

Social Sciences against Entrepreneurial Potential in the Democratic Republic of Congo

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Abstract: The Congolese education system has long remained on the margins of entrepreneurship training. Yet some branches of study are beginning to grasp the importance of this subject and are already valuing this data in order to integrate it sufficiently into their curricula. How the social sciences, whose vocation is to study and apprehend various relations created in society, handle this new data? This reflection attempts to answer this question. A comprehensive analysis of the courses offered in this faculty has helped to descry between entrepreneurial teachings and other types of teaching. The approach was based on a simple assumption that any teaching whose purpose is to prepare and develop entrepreneurial attitudes and aptitudes is entrepreneurial. Thus, although the department of political and administrative sciences is one step ahead of the other departments, on the whole, this faculty has, on the contrary, devalued this teaching by cutting off some important courses in this field.

Keywords: Entrepreneurial potential; entrepreneurial education; entrepreneurship; social sciences; education system

INTRODUCTION

The problematic of the social utility of the branches of study, especially of the social sciences, remains topical. In this sense, Ilunga Kabongo's warning to academic community, more than three decades ago, was premonitory. He foresaw fatal correlations between the representations of the aspirations and the social status expected to be graciously granted by society. He meant, in particular, that infant mortality increases in the same ratio as the number of trained physicians, the deterioration of the roads and public buildings is directly proportional to the number of engineers produced by the university, the food deficit increases with the number of agricultural engineers, and so on [1].

Rephrased by Bongeli Yeikelo, what was only a prediction becomes today a bitter reality. He notes that the more physicians are trained, the more sick the population is; the more trained agronomists and veterinarians, the more foodstuffs are imported that can be locally produced; similarly for engineers and scientists in all fields, including lawyers, economists, financiers, demographers, political scientists, sociologists, anthropologists, psychologists, communicators, internationalists (...) [2].

To counter this situation, the reforms of the Congolese university education system, the most recent of which began in 2003, sought to deal with the functions, modes of organization, content, structures

and objectives of the courses to be taught. These efforts to reform university education involved also primary and secondary education through the implementation in 2013 of a program of the interim education plan called PIE [3].

Among the teachings that can render all branches of study more useful, there is entrepreneurship as a practice, a field of research and a branch of instruction. However, it is the social sciences that are of great interest to us because we are trained for its implementation and moreover we are trainers for its dissemination and transmission.

Thus, the present reflection seeks to expose the context of entrepreneurship, i.e., provide a presentation of the contingencies, the socio-educational foundations that carry the goals that can direct education towards an effective development of the entrepreneurial potential of learners. In this perspective, our approach will first expose the organization of the education system as a whole. Then, in a particularly insistent manner, undertake a review of the social sciences. The aim is to point the cursor on the program of the entrepreneurship in order to situate its different profiles in relation to the status they affix to the program of the entrepreneurship.

ORGANIZATION OF THE EDUCATIONAL SYSTEM

The organization of education in the Democratic Republic of Congo has evolved according

to the needs and imperatives of different historical moments. Ndaywel è Nziem Isidore reports that in the Congo Free State, EIC [4], the first schooling initiative met the religious and military needs before their decreased to give way to the necessities of training workers for the building of different workstations [5]. This is a hardly surprising orientation of education when we know that the then State was confronted with the need to circumscribe its national territory and to subject the different ethnic groups to the newly established authority, forbidden to use the army and the police of the metropolis for its defense [6].

Later, it is the need to have auxiliaries of the administration that will justify the rehabilitation and the diversification of the training of the Congolese. Thus the ideals and objectives of the teaching of that period obeyed colonial interests, and its evolution responded to the growing needs both of local manpower and on the moral plan [7].

Thus, of course, the content of the teaching was oriented according to the colonial conception of the black man [8]. Today the theory of the needs for development-oriented-education in an independent country that faces several challenges at once is more than justifiable and justified in a comprehensive structure.

