



EDUCATION FOR TRANSFORMATION:

**“EDUCATING CONGOLESE YOUTH
FOR THE FUTURE”**

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EDUCATION FOR TRANSFORMATION: Educating Congolese youth for the future

OVERVIEW

- History of Presbyterian education
- Current situation in Congo
- Congolese government reforms
- Reorientating education within the CPC
- Short- and long-term objectives

PRESBYTERIAN EDUCATION



WITNESS TO THE GOSPEL
AND CHRISTIAN EDUCATION

ORIGINS OF PRESBYTERIAN EDUCATION IN CONGO

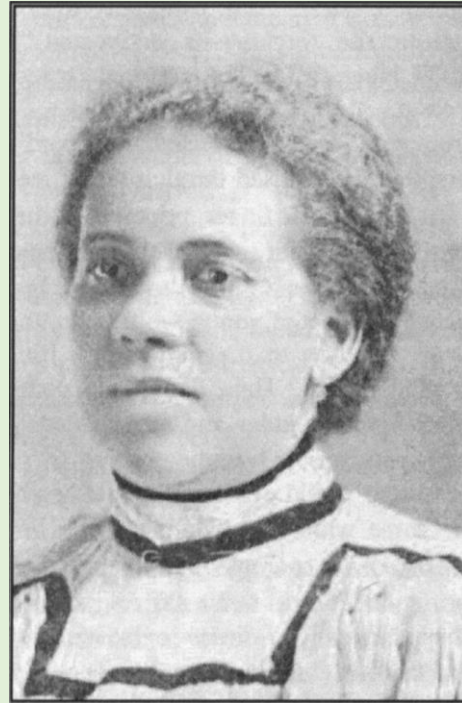
THE KASSAI HERALD.

Vol.I. LUEBO AFRICA July 1 1901 No.2

PROGRESS AT IBANJ.

BY MRS. LUCY G. SHEPPARD.

One year ago this past June school was opened with fifteen children and myself alone as teacher, to-day we have seventy enrolled, sixty-five in regular attendance and two native teachers.



Lucy Gantt Sheppard



Luebo school around 1909

ORIGINS OF PRESBYTERIAN EDUCATION IN CONGO

Central Presbyterian: Mr. Shepard writes from Laebo that they have a training school for children called "Pantops," for the academy at Charlottesville, Va. The Pantops boys will have to adopt that little African namesake, and make it indeed "a light in a dark place."

DAILY PROGRESS
June 26, 1895

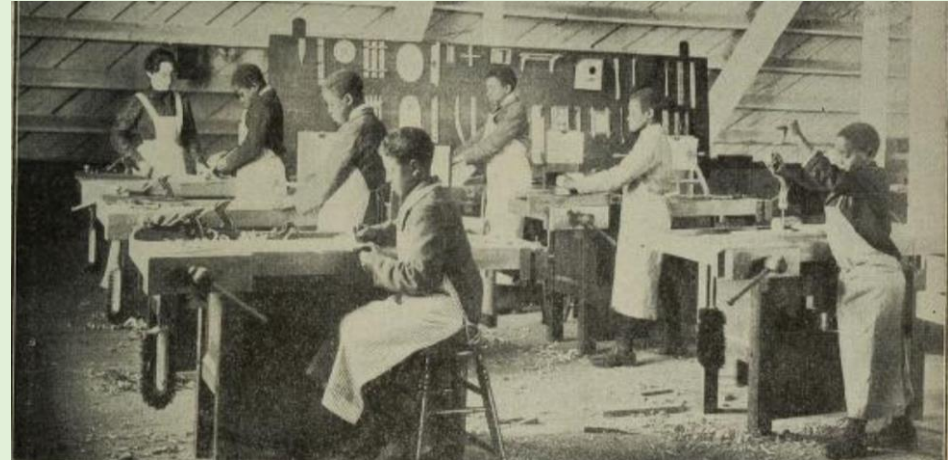


Maria Fearing and Lilian Thomas with girls of the Pantops Home (1902)

ORIGINS OF PRESBYTERIAN EDUCATION IN CONGO



Normal and Agricultural Institute, Hampton, Virginia



Benchwork including modified course of sloyd.

