction

An analysis of the data in the table above reveals that the list of occupations available on the Lubumbashi job market is as follows: Teaching level D6; Sales assistant; Laboratory technician A2; Mechanic driver; Technical assistance agent; Builder's assistant; Seamstress; ...

What emerges is a repertoire of required skills that can enable secondary school graduates to be of use to the community as a whole, and to the job market in particular. If we analyze the correspondence or the factors, we realize that the teaching profession at level D6 requires a qualification, but whose skills can be acquired by everyone else. Here, the requirements are not at all plausible. On the other hand, the

qualification of an assistant accountant, sales representative or executive secretary is more complex than the others. The same is true for other technically-oriented fields, where the adaptation tool is the prerogative of companies (job seekers) and training schools.

3.5 Information on School Curricula

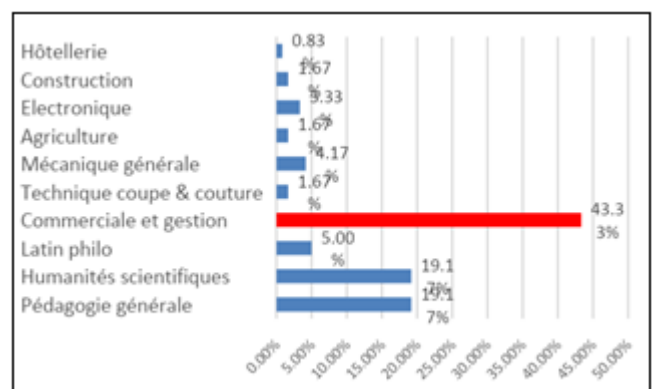
Measurement indicator: national secondary school program

Question: In your opinion, does our teaching program have the following characteristics Table II. Opinions on the program according to respondents

No.	Socioprofessional categories	Socio political and educational parameters	Teaching	Business Executives	Total	%
	Opinions on the nature of the program					
1	Purely theoretical	9	12	43	64	53, 3
2	With a general nature only	5	0	12	17	14, 1
3	Emphasis more on problems than solutions	2	3	7	12	10
4	Too old	0	0	2	2	1,6
5	Unable to face actual difficulties	3	8	14	25	20,8
	<b>Tot.</b>	<b>19</b>	<b>23</b>	<b>78</b>	<b>120</b>	<b>100</b>
	<b>%</b>	<b>15,8</b>	<b>19,1</b>	<b>70</b>	<b>100</b>	

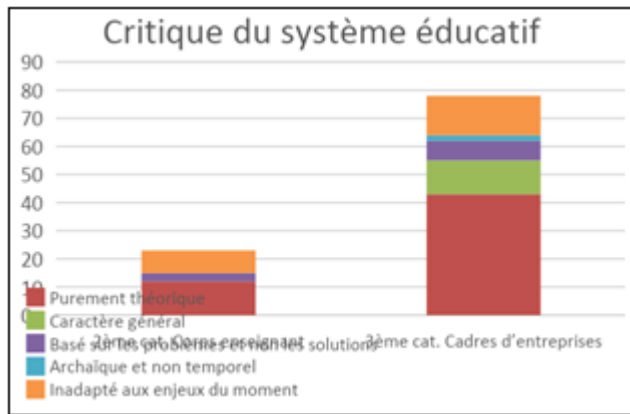
We gathered a wide range of opinions on the school curriculum in the Democratic Republic of Congo, particularly at secondary level. In fact, 55.3% of respondents felt that the DRC's school curriculum focused on purely theoretical rather than practical subjects. On the other hand, 14%, or 17 of the 120 respondents, felt that the national curriculum was based more on problems than on solutions. Then, 10% of participants assume that the national curriculum is archaic and timeless. In addition, 20% of respondents described it as inappropriate and incoherent.

