

Difficulties Experienced by Teachers in Civic Education, Moral and Education for Peace (E.C.M.P) in the Cycle of Fixation in the Djiri School District in Brazzaville

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Abstract: *The Congolese education system launched the teaching of a subject called civic, moral and peace education (CMPE). The need for such a subject was mainly felt after the repeated wars that the Republic of Congo has experienced since 1992. This study which is based on the education riding of djiri in Brazzaville has considered the challenges faced by the teachers at the fixing lived. The problem in this highlighted through the following question: do primary teachers experience difficulties in teaching the C.M.P.E at the fixing level? At the end study, it is revealed that training issues, the insufficient follow up and monitoring means stand as the major difficulties encountered. The study has how that this subject is neglected by teachers. This, 07, 84% of the scheduled lessons have been implemented versus 92, 16% of non archived ones. To address this issue, we suggest: -Valoring his subject by including it among the subject taken for state examination (CEPE); -Conducting a nation-wide evaluation on the teaching of this subject;-Providing of appropriate teaching materials, and-Ensuring in -service training for teachers in their daily life practices.*

Keywords: difficulties-experienced-teaching-CMPE

1. Introduction

For many years, especially after the recurring civil wars that Congo Brazzaville has experienced, society is in a civil and moral crisis, prey to the reign of antivaleurs. The Congolese educational system has found it necessary to insert the teaching of a discipline called: moral civic education and education for peace (ECMP). Unfortunately, in schools, teachers have difficulties in teaching this discipline. These difficulties can lead to non-teaching and non-respect of official instructions by teachers on the one hand, and poor learning and non-consolidation of learners' learning on the other.

The purpose of this research is to know if in the face of the pedagogical requirement of the quality of education, the teaching-learning process of the ECMP in Congolese schools obeys the principles of didactics? This study circumscribed to the Djiri school district in Brazzaville, Congo, answers the question of whether primary school teachers regularly teach ECMP in the fixation cycle? And if they have difficulties in the didactics of the ECMP, what are the causes of their difficulties? And how to improve teaching practices of teachers in ECMP teaching.

This work is a modest contribution to the evaluation of pedagogical practices of Congolese teachers through the teaching of a strategic discipline called: Moral Civic Education and Education for Peace in Congo Brazzaville.

2. Problematic and Theoretical Approach

2.1 Background of the study

The world today experiences many conflicts that have unpredictable consequences on the lives of people and nations. Everywhere, peace is disturbed and Congo does not escape. It is for these reasons that one of the aims assigned to primary school is to train responsible and peaceful citizens.

Citizenship education is a unifying and cross-cutting theme of ongoing programs at the Ecole Congolaise. Human rights education, peace education and education for development are based on the constant renewal of educational approaches and practices in schools. As such, citizenship education becomes an innovative element in the school project. She may be an agent of change and democratization of society.

Despite the universal declaration of human rights that "everyone has the right to life, liberty and security of person", multiple conflicts around the world have unforeseeable consequences men and nations.

Since September 2015, the international community has adopted the 2030 Agenda for Sustainable Development and its 17 objectives, the fourth of which is devoted to Sustainable Development Goal 4, which aims to "ensure access for all. to quality education on an equal footing, and to promote lifelong learning opportunities".

It is vital to focus on strengthening the contribution of education to the achievement of human rights, peace, and responsible citizenship.

Target 4.7 states that "By 2030, ensure that all students acquire the knowledge and skills necessary to promote sustainable development, including through education for development and sustainable development. sustainable lives of human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of the culture of sustainable development".

Recall that Congo officially launched the SDGs on December 12, 2016.

The school, as an institution serving society, is committed, through this program, to the major mission of promoting the advent of a democratic culture and peace, as well as moral and civic values. By educating behavior, school is a means of positive and lasting change.

In our society, this is becoming commonplace in families, administrations and schools: violence is gaining ground.

In light of what we have just mentioned as negative aspects, we must understand that violence is a behavior to be abandoned and that the supervision of the child must be reinforced from the young age until adolescence.

That is why in the Congolese education system, it is initiated the program of civic education, moral and education for peace (ECMP).

Teaching the ECMP is of great importance in primary school.

Civic education is part of a trilogy of innovative disciplines. The other two are moral education and education for peace. For this, the primary education program says:

Civic education, moral education and peace education are new demands of our society. It spreads and imposes throughout the national community these concepts of democracy, peace, morality and civism.