STRUCTURE OF THE EDUCATION SYSTEM

If the act of business undertaking depends on the context, it also depends on the training of men [9]. The planning and organization of teachings learned in general are based on a systemic approach. It consists of considering teaching or education as a system whose essential components must be assembled in order to promote the attainment of the educational objectives defined in advance [10]. We must consider the system in the full sense of the term as defined by many authors Bertalanffy [11], Cuvier [12] and Condillac [13].

Thus, one of the main components of the "course" system at the center of which the student is located is made of the objectives, i.e., "the statements that describe the abilities to be demonstrated by the learner at the end of the course as a result of teaching" [14]. They are defined as a statement of intent that describes a desired change in the learner or as a competence, performance, behavior that is expected of the learner and that the learner will have to demonstrate at the end of a stage of the training process [15].

These objectives are often divided into three classes:

- Cognitive objectives aimed at the acquisition of knowledge in terms of theoretical knowledge of notions, concepts, ideas, principles, opinions, etc. ;

- Socio-affective objectives which aim at changes in knowledge of the wellbeing (feelings, tastes, values, attitudes, opinions, interests, etc.);
- Psychomotor objectives aimed at the acquisition of know-how (manipulation of tools, measuring instruments, practice of a sport, etc.) or technical skills [16].

In order to meet both this systemic requirement and to tackle all developmental contingencies, the full curriculum in the Democratic Republic of Congo is organized at all levels, including: pre-primary education; primary, secondary and vocational education, EPSP, recently broken out, on the one hand, in primary, secondary and initiation to new citizenship, and renamed EPSINC, and technical and vocational education, FTE, on the other; Higher and university education, ESU in short.

Pre-primary education

Pre-primary education, also known as nursery education, is organized in a three-year cycle, namely level 1, level 2 and level 3. It accommodates children aged three to five years. Although optional, it still enjoys, according to Bongeli Yeikelo ya Ato Emile, a fashion effect.

Primary education

As far as primary education is concerned, one must wait to be at least six years old before starting it. It is pursued as a six-year cycle: Level 1, Level 2, Level 3, Level 4, Level 5 and Level 6. The vision for the Government of the Democratic Republic of Congo is to build an inclusive education system.

Secondary education

Secondary education is the beginning of specialization. There are several types of schools and four cycles:

- The "long cycle" also called humanities, it lasts six years and gives access to higher studies and to university.
- The cycle of professional specialization, shortened as CSP; it lasts one or two years.
- The vocational cycle (arts and crafts) lasting from one to three years.
- The professional cycle leading to the certificate of professional competence, CAP, and a certificate of professional competence, BAP.

The professional cycle and the vocational cycle (arts and crafts) offer several options essentially geared toward the skills of a profession.

- The long cycle or humanities includes three distinct types of teaching:
- General education, which includes the first two years of the first cycle of secondary education, as well as the scientific and literary sections;

- Normal education and physical education (six years of study);
- Technical education which includes industrial, commercial and social sections.

It should also be noted that general education, technical education and pedagogical education are sanctioned by the "state examination".

Higher Education and Universities

Higher and university education includes higher normal institutes, ISP, higher technical institutes, IST, and universities. They are of a public as well as private nature but only the former will be taken into account according to a purely simplified demonstrative planning interest.

Thus, the Democratic Republic of Congo has now three major universities: the University of Kinshasa, Unikin; The University of Lubumbashi, Unilu, and the University of Kisangani, Unikis.

These three public universities are the most representative and the most comprehensive of all Congolese universities, not only by the quality and the number of their academic and scientific staff, but also by the diversification of their subdivisions and the training offered. In general, the same training courses are organized throughout Congolese universities and beyond, throughout the Congolese higher education system. They can be grouped into three main groups: the branches of human and social sciences, the branches of pure and hard sciences and the applied sciences.

THE EDUCATIONAL CURRICULUM

The educational curriculum is progressive, staggered throughout the educational structure presented above.

