

The background of the slide is a pixelated, low-resolution version of the flag of the Democratic Republic of the Congo. It features a blue field with a yellow five-pointed star in the upper left corner. A diagonal band of red, bordered by yellow, runs from the bottom left to the top right.

THE CONGOLESE HIGH SHOOOL CURRICULUM

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Bcom4

- The Democratic Republic of Congo being a former Belgian colony inherited a Belgian type of education system:

Three years of Nursery school

Six years of Primary school

Six years of Secondary school

The secondary cycle of studies is generally called Humanities understanding by that a humanistic orientation.

The first two years of high school constitute a cycle known as the Orientation cycle.

Here the student is prepared to choose an option among the following: sciences, literature, commerce, social and professional studies such as pedagogy, hospitality, dressmaking , etc

The science option has two parts:
Two years of general studies
Two years of specialization.

During the first two years of general studies students are taught the whole range of basic concepts in Physics, Biology and Chemistry.

Such preparation enables them to choose a field of specialization: Mathematics-Physics (Math-Physics) or Biology-Chemistry (Bio-Chemistry).

The humanistic orientation is applied to all the options through common units (French, English, Philosophy, History, Geography, Religion, Civic Education, Education for life, Physical education) .

The specialization is ensured through specific core units particular to each option.

Some units (Religion, Education for life and Physical Education) are not to be examined by the National Examination Board.

They are left aside only during the second semester of the final year.

This enables the students to focus on the units which will be examined.

The three options in the table below are chosen among other options to illustrate the units to be focused on during the second semester of the final year:

OPTIONS	CORE UNITS	OTHER UNITS
MATH-PHYSICS	MATHEMATICS PHYSICS BIOLOGY SCIENTIFIC DRAWING	FRENCH ENGLISH HISTORY GEOGRAPHY PHILOSOPHY CIVIC EDUCATION
BIO-CHEMISTRY	BIOLOGY CHEMISTRY MATHEMATICS PHYSICS	FRENCH ENGLISH HISTORY GEOGRAPHY PHILOSOPHY CIVIC EDUCATION
LITERATURE	LATIN PHILOSOPHY FRENCH	MATHEMATICS ENGLISH HISTORY GEOGRAPHY CIVIC EDUCATION

The general course outline does not change but the teachers keep a dynamic update of the course content. For example a French teacher may decide to include the English literature in the course outline.

Teachers constantly remind the students to read informative books, access the Internet, watch and listen to informative programs to search for local and international information.

This ensures an update of the students' general knowledge and critical thinking.

Thus from the Orientation Cycle to the Specialization Cycle, the students carry out research in its most basic form which is the gathering of secondary data.

The other reason of carrying research at this stage is the General culture exam.

In this exam the student's general knowledge is tested.

Here students are expected to have the necessary knowledge to answer to questions on History, Geography and Civic Education.

The General Culture exam is the first exam of the four state exams.

The table below is the exam time table of a student in MATH-PHYSICS:

FIRST DAY	SECOND DAY	THIRD DAY	FOURTH DAY
GENERAL CULTURE	PHYSICS BIOLOGY	FRENCH ENGLISH	MATHEMATICS

Prior to these four days of exams there are some preliminaries such as a practical exam, an essay composition known as Dissertation and a French oral exam.

For example the practical exam of a student in Dressmaking will be to make a dress.

This education system has the advantage of producing all rounded students prepared to undertake further studies in various fields and carry out research.

This is because they possess the minimum requirements for research which are the research habit, the necessary knowledge in mathematics, geography, history and finally the knowledge of politics acquired through civic education.

The only disadvantage of this system is the number of units which do not leave to the students any other choice than working hard.

However this is in turn an advantage because it is in itself a prerequisite for carrying out good research.

CONCLUSION

- I have drawn my conclusion based on the current situation in DRC.
- Despite the fact that this beautiful system has been in place for so many years, the end results do not match the expectations.
- This is because the university is not research oriented for many reasons such as lack of funds allocated to research, no access to updated resource centers(internet, books, journals).

RECOMMENDATIONS

- A minimal enhancement of research skills should be made in high school. This enhancement entrenched in the curriculum is a good and real means to help the students to get acquainted with research methods fairly early.
- Allocation of funds to research and updated resource centers.
- The best alternative would be the creation of a research club which will be of a special type as it will include all students.

THE PROPOSED RESEARCH CLUB

- A platform where students will interact and share knowledge.
- Necessity for existing clubs to create a research arm.
- Activities of each research arm will be coordinated by the club.
- Meetings will be mainly presentations of micro research papers by research members of existing clubs.

- Clubs through their respective research arms are expected to prepare and present complete research projects on topics related to their activities or any other topics.
- More Research arms can be organized by each faculty expected also to prepare and present research projects.
- Research projects to be presented during the research week.



Thank you!

Asante!

Merci!

Gracias!

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