Civic education aims at training citizens, that is to say free men and women, aware of their rights, duties and freedoms, judging by themselves, and, having the feeling of their responsibilities at the same time respect for legality

Moral education aims to set up and / or revise in children a system of values that will help them behave responsibly and responsibly towards their peers.

Peace Education aims to change the behavior of students to prevent violence.

It is not uncommon to hear reproaches to the school about how it carries out its missions of educating and educating. He is criticized for focusing too exclusively on disciplinary knowledge missions, leaving values education too often. The

behavior of teachers in classrooms facing the discipline " ECMP " leaves something to be desired.

3. Problem

The challenge of any education is to ensure quality education for learners. This challenge integrates the implementation of multifaceted actions, among which the availability of teachers and their good working conditions. Schools need to work with everything they need in the teaching-learning process, which is how the teachers prepare and organize their work.

Despite the requirements mentioned above, it is found today that some primary school teachers do some ECMP lessons in their classrooms without a preparation sheet, a document or even a methodological plan. As a result, teachers have many shortcomings in dispensing it. This empirical observation has been challenging us for more than four (4) years during the visits we made as an educational consultant. Thus creating the gap between the prescriptive and the real, we thought to observe this phenomenon in the school district of Djiri by choosing as theme: the difficulties experienced by teachers in civics, moral education and education for the peace in the fixation cycle in the Djiri school district in Brazzaville

3.1 Research questions

1- Main question

Do primary school teachers teach ECMP in the fixation cycle?

2- Secondary questions

- 2.1. Do teachers have difficulties in the didactics of the ECMP?
- 2.2. What are the causes of their difficulties?
- 2.3. Do supervisors regularly follow the teaching of the ECMP in the fixation classes?
- 2.4 What needs to be done for this teaching to be successful?

3.2 Research hypotheses

1- Main hypothesis

They do not teach ECMP regularly.

2- Secondary hypotheses

- 2.1. They have difficulties in teaching the ECMP.
- 2.2. The lack of training, the excessive delays, the insufficiency of the means explain these difficulties.
- 2.3. The supervisors do not regularly follow ECMP teaching in the fixation classes.
- 2.4. For this teaching can give good results it is necessary:
 - train teachers and their supervisors;
 - harmonize textbooks and curricula;
 - Awaken the professional conscience to allow teachers to be punctual at school.

3.3 Objectives of the research

In carrying out this research, we have set ourselves the following objectives:

- 1- Check in the field, if teachers teach the ECMP in fixation classes;
- 2- Analyze the teaching-learning process of this discipline;
- 3- Suggest solution approaches to motivate teachers to teach this discipline regularly and correctly

Interest of the study

The interest of this study lies in the search for solutions to the problem posed on the difficulties experienced by the teachers in the teaching of the ECMP, to find effective strategies which can allow the teachers to trace their shortcomings of this discipline envisaged on the use of time, in order to contribute to:

- The reevaluation of the teaching-learning process of the ECMP;
- The improvement of school performance through a good involvement of the learner in the acquisition of his knowledge;
- Fight against the non-teaching of this neglected discipline.

Delimitation of the study

This study is taking place in Brazzaville, specifically in the Djiri school district, during the period from October 2016 to June 2017.

Consequently, the interest is great for us to embark on an in-depth study in order to better understand the extent of the phenomenon in the Congolese primary school in general and in the Djiri school district in particular. In this study learning processes related to students' academic achievement were not addressed because the ECMP as a subject is not evaluated at Congolese primary school.

4. Theoretical Foundations

Civic Education, Morals and Education for Peace play a central role in consolidating the rule of law, promoting democracy and republican values.

Civic Education, Morality and Education for Peace help learners to become aware of their place and role in school, family, society, the environment and the world.

It institutes in him positive behaviors vis-à-vis its immediate environment, the laws and regulations of the republic. It allows him to acquire not only knowledge about his country, but also and above all to cultivate his national and patriotic feeling, the culture of peace.