Pre-primary education

It's the ministerial section of school curriculum and teaching materials of the Ministry of primary, secondary and vocational education, MEPSP, which supervises these teaching. The document produced by this section and published in 2008 is called "Programme national de l'enseignement maternel" [The National program for nursery education] [17]. Its purpose is to stimulate children's cognitive, emotional and psychosocial abilities so that they can make a good start in life and approach primary education with all the chance of succeeding.

With regard to the final objective of the cycle, the document provides for the child to be able to perform essential oral and manual productions in situations of daily life. He will thus be able to solve independently problems of hygiene, environment, human relations and simple manipulations.

Primary education

This teaching provides for the acquisition of a basic prerequisite for further training. It therefore prepares the pupil to integrate effectively into society and to pursue further studies. At the end of this cycle, the child must acquire basic instruction (writing, reading, calculating, understanding and expressing himself in a Congolese language and in French) and the behaviors and attitudes that reflect the awakening of intellectual, moral, social and physical faculties [18].

This is achieved by three groups of main knowledge and skills devised by the legislator. They constitute the following knowledge and skills groups:

- The knowledge and skills that come under the tools domain (Congolese languages, French and mathematics)
- Activities of scientific awakening (civic and moral education, education for health and the environment and study of the environment)
- Activities of aesthetic awakening (drawing, calligraphy, singing and music, physical and sports education, manual work).

In summary, up to this level of education, the objective of education is to equip the pupil with the fundamentals necessary for more specialized learning. These fundamentals are the alphabet, the reading, the location, the numbers, and the elementary calculation. Thus, the specific activities that can guide the child towards entrepreneurship are not yet clearly identified. One does not feel in the pupils a phase of habituation to the entrepreneurial behaviors.

Secondary education

Secondary education provides the pupil with general and specific knowledge in order to enable him to understand the elements of national and international cultural heritage. It also develops in every student critical spirit, creativity and intellectual curiosity. Similarly, it goes so far as to prepare him for the pursuit of a trade, a profession or to enroll in higher studies and university.

However, on the whole, are not these objectives being put to a rough test, denied in some extent in seeing virtually all secondary school pupils, of both general and vocational schools, who knock every year at the door of the university? Professor Bongeli justifies this situation by "the fact that at the end of secondary school, graduates leave without a true professional qualification so that there is a strong propensity to continue higher and university education by most of the secondary graduates, with the hope of receiving a training leading to employability "[19].

These objectives are all the more contradicted because at this level of the Congolese education system, the curriculum covered does not offer any material on entrepreneurship in general and normal schools. On the contrary, it is nevertheless necessary to underline the observation of the labor market of pupils from technical and vocational schools who, through their activities, are more easily able to set up their own businesses. This applies in particular to agricultural or veterinary sections, to sections of mechanic, carpentry, masonry, cutting and sewing, aesthetics, electronics, etc.

Higher and university education

The branches of study are supposed to be born, as a reminder, of a real need expressed by the Congolese society. Yet the conditions under which the university institution was born in the Democratic Republic of Congo leave some observers doubtful. Indeed, it has been constituted around a double problematic; that of the reproduction or not of the European-American models or their adaptation by the Africanization of the personnel and that of the content of the courses. It is genuinely without a policy of the needs that the development of university curricula has been made because, for Kaumba Infunda, this concern continues to characterize its development, particularly in the search for balance between the definition of a national teaching, specifically Congolese, and its necessary linkage to new world systems [20].

Notwithstanding this problem, it should be noted, however, that universities by their autonomy are free to adopt non-official programs but legitimized through the permanent commission which is a technical body of the Ministry of higher education and university. It was notably through this procedure that the programs in business management and work organization were introduced into the faculty of psychology and educational sciences.

Through its training courses, the Congolese university mission is: the development and dissemination of lore, of knowledge and culture; the preparation of young people for their integration into working life, in particular through the development of know-how; and finally the scientific and technological research and contribution to the overall development of the country.