3.6 Requested Fields of Study

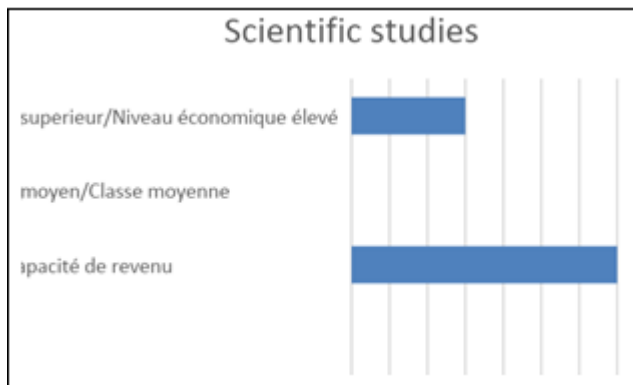


Graphics 1: Requested fields of study

3.6 About School Curricula



3.8 About motivational factors for choosing study fields



Level of education, socio-cultural factors, social category, studies completed, personal motivations, the influence of the environment, aspirations, etc. are all factors that explain the needs expressed. On the other hand, we must affirm the view that the people of Loush, and our respondents in particular, have expressed multiple needs, which we can summarize as follows:

- Job market expectations ;
- People's culture and/or mentalities ;
- Motivational factors in educational and vocational guidance ;
- The need for agricultural services or access to staple foods ;
- Employability of young graduates, etc.

In view of the above, the data collected has enabled us to classify needs according to socio-professional categories. Respondents whose income is more or less insignificant, including those whose main income is their monthly salary, express their needs in terms of social inequality, social injustice and the fragmentation of the economic fabric, which they see as major problems for which political and educational players are primarily responsible. This attitude characterizes parents who send their children to school with a perception of the prestigious professions to which our society as a whole attaches far greater importance. It has to be said that the teaching profession has expressed this need to the detriment of the other segments of our population. These reactions have a psychological underpinning that explains the dependency mentality and wage culture that characterize our populations. The consequences of this are

misperceptions about certain professions, income levels or salary dependency, and an influence on educational and career orientation. On the other hand, the company executives questioned on this subject expressed a greater preference for options such as: commercial and management, scientific and literary. The reasons why children choose these streams are the opportunities they have to pursue higher education and university studies, the prestige offered by graduation profiles, the perception of social status and many other similar reasons. On the other hand, training programs in these fields have a continuous, encyclopedic and generic function. In this context, obtaining a state diploma is only a means to an end, not a roadmap enabling the beneficiary to exercise this or that other profession beneficial to his or her community. In short, the output profile of secondary school graduates is more inconsistent with the expectations of the job market.

However, when it comes to achieving the objectives of sustainable development, universal fulfillment and equal educational opportunities are key principles for access to development. In the same vein, there is a significant gap between the needs expressed by populations and the manpower offered by schools. In this respect, the multiple and sometimes contradictory reports provided by learned societies have revealed that people's living conditions are extremely precarious. In addition to this, the job market is characterized by an imbalance of supply and demand, resulting in an unprecedented economic crisis.

As far as the influence of school and career guidance is concerned, the massification of the education system has put an end to this logic. On the one hand, by taking the entire age group to the end of the first cycle of general education, the reforms introduced since 2015 have made it possible for a much greater number of students to access second-cycle general studies and higher education. But, on the other hand, and above all, because by multiplying the number of graduates corresponding to all levels of qualification offered by the job market, they have made the chances of accessing higher socio-professional status via internal promotion increasingly rare. Thus, while some 60% of technical school graduates do not achieve managerial status in companies, some are even threatened with regression to blue-collar or white-collar status. Similarly, many former vocational school graduates fail to set up their own businesses, or become potential job-seekers in their own right. Today, only a very small minority of them succeed in doing so. Graduates of technological and vocational training courses are now competing with graduates of higher education courses for managerial positions.

In other words, the choice of vocational or technological secondary education is now often perceived by families as synonymous with confinement to a subaltern socioprofessional status. Coupled with the disappearance of the collective identities of working-class people and farmers, in which some of today's working-class youth once identified, this process goes a long way towards explaining the disaffection shown by the majority of schoolchildren towards vocational and technological courses of study.

Unemployment has obviously exacerbated this trend.

Particularly affecting the least qualified young people, job insecurity encourages families to seize every opportunity to pursue general studies, which offer the widest range of choices for access to higher education, including higher technological education. We know today, for example, that almost all students at colleges and universities are primarily motivated by the desire to find a higher-level job. The process then feeds on itself, as the growth in student numbers exacerbates the market devaluation of the most modest diplomas, particularly vocational and technological ones.