Table 1: General Objectives of Civic Education, Morals and Education for Peace Fixing cycle

Subjects	General objectives	
	C.E.2	C.M
Civic Education	Observe the rules of democratic life at school and in the neighborhood; Understand the role of the institutions of the Republic; Become aware of the importance of school work.	Observe the rules of democratic life in society; To know the different structures of the State and the symbols of the Republic; Understand the importance of work in life
Moral education	Develop moral qualities; Promote community	Promote traditional values in family life and society;

	values.	Promote community values.
Education for peace	To know oneself; Live in harmony with others;	Live in harmony in society; Promote the culture of peace.

Curriculum and Teaching Guides (INRAP-Brazzaville 2010)

4.1 Didactics of E.C.M.P

In civic education, moral education, and peace education, the point of entry of a lesson is always a situation-problem. The latter is evoked in a medium that can be an image (photograph, poster, drawing, film, audio cassette ...), a text, a story, the content of the situation-problem must be in congruence with the object of learning.

The methodological approach of the E.C.M.P comprises more or less five (5) stages corresponding to activities to be carried out.

The following table explains, support by medium what is done at the level of the first step.

Table 2: First step

Support	Learning Activities
Image	Observation
Text	Reading
Story	Listening attentive

4.2 E.C.M.P Methodology Plan

- Motivation
- Didactic contract
- Pre-requisite check
- Acquisition news
- Presentation of the situation
- Observation of the situation (as the case may be)
- Analysis of the situation
- Let us
- Resolution
- Action.

5. Methodology

This study is carried out in the school department of Brazzaville, during the 2016-2017 school year and specifically from April to May 2017.

The school district of Djiri is our field of research

This will be conducted in ten (10) schools

5.1 The study population

For our study, the population concerned consists of all public teachers in charge of a pedagogical class: CE2, CM1, CM2 and all pedagogical supervision (inspectors and pedagogical advisors). Djiri has 10,664 learners in the public sector, 22,201 private learners and 279 learners in the contracted sector, for a total of 33,144 attend the Djiri school district, 94 teachers

5.2 Study sample

Knowing that the teaching of civic education, moral and education for peace in primary school interests the entire cycle, we drew lots of fixing classes below: CE2, CM1 and CM2. The number of supervisors being very small in the constituency, the population in this case becomes the sample.

For our study, we therefore made the following samples:

Table 3: Sample of teachers involved in the study

No	Schools	Teachers			Total
		CE2	CM1	CM2	
01	Amitié Congo Chine A	2	1	1	4
02	Amitié Congo Chine 'B'	2	2	1	5
03	Bernadette Bayonne 'A'	2	2	2	6
04	Bernadette Bayonne 'B'	2	3	2	7
05	Rigobert Ngoulali 'A'	2	2	1	5
06	Rigobert Ngoulali 'B'	2	2	1	5
07	Marcel Ibalico 'A'	2	2	2	6
08	Marcel Ibalico 'B'	2	2	2	6
09	Jacques Opangault 'A'	1	1	1	3
10	Jacques Opangault 'B'	1	2	1	4
Total		18	19	14	51

Source: I.E.P.A Djiri, 2017

Table 3 shows that fifty-one (51) full-time teachers constitute the basic sample for data collection.

Table 4: Sample of pedagogical supervisors involved in the study

No	Function	Numbers		
		H	F	T
01	Inspectors	02	02	04
02	Educational Consultants	06	07	13
Total		08	09	17

Source: Inspection of Primary Education and Literacy (IEPA) Djiri, 2017

To achieve our goal, we used the educational sheets or preparation books, the monthly distribution, the journal notebook, the timetable, the program book, the pedagogical workbook and the workbook.

The observation allowed us to observe directly the course of teaching-learning sessions

The questionnaire to gather a lot of information and opinions from the supervisors who are the inspectors, the pedagogical advisors and the target teachers.

The survey took place during our educational supervision in the school district of Djiri, more precisely from February to June 2017.

For the literature review, we worked with teachers looking at the different textbooks they have and if they are used regularly. To check the kind of documents used by teachers in the preparation of ECMP lessons, if they mention them and if they are in line with the content of the form and with the evaluation of the lesson.

For observation, we looked at classroom teachers. Most of the observation took place directly in the classrooms to first

see the time of arrival at the school and the time the lesson begins, then to follow the sessions to see if the teachers use textbooks during the lesson and how learners respond; if they put into practice what they learned in educational courses (seminars, pedagogical conferences, test lesson).