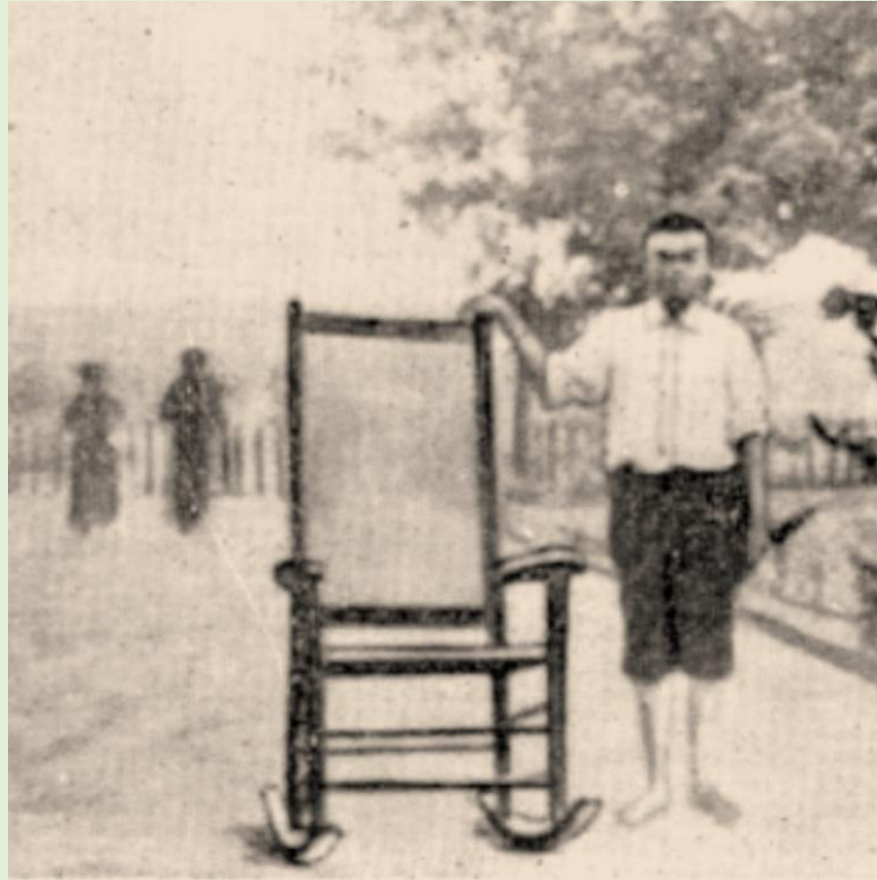


Gardening Class



Class in Bricklaying

INDUSTRIAL SCHOOL OF IBANCHE (1905) - Alonzo Edmiston



“A Congo Rocking Chair” made in 1908 by students at the industrial program at Ibanche (*The Kasai Herald*, 1908 No.3).

INDUSTRIAL AND AGRICULTURAL SCHOOLS-Luebo



Brick yard in Luebo



Brick-laying, shoemaking, tanning, tailoring, cabinetmaking and carpentry by boys in the Carson Industrial School, Luebo



Mr. C.R. Stegali and some of the boys in the Carson Industrial School, which opened up in 1918



INTEGRATED PROGRAM AT CONGO MISSION AGRICULTURAL COLLEGE IN LUEBO, BULAPE, MOTOTO (EDMISTON, 1918-1920)

- Classical and Industrial Training based on Educational and Social benchmarks of Fisk University, Stillman Institute, Tuskegee Institute
- Occupational flexibility, crop sustainability, community empowerment, and cultural preservation
- French and mathematics requirements for administrative positions and business records
- Financial upward mobility of students
- Professional networking opportunities