That's why the only vocational or technological streams that escape the suspicion of families are those traditionally valued in public opinion. This is the case, for example, with the hotel and catering trade, the applied arts, electronics and car mechanics for boys. The original rationale for technological and vocational education was to promote children from working-class backgrounds. Today, however, this rationale has been replaced by one of relegation, with most vocational students and a significant proportion of those in technological education forced to choose these courses because of their failure or mediocre results.

The evolution of technical and vocational education is thus an archetypal example of what Raymond Boudon (2015) has called a per- versl effect: just when these courses were being integrated into the school system as a whole in the name of the equal dignity of knowledge, and when they had capitalized on a rich and indisputable pedagogical experience, they became relegation streams, specialized, as Pierre Bourdieu (2008) wrote, in catering for the "excluded from within" 2 . We can borrow from both sociologists their respective models of interpretation to account for this process. If we follow Raymond Boudon, the inferior status accorded to vocational lycées and technological streams is simply a reflection of the current socio-economic situation, which combines high levels of pay inequality with a blockage in social mobility. In this context, training courses that prepare students directly for junior or middle-level jobs in the professional hierarchy are not to be sought after, whatever the "upgrading" policies pursued in their regard. Following in Pierre Bourdieu's footsteps, we can also emphasize that these training courses are based on an inductive, experimental conception of knowledge learning that is the opposite of the scholastic practices dominant in the school field, and whose mastery distinguishes the holders of legitimate cultural capital. In this sense, their integration into the education system as a whole inevitably led to their marginalization.

For the majority of their pupils, technical and vocational training is also an opportunity to break out of the spiral of failure, enabling some of them to return to successful careers, and the majority to repair the psychological damage caused by failure at school. This in itself is a great reward for the efforts of the teachers who work there. It should be remembered that the aim of this study was to put in place new strategies in terms of operational diagnosis, contextualization and adaptation of the teaching program or the Congolese education system. This objective is consistent with the following indicators: Young people's motivational factors; Skills repositories; Entrepreneurial skills; School and career guidance; School curricula, etc.

It should be noted that these strategies are not the prerogative of education policy in isolation, but of the various mechanisms envisaged in the systemic approach. To this end, we have focused on the need for educational planning as the primary mechanism for reform, in line with the model of analysis of the productive function as a lever of the educational economy, on the one hand, and a structural and correlative analysis involving the administrative and organizational action of this system, on the other. As regards the application model of the productive function, it is imperative to resort to the economics of education as a fundamental field of analysis to which the players in education would dwell. So the intervention in question is that relating to the "investment of human capital", yet this approach requires the transformation and adaptation of the school into a factor of production whose task must be: to examine the financial costs, technical and material means, the training of qualitative human resources etc.. To approach any situation, we need to define the conditions or requirements of the inputs and outputs. This question relates to the effectiveness of the school curriculum as a means of optimizing training goals, methods and strategies. With this in mind, we need to revisit the output profile, which is considered to be a continuous, seamless process. In other words, we're planning to set up a self-stop mechanism that will enable learners to become enterprising at all levels where they can break with their studies.

In support of this point of view, it is essential to correlate the situation-based approach with integration pedagogy. In other words, a hybrid approach will reinforce learners' autonomy and permanent socio-professional integration. Another parameter is to envisage reforms adapted to the teaching program, which defines the mode of transformation of Congolese man beyond the philosophical and idealistic dimensions. To overcome this difficulty, the Congolese education system depends on multi-sectoral issues planned in advance.

As part of this multi-disciplinary approach, we plan to develop a strategy for liberalizing the education sector. Unfortunately, our school, in its current form, is a slave to an even more pretentious education policy. Multilateral action should be taken to strengthen the partnership between development agencies and the DRC government. The results of this partnership remain mixed, especially when it comes to the multilateral conventions ratified by the DRC, such as the Sustainable Development Goals, the Dakar Congress and the sectoral strategy. All in all, the multiple actions declared by the Congolese legislator in view of the expected challenge in the education sector are proving to be a veritable path of the cross dedicated to intentions relating to the philosophy of education and educational policy. From a realistic point of view, we believe that the adjustment of the budget allocated to the education sector will have to regulate to some extent the gap that exists between the demands of today's world and the desired qualitative training.