6. Presentation Analysis and Interpretation of the Data

a) Effectiveness and regularity of ECMP teaching in the fixation cycle (CE2, CM1, CM2). Opinion of the inspectors on the regularity of the teaching of the E.C.M. P

Question No. IV.9 of the questionnaire "Do your teachers regularly teach the lessons of E.C.M. P in fixation classes? "

Table 5: Inspectors' Opinions on the Regularity of Teaching by E.C.M. P

Ni	Yes	%	No	%	Without answer	%
4	00	00	4	100	00	00

Source: 2017 survey

This table shows that four (4) inspectors surveyed or 100% answer negatively on the regularity of the teaching of the E.C.M.P.

Question No. IV.10 of the questionnaire "If, yes, how do you value the teaching of this discipline in these classes? "

Table 6: Assessment of the ECMP by the inspectors in the fixation classes

Ni	Yes	%	No	%	Without answer	%
4	/	/	4	100	/	/

Source : 2017 survey

In this regard, we found that out of four (4) surveyed inspectors, 4 or 100% do not appreciate the teaching of the ECMP in fixation classes. Which is to say that lessons are not taught from where supervisors do not like them

Question No. IV.11 of the questionnaire "If, no, tell us, why do not they teach this discipline?" "

Table 7: Causes evoked by the non-teaching inspectors of the ECMP

No	Ni	Variables	Yes	%	No	%
1	4	Delays	4	100	/	/
2		unpreparedness	4	100	/	/
3		Insufficient documents	1	25	3	75
4		Inconsistency between teaching documents	2	50	2	50

Source : 2017 survey

This table reveals that 100% of the surveyed inspectors say that delays and impréparations are the fundamental causes of non-teaching. On the other hand, 50% of this category of respondents believe that there is an inconsistency between the documents

-Opinions of the CPP

Table 8: Opinion of the CPMs on the regularity of ECMP lessons in fixation classes

Ni	Yes	%	No	%	No answer	%
13	2	15,38	10	76,92	1	7,69

Source : enquête 2017

This table reveals that thirteen (13) subjects surveyed, ten (10) main pedagogical advisors, a rate of 76.92, say that teachers do not regularly teach ECMP lessons in fixation classes against two (2) a rate of 15.38 who say that this course is dispensed and one (1) who did not show up.
 -Opinions of teachers

Attendance and punctuality

Question No. IV. 13 of the questionnaire "Do you have difficulties with transportation and daily traffic jams?" Do you regularly teach this subject? "

Table 9: Attendance and punctuality of teachers

Ni	Yes	%	No	%
51	14	27,45	37	72,54

Source : 2017 survey

This table reveals that fifty-one (51) subjects interviewed fourteen (14) teachers or 27.45% responded positively against thirty-seven (37) or a percentage of 72.54 who say negatively that the difficulties of transport and Daily traffic jams prevent them from delivering this course, since they arrive after 7:00 am minute, or said discipline is placed on the time schedule between 7:00 am and 7:00 pm.

Regularity of ECMP teaching

Question IV.14 of the questionnaire "Do you regularly teach the discipline " ECMP " in your class? "

Table 10: Regularity on the teaching of ECMP in fixation classes

Ni	Yes	%	No	%	No answer	%
51	16	31,37	28	54,90	7	13,72

Source : 2017 survey

B) Proven difficulties

At the didactic level;

- The badly presented card 1/25%;
- The teaching material not provided 00/00;
- Unplanned lesson steps 00/00;
- The main learning phases not respected 1/25%;
- Didactic approach not respected 1/25%;
- The evaluation items are not congruent with the operational objective 1/25%

In terms of preparation

Question V.15 of the questionnaire "Do you experience difficulties in preparing ECMP lessons? "

Table 11: Difficulties experienced by teachers in preparing ECMP lessons

Ni	Yes	%	No	%
51	35	68,62	16	31,37

Source : 2017 survey

Out of fifty-one (51) subjects surveyed, sixteen (16) teachers, a rate of 31.37 who dispense ECMP lessons against twenty-eight (28) or a rate of (54.90) answer that they do not. do not teach these lessons regularly and seven (7) teachers (13,72) who did not give their opinion.

This shows that teachers do not provide civic education, moral education and peace education.

Table 11 shows that thirty-five (35) teachers, 68.62%, say they have difficulty preparing for ECMP lessons against sixteen (16), which is a rate of 31.37.

This shows that the preparation of civic education, moral education for peace poses enormous difficulties.