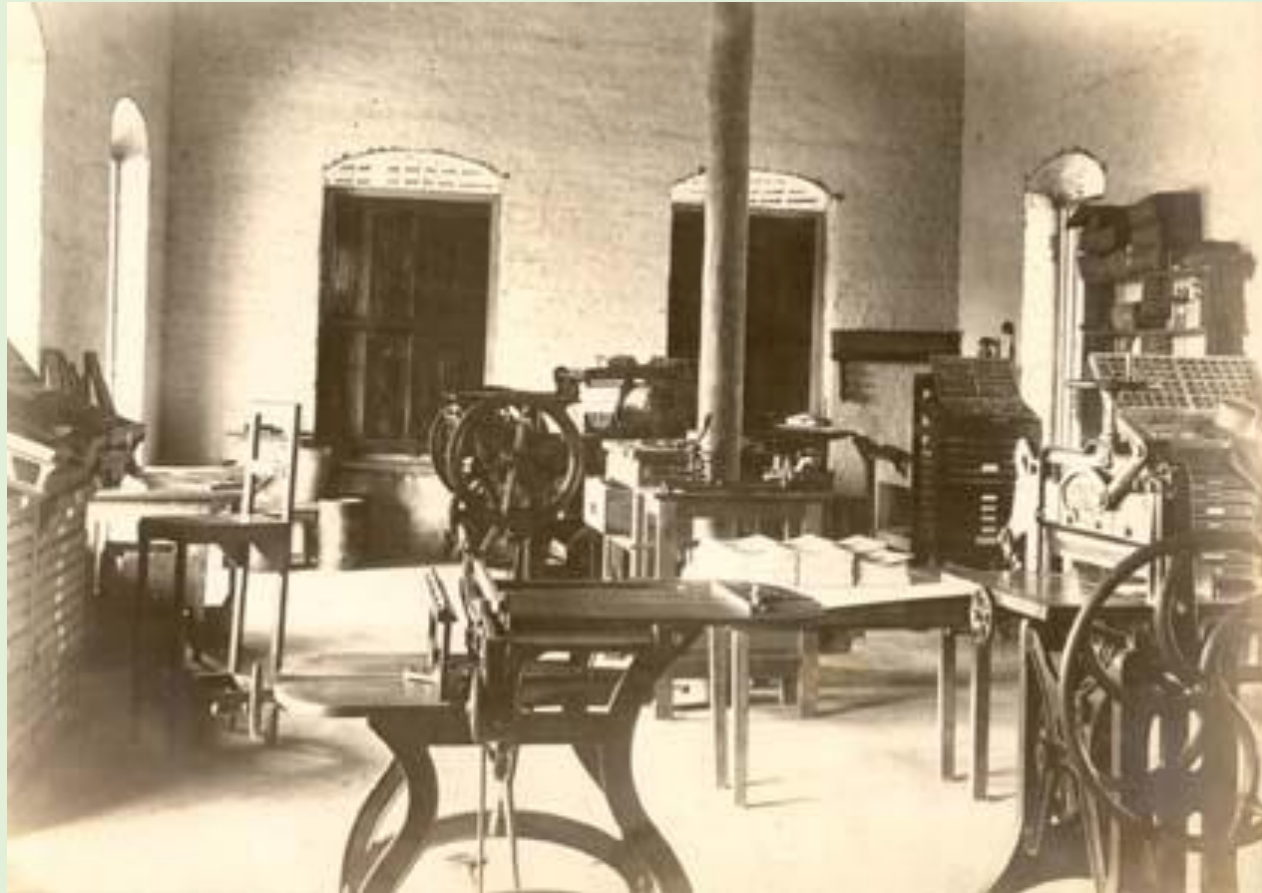
Inspecting School Farm at Luebo, A.L. Edmiston Papers, PHS

