

## PHD RESEARCH

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### **The Teaching of History in Secondary Schools in the Democratic Republic of Congo. Intentions of Reform and Field Practices** - [Original Title : *L'enseignement de l'histoire à l'école secondaire en République démocratique du Congo. Intentions d'une Réforme et pratiques de terrain*]

*Université libre de Bruxelles, Faculté des sciences psychologiques et de l'éducation*, 2011. Supervisors :

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The aim of this study is to analyse the practices of history teaching in the secondary schools in the Democratic Republic of Congo (DRC) in relation to the implementation programme of September 2005. Indeed, history teaching, which is a strategic matter in itself and represents an important challenge for secondary schools, has failed for several decades (from 1962 to 2005) in the essential aspect of its mission on the level of education in the DRC.

However, if the new programme (from 2005) has “decolonised” the content of the materials, practices on the ground still seem unchanged. How can this immobility be explained? In an attempt to answer this question, this thesis adopts a theoretical and empirical approach. The theoretical approach, which is addressed in the first part, gives an overall picture of the literature on this problem, and an overview of the history of education and history teaching in the DRC. It discusses the conceptual know-how of the history teacher and of history practices and finally treats the issue of the motivation of the pupils and the learning materials. The second part, dedicated to the empirical approach of the question, focuses on the methodological approach of the study, the analysis and

the interpretation of the quantitative and qualitative results.

In short, the results of this study show that nearly all of the teachers instructing history in the 5<sup>th</sup> and 6<sup>th</sup> secondary grade use transmissive methods and ignore active teaching or active methods proposed by the new history programme, which probably does not motivate their students. In other words, in spite of their high qualifications, their long teaching experience and the change in content, these history teachers do not practice active teaching or active teaching methods. It would appear that we are a long way from the much desired “decolonisation” of history teaching practices in the DRC.