At the educational level

Question V.16 of the questionnaire "Do you experience difficulties in teaching ECMP lessons? "

Table 12: Difficulties experienced by teachers in teaching ECMP lessons

Ni	Yes	%	No	%
51	32	62,74	19	37,25

Source : 2017 survey

Table 12 shows that thirty-two (32) teachers (62.74%) say they have difficulty teaching ECMP lessons against nineteen (19), a rate of 37, 25 who do not have difficulties to teach it.

This percentage of 62.74 that is emerging, shows that the teaching of this discipline has many gaps.

Question No. VI.17 of the questionnaire "How often do you receive a visit from an ICAP or a CPP per week to follow the teaching-learning of this discipline? "

Table 13: Monitoring and control

Ni	Yes	%	No	%	No answer	%
51	17	33,33	33	64,70	1	1,96

Source : 2017 survey

In the light of this table, we find that fifty-one (51) surveyed subjects, seventeen (17) teachers (33.3) respond positively against thirty-three (33) teachers, a percentage of 64,70 say negatively that they are not followed or controlled by the framers. And one (1) teacher, a rate of 1.96, did not comment on it.

Analysis of mandatory pilotage documents

Monthly breakdowns, the timetable, the pedagogical workbook and the workbook.

Newspaper notebooks

Tables 14: ECMP control in the notebooks

Ni	Regularly Controlled	%	Irregularly Controlled	%
51	36	70,58	15	29,41

Source : 2017 survey

This table reveals that out of the fifty-one (51) notebooks, thirty-six (36) or a rate of (70.58) are regularly checked against fifteen (15) or a percentage of (29.41) who did not

control themselves. We can say that these notebooks are full, but not all of them are up to date.

Table 15: References of the cards

Ni	Reference sheets	%	Sheets without references	%
153	95	62,09	58	37,90

Source : 2017 survey

Ninety-five (95) is a percentage of 69.09 of the referenced records against fifty-eight (58) or a percentage of 37.90 unreferenced.

The discipline " ECMP " appears in these notebooks, often it is sacrificed, it is not taught or when it is taught, it is sloppy or improvised.

Table 16: School Programs

Ni	Having the program book	%	not having the program book	%
51	51	100	00	00

Source : 2017 personal survey

Given this table, all teachers each have the program book, fifty-one (51) or a percentage of 100. The program provides discipline. However, on the field of practice teachers do not provide this teaching.

Table 17: Monthly breakdowns

Ni	Exists	%	Does not exist	%
51	51	100	00	00

Source : 2017 survey

This table shows that the fifty-one (51) teachers of the fixation cycle, have developed their monthly distribution, a rate of 100.

We say this, it is to verify the existence of learning objects of civic education, moral and education for peace.

• Schedules

On this subject, we have noted with gaiety that on all the schedules of the teachers of the cycle of fixing (CE2 with CM2), this discipline is there every Monday and Friday with the CE2, every Monday-Thursday with the CM.

Table 18: Educational activity notebooks

Ni	Existence of movies of test lessons and tips	%	Inexistence of movies of test lessons and tips	%
51	38	74,50	13	25,49

Source : 2017 survey

Out of fifty-one (51) instructional workbooks that we have exploited thirty-eight (38) a percentage of 74.50 present traces of ECMP test lessons and guidance led by supervisors against thirteen (13) or 25.49% of teachers who do not have any evidence of ECMP teaching in their pedagogical workbooks.

b) Teaching-learning process

-Practices of teachers in their classes

7. Results of the Observation

To allow us to correctly observe the practice of teachers, we undertook a direct observation in the fifty-one (51) pedagogical classes selected.

The majority of teachers shone by the delays at their place of service and, on the other hand, by the non-preparation or improvisation of the lesson of civic education, morals and education for peace.

Despite delays, lack of preparation and improvisation of ECMP lessons, we observed four (4) lessons, a rate of 7.84 using a lesson observation grid.

From the pedagogical sequences observed, we checked the following observables:

- Formulation of the objective;
- Preparation of the lesson;
- Realization of the lesson;
- Evaluation of the lesson.

Table 19: Formulation of the objective

Ni	Well defined	%	Incorrectly defined	%
4	1	25	3	75

Source : 2017 survey

Out of four (4) lessons observed, three (3) or a percentage of (75) mis-defined the goal versus one (1) or a percentage of (25) well defined goal.