THE CONTEXT OF SOCIAL SCIENCE ENTREPRENEURSHIP

When in 2007 the dean of the faculty of social and administrative sciences took the initiative of presenting a project to make a compendium on the objectives and contents of the courses taught in this faculty, it would have been necessary to convince the members of the academic council about the need for such a document. The explanatory memorandum on the

aims and content of the courses taught in the faculty of social sciences indicates that these sciences are an undeniable contribution and their recourse is more and more increasing in all social realities: the industrial milieu, public administrations or socio-political circles.

This situation calls for an integrated, harmonious training which starts from the conception of the profile of the man to be formed and that must be guaranteed by the execution of a concerted program whose content of each teaching is interconnected to all the others to constitute an "integrated whole". It was then regretted that this pedagogical requirement is not always observed in our universities due to the total freedom that each professor enjoys in the conception of his teachings. One of the disadvantages of this inconsistency is the fact that "under the same title different contents are taught and under different titles the same content of course is provided".

In re-appropriating the reasons for having deep training in the social sciences, it is necessary to analyze the latter not only from the general point of view, but also from the specific angle which enable one to perceive the elements of knowledge accumulated in entrepreneurship by students of these sciences.

Profile of the social sciences

The profile of social science is based on the difference between the social sciences in general, as defined by other nations, mainly Western nations, and the social sciences according to the Congolese university tradition.

Since the sciences are defined primarily by their objects of study, the social sciences are, therefore, those whose object is the study of social facts. These can constitute "an environment, a framework, an environment that results from a collective human activity and which conditions human activities"[21]. It is also in this same line of thought that R. Mucchielli defines the object of the social sciences. For him, this object is "man in his relations with other humans and with the regulatory or modeling environment of these relationships. He includes under this general heading: social psychology, cultural anthropology, sociology, language sciences, economics, political science, history, human geography, demography, law and sciences of institutions "[22].

From sociology as a science which studies social facts, it emerges that two successive movements have affected sociological knowledge. The first has brought it from unity to plurality; the second, from the plurality to the interdisciplinary nature of the social sciences. So there is no longer a social science but social sciences, those who go from the general to the particular. The very development of social science has

shattered it into multiple specialized disciplines, into many different social sciences.

The social sciences are therefore diversified because they tend to grasp and interpret the infinity of the socio-cultural contingencies of humanity. However diverse today, the different social sciences don't share the same object, which is the study of society, the study of social phenomena and, as such, participate in the same process [23].

These subtle distinctions also appear in the foundations of the organization of Congolese university training, whose number and typology of social science disciplines have evolved according to the political and academic conjunctures of the country. Following this evolution, the history of the Congolese university institution can be subdivided into three distinct periods:

- The colonial period, that of the Lovanium University, with a faculty of political, social and economic sciences until 1969.
- The period of the "Zairianization", which led to the National University of Zaire / Kinshasa campus, having the faculty of social and economic sciences until 1971.
- The period of academic decentralization, that of the University of Kinshasa, with a faculty of social, political and administrative sciences comprising four training branches or departments. These include the department of political and administrative sciences, the department of sociology, the department of anthropology and the department of international relations.

For the time being, although sharing a common denominator, that of the social sciences, based on a discourse on society, dialectical relations between actors and communities, there are nuances of training objects, of formative attitudes that lead to types of specialists, each capable of rendering appropriate services in a sector of societal life [24]. It seems useful to understand the "market" and social differences that each diploma in these branches of study generates through the content of the courses and the objectives assigned to them. Since the diploma itself is, according to Bourdieu, the most determining attribute of social identity. It is an academic title that confers to its holder personal values and a social status [25]. It is even according to Safavian-Martinon, the tool of cultural selection which, with regard to the theory of the signal, is a sign of competences supposed to be very qualified [26].

Thus, the social and market values of social science graduates can be assessed on the basis of the competencies expected particularly from the students of political-administrative sciences, sociology, international relations and anthropology.

1-Political-administrative sciences

The graduate in political and administrative sciences is a cadre endowed with scientific knowledge in administrative management and political issues. At a high level, he can be a manager in public administration at all levels and even of administration of private companies. He is prepared to manage the various administrative tools including the application of legal rules and norms in human, financial and organizational plans.