Congo Mission Agricultural College-Combined Classical and Industrial Program

- Five and a half hours of fieldwork on weekdays
- Half an hour of religious education
- Three hours of classroom time
- At least two hours of recreation.
- Hands-on application time matched time for interpretation of students' work experience through lecture, catechism reading, and playtime.
- Group homes concept for boarding students

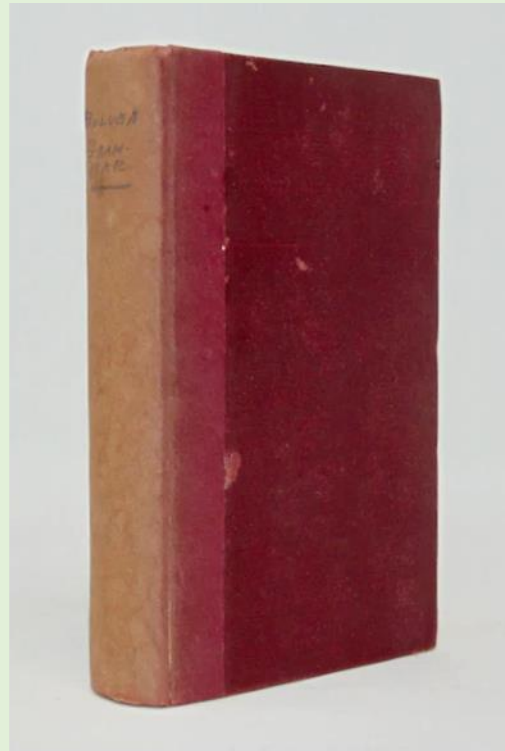
Hill, Kimberly D.. *A Higher Mission: The Careers of Alonzo and Althea Brown Edmiston in Central Africa* (New Directions in Southern History) (pp. 86-87). The University Press of Kentucky. Kindle Edition.

EDUCATION, LITERACY, WITNESSING TO THE GOSPEL AND PRINTING



APCM Printng Press, Luebo,

EDUCATION, LITERACY AND NATIONAL DEVELOPMENT



First dictionary and grammar for Luba-Lulua, 1906

TRAINING OF CONGOLESE PRESBYTERIAN LEADERS



Dr. Morrison with Congolese evangelists

- Evangelism schools
- Preacher schools
- Medical training schools
- Instructor schools

SECONDARY EDUCATION



Auditorium, offices and library in Katubue



Bibanga Institute

SPECIALIZED TRAINING



HIGHER PASTORAL AND MEDICAL EDUCATION



Students at Higher Institute of Medical Techniques (ITM) at Tshikaji doing lab work



Theological students at UPRECO

2007 STRATEGIC PLANNING-PRIORITIES

- Infrastructures
- Teaching materials
- Teacher training
- Supervisor transport
- Girls' education



ACHIEVEMENTS: INFRASTRUCTURE

- Construction of 13 primary and secondary schools with durable materials
- Creation of two pilot schools for girls



ACHIEVEMENTS: IN-SERVICE TEACHER TRAININGS



In service training in Kananga



Teacher training in Demba

ACHIEVEMENTS: SUPERVISOR TRANSPORT

- Purchase of 7 motorcycles



YOUTH UNEMPLOYMENT

Definition: The share of the labor force ages 15-24 without work but available for and seeking employment

- More than 60% of the population is younger than 20 years
- More than 80 per cent of young people are unemployed (ILO/EQUIBB-2016)
- Youth unemployment rate varies between 8.8% (WB) and 70% (local think tank)
- Unemployment rate of youth aged 15 to 24 years in urban areas is 24.7 per cent. (The National Human Development Report (NHDR))
- Of 15-24 year-olds, 62 per cent completed secondary education, 29 per cent completed higher education and 9 per cent completed only primary education (ILO)
- Employment is dominated by informal sector
- Two thirds of the population survives on under \$2.15 per day (Worldbank)



Secretarial enterprise created after an informal training organized by Presbyterian youth in Mbuji Mayi