This means that teachers also have shortcomings in formulating the goal

Table 20: Course of the lesson

No	Observables	Ni	%
1	Principles of learning are respected	1	25
2	The teacher starts with a motivation	4	100
3	The teacher communicates the objectives of lesson	4	100
4	The teacher ensures the presence of prerequisites	4	100
5	The didactic approach is respected	1	25
6	Teacher organizes his / her learners to carry out learning activities	4	100
7	Learning activities are related to stated objectives	4	100
8	Learning activities are in line with learner level	4	100
9	The content of the lesson is adapted to the level of learners	4	100
10	Teacher seeks learner participation	4	100
11	The teacher normally moves to listen, correct, and comment to learners	4	100

Source : 2017 survey

From this table, it can be seen from the course of the lesson that among the nine observables (9) have a positive percentage (100) against two (2) observables that have a negative percentage of (25). We can say that there were nine (9) successful observables against two (2) unsuccessful.

Table 21: Evaluation of the lesson

No	Observables	Ni	%
1	Formative evaluation exists	4	100
2	The teacher evaluates according to the stated objectives	2	50
3	Evaluation items are congruent with operational objective	1	25

Source : 2017 survey

This table reveals that four (4) teachers observed, namely 100%, planned and completed the formative evaluation. On the other hand, two (2) out of four (4) or 50% evaluated according to the stated objectives. Only one (1) or 25% formulated evaluation items that were congruent with the operational objective.

The causes of the difficulties.

a) Causes evoked by the inspectors

Question No. IV.11 of the questionnaire "If, no, tell us, why do not they teach this discipline?" "

Table 22: Causes evoked by the non-teaching inspectors of the ECMP

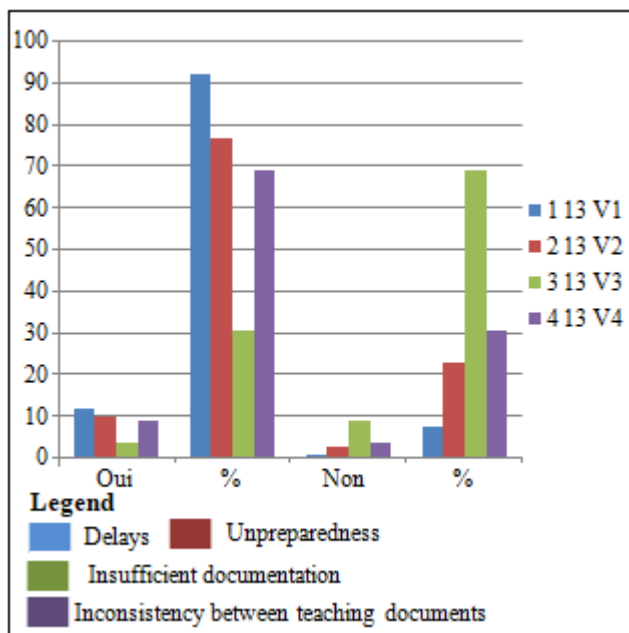
No.	Ni	Variables	Yes	%	No	%
1	4	Delays	4	100	/	/
2		Unpreparedness	4	100	/	/
3		Insufficient documents	1	25	3	75
4		Inconsistency between teaching documents	2	50	2	50

Source : 2017 survey

This table reveals that 100% of the surveyed inspectors say that delays and impréparations are the fundamental causes of non-teaching. On the other hand, 50% of this category of respondents think that there is an inconsistency between the documents

b) - Causes evoked by the CPP

Question no. IV.11 of the questionnaire "If no, tell us why do not they teach this discipline?" "



Graph 1: Causes of non-teaching of the ECMP
 Source: 2017 survey

Graph 1 shows that the first cause of the non-teaching of civic, moral education and education for peace mentioned by the CPP is the delay to 92.30%. This cause is followed by that of unpreparedness, which collects a rate of 76.92.

Then that of the inconsistency between the educational documents with a percentage of 69.23.

For the thirteen (13) PPCs surveyed, the inadequacy of the documents does not constitute the fundamental cause of the non-teaching of the discipline "ECMP" with a weak

c) Continuing education.