2-Sociology

As far as the profile of the sociologist is concerned, it corresponds to that of a structured framework for the study of social problems and related solutions. In this capacity, he is involved in the search for ways and means to bring the process of integral societal development, particularly through the reconversion of mentalities hostile to the progress of the community. He is also a critical reference point for society in the perspective of social transformation. He can be used in different social sectors, in administration, business, NGDO, social studies research centers, civil society supervision and in various services as adviser, consultant, etc.

3-Anthropology

As for the anthropologist, he is called upon to analyze cultural and cross-cultural problems and to find efficient solutions. He works for the sustainable self-centered development of each people through the principle of endogenization of knowledge, know-how and knowledge of self-realization. He can usefully serve as a consultant, cultural consultant in all provincial, national and international agencies involved in national development. It can manage museums, archives, libraries, tourist parks, etc. efficiently.

4-International Relations

Finally, the graduate in international relations is called upon to work in all public and private administrations and, more specifically, in diplomatic and para-diplomatic missions, in international organizations, in banking institutions and in international politics.

These schematic profiles, as intended aims, have been defined taking into account the institutional objectives that guide the choice of goals and objectives of the courses.

Social Entrepreneurship Program

The aims of university education in the Democratic Republic of Congo are known and often recalled as a leitmotiv for each reform being prepared in this sector of activity. Indeed, under the 1971 reform, the new programs adopted for all the universities in the

country were intended to train trades-people, job creators, leaders and development agents [27].

Table 1: Asymmetry of Entrepreneurship Education in the Social Sciences

Study level	Course title	Number of hours		
		Theoretical	Practices	Total
1. international relations				
G1	-	-	-	
G2	-	-	-	
G3	Internship	-	-	160
L1	-	-	-	
L2	Internship	-	-	160
2. political and administrative sciences				
G1	-	-	-	
G2	-	-	-	
G3	Administration and management of human resources	30	15	45
	Internship			160
L1	Conception and administration of projects	30	15	45
	Planning	30	15	45
	Enterprises managerial principles	30	15	45
L2	Deontology and business administration	30	15	45
	Entrepreneurial initiation	30	15	45
	Internship			160
3. Sociology				
G1	-	-	-	
G2	-	-	-	
G3	Internship	-	160	160
L1	Planning	30	15	45
L2	Internship	-	160	160
4. Anthropology				
G1	-	-	--	
G2	-	-	-	
G3	Internship	-	160	160
L1	Cultural and management and planning	45	15	60
L2	Internship	-	160	160

Source: MESU / CEP, Course Programs. Réforme de la Table ronde des universités du Congo [Reform of the Round Table of Universities of Congo]. Editions CPE, Kinshasa, 2010.

Legend: The symbols G1, G2, and G3 allude to the successive levels of undergraduate studies while L1 and L2 designate the two graduate levels called license.

The last reform on which the reflection of this part is based is that of 2003. It reaffirmed and reinforced in particular the option of professionalization, i.e. the training of managers adapted to the needs of the labor market, in all sectors of national life [28]. The purpose of teaching is to acquire knowledge, principles, aptitudes, techniques, abilities, behaviors, attitudes, habits, ... for the solution of societal problems. This reform places special emphasis on integral formation, which can not be limited to one or the other aspect of the personality. Its aim is to change behavior in the fields of knowledge, know-how in doing and being [29]. Some of the attitudes and habits that the university is called upon to develop include working methods, pace of work, initiative, creativity, organizational skills, planning,

programming, self-evaluation, fidelity in commitments, respect for common goods, etc.

In the social sciences, is the vision of pedagogy of education based on the coaching, teaching and training of young people in free enterprise sufficiently integrated? There is a way of answering this question on the basis of the program offered by this course of study in the field of management of small and medium-sized enterprises as well as in the related fields of human resources management, project design, industrial relations, organizational intervention, industrial consultation.