## 5. Conclusion

When it comes to analyzing the Congolese education system as a whole, it is important to emphasize the qualitative aspect, which remains a fundamental concern. It is in this

perspective that we place the parameters of school adaptation, considered as variables dependent on the branches that are the subject of the present study. All in all, investment in human capital calls for public-private partnership, which in the current context is hampered by the social and economic resistance that characterizes our society. These parameters can be summarized as follows: inequalities in education; the inability of human resources to reinforce training or teaching methods; the absence of a multinational blossoming of educational currents based on economic and educational liberalism; issues inherent in inter-individual differences applied to the context of school and career guidance; the challenges of gender, new information and communication technologies, etc...

In any case, the above-mentioned strategies can only be envisaged insofar as the break is evoked at the various levels of national education. This intervention makes it possible to express a radical distinction between formal education, informal education and non-formal education. The urgency lies in the fact that the educational players and other stakeholders in the reform are supposed to resort to situational, functional and adaptive reforms in place of the structural reforms advocated in the 2014 framework law. This will make it possible to enhance, strengthen and equip the field of vocational training (arts and crafts) with a view to enabling three-quarters of the school-going population to obtain the skills needed for community life.

## References

- [1] Anne-Marie, L., (2008). Guide méthodologique de la recherche en psychologie, Ed. De Boeck, Paris.
- [2] Aubret, J. and Blanchard, S. (1991). L'Évaluation des compétences d'un lecteur, Ed. Établissement d'applications psychotechniques: Paris;
- [3] B. Marre, (1999). Rapport d'information sur la préparation de la conférence ministérielle de l'OMC à Seattle, Ass. Nationale Française, Sept. 30 and Sept. 30.
- [4] B.I.T, (2018), "Guidelines for measuring the skills and competency mismatch of people in employment", in Proceedings of the International Conference of Statisticians of Geneva/Switzerland.
- [5] Bernard Charlot (2002), "Une éducation démocratique pour un monde solidaire, une éducation solidaire pour un monde démocratique", Text presented to the World Social Forum by the World Education Forum, in Nouveaux Regards, n° 16, winter 2001-2002.
- [6] Bourdieu, P. and Champagne, P. (1995). "Les relations interpersonnelles en orientation scolaire et professionnelle et le processus de conseil" in La Misère du monde, Ed. Le Seuil : Paris ;
- [7] CEDEFOP, C. (2014). Skills mismatch: the underside of the problem. Information note: conference proceedings (pp. 1-4). Paris : CEDEFOP.
- [8] Christian Leray (2019). Content analysis: from theory to theory to practice, Ed. Presses Universitaires du Québec, Canada.
- [9] Cijika Chrysostome (2019). Ecole, Education et société: outils pour une analyse des systèmes éducatif. Ed. L'Harmattan, Paris
- [10] Clément, K. Kouakou (2019). Measuring determinants of mismatch, skills-employment in Côte d'Ivoire,
- [11] Coraggio J.-L. and R.M. Torres (1997). Education según el Banco Mundial. Un análisis de sus propuestas y métodos, Buenos-Aires, Miño e Dávila SRL.
- [12] European Centre for the Development of Vocational Training (2014), Inadéquation des compétences : Acte de colloque.
- [13] Final Declaration of the 3rd World Education Forum, August 2004. On alterglobalist positions
- [14] Florence Saint-Luc, (2014). French education system: issues and prospects, in Journal Open Edition, Paris.
- [15] H. Piéron (1945). "Orientation scolaire et orientation professionnelle", in Notes et documents, BINOP, n° 11-12.
- [16] Huteau M. (2002). Psychology, psychiatry and society under the third republic.
- [17] WTO (2000). Rapport d'information sur la réforme de l'Organisation mondiale du commerce et son lien avec l'architecture des Nations unies, Ass. Nationale Française, June 15,