Table 23: Organization of the training continues to the location of the teachers by the main educational advisors

Opinions of teachers	Yes	%	No	%	No answer	%
Seminars	40	78,43	11	21,56		
Trial lessons	38	74,50	13	25,49		
Educational Conference	34	66,66	17	33,33		
Class visits	11	21,56	31	60,78	9	17,64

Source : 2017 survey

We can say that there is a strong participation in this discipline as desired by the supervisors. Given the high percentage (60.78) of unvisited teachers, we can say that many teachers are not helped or supervised on this subject. It is the supervision and the irregular monitoring by the supervisors which is one of the causes of these difficulties.

8. Summary of the Results

The review of the data set reveals that all the targeted topics were met in the survey and gave their opinions. In examining the teaching practices of teachers, we find that:

Of the fifty-one (51) teachers expected to take training in civic, moral and peace education, forty (40) claim to have participated in this activity, ie 78.43% of teachers. (Gives table n ° 23).

Similarly, 76.92% of supervisors say that teachers do not provide the "ECMP" discipline (see table 8, graph 1.).

About the class visit, thirty-one (31) teachers are not visited either a percentage of (60,78) so they are not supervised (see table 23).

Concerning the documents used by the teachers, all the masters have a program book, (gives table n ° 16)

For the regularity of the lessons 72.54% of the teachers say that they do not give this course because of the delay due to the difficulties of transport (confers table n ° 9).

With regard to the difficulties (68.62%) of teachers experience difficulties in preparing and teaching ECMP lessons (see table 11 and 12).

The observation of the lessons gave us the following results: out of fifty-one (51) teachers, four (4) or a percentage of 7.84% of the teachers were able to present the ECMP lessons. We find that the rate is very low because the teachers improvise this teaching and we could only work with the four (4) teachers who prepared their course (confers the tables (19, 20 and 21).

The improvised classes have all been discarded because an improvised lesson can not be appreciated.

Consequently, we can say that in the school district of Djiri, the teaching of the ECMP does not know, on behalf of the teachers, a realization according to the official instructions of the teachers.

We find that supervisors do not pay particular attention to this teaching. Thus, the delays (100%) and the unpreparedness (100%) sufficiently prove that they are the causes evoked by the supervisors at the non-teaching of this discipline (confers table n° 7 and the chart n° 1).

Despite this, significant efforts must be made to remedy the following problems:

- The inefficiency of supervisory practices by supervisors is probably due to the absence of relevant skills in their initial training;
- Inadequacy of the frequencies of class visits as one of the elements of the educational supervision by the supervisors does not favor the improvement of the performances of the teachers;
- Supervisor training or awareness can have a positive impact on classroom practice by teachers

9. Verification of the Hypotheses

Following the analysis of the results obtained, we are interested in verifying the relevance of the assumptions that we had originally made.

The main hypothesis "They do not regularly teach the ECMP" is confirmed by the answers in Tables 9 and 10. For example, out of 51 teachers interviewed, 72.54% acknowledged that transportation difficulties prevent them from regularly delivering this course.

2.1 The hypothesis "They have difficulties in teaching the ECMP" is confirmed from the answers in Tables 11 and 12. For proof, 68.62% say that they have difficulties to prepare their lessons. The same is true for teaching this discipline, 62.74% say they do not regularly teach this course.

2.2 The hypothesis relating to the "lack of training, the excessive delays, the insufficiency of the means explain these difficulties" is confirmed from the answers found in the table n° 23. Here, we noted the strong participation in the various sessions of training which amounts to 74.50%, which means that the training exists. Figure 1 shows that 92.30% of teachers come late which does not allow them to teach this discipline.

2.3 The assumption "The supervisors do not regularly follow the teaching of the ECMP in the fixation classes" is confirmed in the following tables: Table 23 (60.78%) and Table 13 (64.70%) reveal that teachers are not visited by their supervisors.

10. Suggestions

At the end of these analyzes, we realize that the difficulties experienced by teachers in ECMP teaching in the fixation cycle took a worrying practical pace in the Djiri school district with negative results.

If experts have thought that in matters of morality, one does not educate, but one educates from civic education, moral and education for peace, but the ambiguity of this approach is to reveal that officially the ECMP is not evaluated and that in ECMP the children did not note notes, or notebook of notes.

How can teaching or education be effective without being evaluated?

The consequence is that the pupil or the teacher does not take this teaching seriously.