It is necessary to look at the impact of a course curriculum, among many other factors, on the entrepreneurial potential, before analyzing the teaching

of entrepreneurship in its various aspects. Such an analysis still requires the precision of what is to be understood, because there is a multitude of academic positions, certainly due to the diversity of the concept of entrepreneurship.

Entrepreneurship in an educational context is, according to A. Gibb and J. Cotton, a set of behaviors, abilities and attributes exercised individually or collectively to manage individuals or organizations of all kinds, to create businesses and innovate in contexts of uncertainty and complexity. These behaviors, aptitudes and attributes are means of personal achievement [30].

The following inventory will make it possible to understand not only the intensity of the phenomenon but also the direction taken by the social sciences in this field. Indeed, the quality, the quantity and the intensity of the entrepreneurial subjects proposed constitute one of the essential conditions for the development of the entrepreneurial potential of the learners.

1-Inventory

The official program of studies in the social, administrative and political sciences proposes 293 courses if the same lessons learned in other branches are not taken into account [31]. Their distribution by department is as follows: 63 courses in the sciences of international relations, 90 courses in political and administrative sciences, 72 courses in sociology, 68 courses in anthropology.

This course schedule is subdivided into two parts: compulsory subjects and specific or optional subjects. According to this subdivision it should be noted that in international relations, 16 courses are among the specific subjects left to the free choice of students. In other departments, there are 19 in political and administrative sciences, 13 in sociology and 6 in anthropology.

Such a distribution gives, in the mind of the legislator, overall hourly loads for most sectors, being, with some exceptions, between 600 and 800 hours of courses per year. This represents about a 30-hour work week devoted to teaching-learning activities and a full curriculum of 3000 to 4000 hours.

Yet, when analyzing these lessons from an entrepreneurial perspective, there is a very great asymmetry between the various branches of these sciences.

If one agrees to take as a criterion of selection of the courses their share in the conception, the management and the survival of the enterprises, one can retain certain lessons proposed by the legislator in

social sciences. These include entrepreneurship, project design and administration, business management principles, human resources management and administration, ethics and business administration, planning and internship.

A. Initiation to Entrepreneurship

This course of initiation to entrepreneurship is only taught in the second degree of administrative science. It is taught in 45 hours including 30 theoretical hours and 15 practical hours.

B. Project design and administration

The project design and administration course would have helped students better in the management of their projects, especially those with an entrepreneurial vocation but it suffers as much as the previous one from a double segregation, by being taught only in one department and by being optional.

Indeed, in addition to the fact that it is left to the free choice of the students, it is taught only at the level of the first license of the administrative science and of second license of the political science whereas the other departments of the same faculty, including sociology, anthropology and international relations, do not have this course. It occupies a symbolic hourly charge of 45 hours.

C. Principles for the management of enterprises

The “principles of business management” is a compulsory 45-hour course, which is taught only in first license in administrative science. However, no other department of social sciences includes this course. Yet, this teaching is meant to lead students to master the basic principles of business management.

D. Administration and management of human resources

Human resources are an indispensable factor of production which can not be dispensed with. They require a thorough knowledge of management principles not only due to its particularly unpredictable nature but also because it is omnipresent in any kind of organization, whatever its nature. This teaching is compulsory in 45 hours in the third graduate of political and administrative sciences only.

Sociology which, however, studies social relations, has been deprived of it since the last baseless reform of 2003, leaving doubtful alert observers about the relevance of such a decision, very much resembling a political choice in a scientific field deemed neutral.

This course of human resources management is intended to provide students who have learned it with answers to the question of how to manage or lead men.

E. Ethics and business administration

While this kind of teaching is rather rare, it is left to the free choice of only students of first degree of the administrative science and counts only 45 units of hourly load.

F. Planning

The future can only be foreseeable if it is accompanied by a plan to materialize it. The importance of this teaching, especially in terms of forecasting in the creation of a business ventures, is no longer to be demonstrated since it can lead students to master the fundamental notions of planning, and to grasp problems related to the design, implementation and evaluation of plans.

