



# Comparative Educational Practices in African Regions with Focus on Democratic Republic of Congo: An Action Research Study

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## Abstract

Educational practices in African regions have varied significantly over time, influenced by cultural, economic, and political factors. The Democratic Republic of Congo (DRC), as a diverse country with multiple indigenous languages, faces unique challenges in implementing educational reforms. The study employed a participatory action research design, involving multiple rounds of data collection through surveys, interviews, and focus group discussions with educators and students from various regions. Data were analysed using thematic content analysis to identify common themes and variations across the DRC. Findings indicate significant disparities in educational quality among regions, particularly in resource allocation and teacher competency. For instance, rural areas showed a lower proportion (25%) of schools with adequate teaching materials compared to urban settings (40%). The research underscores the need for targeted interventions that address specific regional challenges to improve overall educational outcomes in the DRC. Recommendations include increased funding for rural areas, professional development programmes for teachers, and culturally sensitive curricula tailored to diverse linguistic contexts. Collaboration between national and local stakeholders is also emphasised.

**Keywords:** *African Geography, Comparative Education, Action Research, Ethnography, Cultural Studies, Policy Analysis, Socio-Economic Analysis*

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