To this end, it seemed appropriate to make some suggestions respectively to different levels of actors in the education system.

a) At the location of MEPSA:

- Ensure that future teachers receive good initial training in training schools to prepare them effectively for their teaching profession
- Evaluate the teaching of the ECMP during monthly, quarterly, passing examinations, CEPE.

b) In the place of INRAP:

- The national institute for research and pedagogical actions should plan the evaluation of this disciplinary teaching to give it value during examinations;
- To produce documents and didactic materials accompanying this disciplinary teaching, such as the iconographic supports of the emblems, coat of arms and seals of the Republic of Congo. These didactic materials are lacking in schools to make them available to teachers and pedagogical supervisors.

c) At the place of educational supervisors

- The difficulties of the teachers are aggravated by the absence of textbooks, teaching guides, by the excessive delays, the improvisations and the unpreparedness so to constantly sensitize the teachers on the merits of the preparation of the lessons of ECMP, on the disadvantages of improvisation and the abusive delays.
- Consider continuing education as a fundamental right of teachers;
- Intensify supervision and pedagogical follow-up through class visits and other permanent pedagogical activities to help teachers with difficulties in preparing the ECMP lesson cards;
- Require the ECMP worksheets before aiming at the teachers' journals every week;
- To drastically ban the multifaceted practice of improvisation by respecting the timetable.

d) At the teacher's place

- Prepare regularly and carefully the courses of the ECMP;
- Take part regularly in training sessions on the discipline.

11. Conclusion

The development of a country depends on the quality of the products of its educational system. The teacher is the engine of development if he is really well trained. The difficulties experienced by teachers in civics, moral education and education for peace in the fixation cycle were the source of our reflection.

The study that we conducted was built on the main question: why do primary school teachers have any real difficulties: teaching the ECMP in the fixation cycle?

To operationalize our concern to obtain scientific information three (03) secondary questions motivated our investigation:

- 1) Do teachers have difficulties in teaching ECMP in fixation classes?
- 2) Do supervisors regularly follow the teaching of the ECMP in the fixation classes?
- 3) What must be done so that this teaching can give good results?

These questions were supported by three (03) assumptions that we formulated as follows

Are teachers experiencing difficulties?

- 1) The inadequacy of the means at their disposal is a major obstacle in teaching-learning which jeopardizes this teaching;
- 2) Abuse of teachers is one of the reasons why they can not teach regularly.

This study has targeted three (03) objectives namely:

- 1) Check in the field, if teachers teach the ECMP in fixation classes;
- 2) Analyze the teaching-learning process of this discipline;
- 3) Suggest solution approaches to motivate teachers to teach this discipline regularly and correctly.

To carry out our study, we made use of three (03) types of research instruments: the questionnaire, the documentary study and the observation. The target populations were the teachers holding the fixation classes and the supervisors.

The analysis of the results obtained using the various instruments used, led us to confirm the following:

The results of the questionnaire (with supervisors) 76.92% who do not like the lesson of ECMP against 15.38 for the "yes".

69.23% who do not regularly follow the ECMP teaching against 23.07% following the lessons.

The results of the questionnaire (with the teachers) 68, 62% who confessed that they have the difficulties to prepare the lessons of ECMP against 31, 37% who answer negatively. 64.70% say they are not monitored or controlled against 33.33% who respond positively.

The results of the documentary study

The documentary study "74.50% of the notebooks presenting advice against 25.49% of the notebooks not presenting advice."

70.58 having regularly checked logbooks against 29.41% irregularly controlled.

The results of the observation

7.84% of lessons observed versus 92.16% unobserved.

With these results, we say that civic education, moral education and peace education is a very neglected discipline in our educational system.

In fact, if we recommend a well-performing educational system, we must necessarily think about the realization of all the teaching-learning sessions provided for by the study program such as that of the ECMP.

The problems that undermine this teaching, we remind the supervisors to take over their responsibilities. Despite the suggestions that have been made later to take ECMP teaching out of this state, courageous action is needed.

This study, which is certainly not the first, will lead the public authorities, we hope, to make decisions on this matter. We hope that other researchers will be able to orient their research work on this theme that could approach it in other perspectives in the image of " evaluation of civic education, moral and education for peace in the fixation classes " to give this teaching its place in the school system.

This study, far from meeting the expectations of all researchers, may provoke other lines of thought with a view to improving it.

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