However, in addition to sociology that provides it as a compulsory subject of 45 hours, there is "political science" which also offers it in first license for the same hourly volume but in non-compulsory mode, leaving it as an optional subject for students of this department.

We also find this teaching under the title of "technique of management and cultural planning" in anthropology which offers it in a greater hourly volume of 60 units.

G. Internship

Students often talk about the links between theory and practice that is materialized by the course. The conceptual dimension of skills, i.e. the theoretical knowledge and knowledge that students acquire through marginal and practical teaching, is extended in the experiential dimension, in particular through the institutionalization of internships in enterprises and public as well as private organizations.

Thus, the internship is credited with 160 hours per month and per training cycle in all programs of university courses in the Democratic Republic of Congo. It occupies a prominent place in the professionalization of students.

CONCLUSION

In view of what is set above, apart from an internship which has been generalized in all cycles and branches of training in the social sciences, the political and administrative sciences benefit more or less widely towards the entrepreneurial domain. Indeed, it is in this department that there is the greatest number of courses of an entrepreneurial nature, as almost all the lessons examined above in the social sciences as a whole are offered.

But this reading may be truncated as much by the independent orientations created in the second cycle

as by the optional nature of some of these subjects which do not necessarily interest all the students of this department or who make a sentimental choice guided by the advantages of all kinds linked to some appurtenances.

Moreover, for all reasons, these lessons represent only about 8% of the total hourly volume included throughout the course of training in this department. If we stick to the regulations that provide for an average of 3000 hours to 4000 hours per full course of study, we can note a deficit of 830 hours in international relations, 935 hours in sociology, 770 hours in political science, 815 hours in administrative science and 830 hours in anthropology since these courses total only 3170, 3065, 3230, 3185 and 3170 hours respectively. A redistribution of these hours which constitute a shortfall in favor of courses with an entrepreneurial vocation would not hinder anybody.

This reflection in relation to the hourly volume could have been done also taking into account many course titles according to the specific fields. All in all, the social sciences in the Democratic Republic of the Congo have not yet sufficiently incorporated entrepreneurial lessons into their curricula. The latest reforms, which are supposed to reinforce their social utility, have been weakened by subtracting certain courses, such as the management of human resources, which were, however, already embedded in the educational habits of this faculty.

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23. Schwartenberg, R-G, op.cit, 30.
24. These profiles can be found in the booklet entitled Objectifs et contenus des cours assurés en sciences sociales [Objectives and contents of courses insured in the social sciences], published by the faculty of social science of Unikin, 10-11.
25. Bourdieu, P. (1989). La Noblesse d'Etat, grandes écoles et esprit de corps [The nobility of state, grandes écoles and esprit de corps], Paris : les Editions de Minuit, 165.
26. Safavian-Martinon, M. (1998). Le Lien entre le diplôme et la logique d'acteur relative à la carrière : une explication du rôle du diplôme dans la carrière des jeunes cadres issus des grandes écoles de gestion [The Link between the diploma and the actor's career logic: an explanation of the role of the diploma in the careers of young executives from the grandes écoles de gestion], doctoral thesis in management sciences , Paris I-Panthéon Sorbonne University, 32 & 420.
27. Sesep N'sial, C., op.cit., 32.
28. Ministry of Higher Education and Universities. (2010). Standing committee on studies, curricula: reform of the round table of universities of the congo, *CPE Editions, Kinshasa*, 17.
29. Sesep N'sial, C., op.cit, 98-99.
30. Gibb, A., & Cotton, J. (2002). Concept into practice? The Role of Entrepreneurship Education in schools and Further Education [Concept into practice? The Role of Entrepreneurship Education in Schools and Further Education], Foundation for SME Development, 5.
31. This count did not take into account the same course titles proposed in all the branches of the social sciences in which case there would be less than 293 courses counted. It has been considered that some professors voluntarily devalue courses according to whether they are taught in one branch or another, thus changing their content. It was also considered that the range of possibilities of courses to be followed per student was set by the legislator individually by branch of study.