EXPLOITATION



REFORMS IN NATIONAL EDUCATION

Administration and Finance

- Free basic education
- Matriculation and budgeting of schools and teachers
 - Progressive payment of teachers who have been unpaid for over 10 years
 - Regular monthly payment of teachers
 - Salary increases for teachers
- Retirement plan for older personnel

Paie des enseignants	
2013	75.000 FC (\$81,00)
2023	320.000 FC (\$128)

REFORMS: FREE EDUCATION IMPACT ON THE NUMBER OF PRIMARY STUDENTS

CPC Education Coordinations of Kananga and Luiza

Schoolyear	Boys	Girls	Total
2018-2019	12.112	5.342	17.454
2023-2024	40.020	33.856	73.876
Increase	330%	634%	423%

REFORMS IN NATIONAL EDUCATION

Infrastructures

- Construction of modern school and university buildings

Pedagogy

- Promoting vocational education

Equity and inclusion

- Promoting access for all children



EP Ngindilayi of the CPC



EP Baolongo of the CPC

CURRENT NATIONAL EDUCATION LEVELS IN DRC

Education levels

- Nursery education (3 years)
- Primary education (6 years)
- Basic secondary education (2 years)
- General or technical secondary education (4 years)
- Vocational education (+/- 9 months)
- Higher education (3 years bachelor, 2 years master, 2 years doctorate)

TECHNICAL SECONDARY EDUCATION WITHIN CPC



Sections	Number of schools
Agriculture	18
Construction, electricity, plumbing, etc.	12
Mathematics and sciences	56
Pedagogy	137
Carpentry	9
Information Technology	5
Veterinary	10
Commerce	16
Social	5
Tailoring	15
Literature	2
TOTAL	285

TECHNICAL SECONDARY EDUCATION WITHIN CPC



Luiza Institute, built by a CPC member

ADDITIONAL TRAININGS

- Agriculture
- Entrepreneurship and Leadership
- Tailoring
- English and IT



VIDEO OF PRINCIPAL ADOLPHE KABUNDE

Concerning vocational training,
where I work, for example

OBSERVATIONS ON ADDITIONAL TRAINING COURSES

- Training too theoretical
- Loss of livestock
- General discouragement
- Desire for more practical training in farming and animal husbandry



DISCOURAGEMENT



REORIENTING TECHNICAL EDUCATION AND VOCATIONAL TRAINING WITHIN THE CPC

- Short duration
- Skill building
- Practice
- Equipment



NEXT STEPS

- Evaluation of CPC technical secondary education
- Analysis of supplementary training initiatives
- Preparations for a new strategic planning process to reorientate priorities towards secondary technical and vocational education
- Week-long series of strategic planning workshops with all CPC stakeholders



ACCESS TO EDUCATION FOR ALL CHILDREN

- Agreement by Coordinations to let CPOEV-accompanied children to study free of charge
- School kits for plm 300 reintegrated children at start of the school year

SCHOOL KIT \$75-\$100

- 1 Uniform
- 1 Backpack
- 1 Pair of sandals
- 2 Rulers
- 1 Mathematics set
- 15 pens
- 3 Pencils
- 1 Box of coloring pencils
- 25-40 Notebooks of 24, 48, 100 pages
- 1 Communication notebook
- 1 Classroom diary
- Documents and books



CONCLUSION

- The CPC seeks to reorient and reinvigorate its technical and vocational education, especially in the field of agriculture and livestock breeding.
- The CPC has resources in terms of large tracts of arable land, learners for supplementary training, supervisors, agronomic faculty at UPRECO), permanent and temporary training rooms (our schools, temples, Booth center, UPRECO).
- The CPC invites the PC(USA), its collaborators and the participants of the Congo Mission Network to accompany it in the process of reorientation and strategic planning.
- The CPC invites PC(USA) and Congo Mission Network participants to help equip its schools and institutes for technical and vocational education.
- The CPC seeks to be different from the NGOs of the world.