

Education in Orientation and Professional Insertion, A Need for the Technical Education Program in the Democratic Republic of the Congo

Sylvain Massapa Wa Kanyimbo¹, Chisak Tshimwish Tshidind²

^{1,2}Assistant

Abstract: *For three decades, there has been a mismatch between the labor market and young graduates of technical education. This is mainly due to the lack of a good orientation and the difficulty encountered in the integration of young people in the public and private production units and in the state apparatus. This article aims to make concrete proposals to reduce this mismatch between the education of young people and the job market by setting up a program developed by the State on the one hand, national education boss, and on the other hand industry, user of labor.*

Keywords: Education, Orientation, Insertion

1. Introduction

The evolution of science is progressing at a cruising speed by ignoring the man, the main actor, user and consumer of the products of technology. This technology is coming and going at a snail's pace in some corners of the planet and this continues to widen the gap between the producing countries of technology and those called users and / or consumers.

Today Congolese companies, at a time of new technology, are more and more numerous to find it difficult to find the right profiles. On the one hand, many graduates cannot access the labor market, often because of their training deemed outdated or useless for the current working life, on the other hand the difficulty due to the bad orientation poorly adapted to the job market. Skills and abilities of learners, and especially to integration into the

During this relationship, we will talk about the educational system, the orientation and the professional integration of young people in the city of Likasi in particular and in the region of general Katanga, which constitutes the bastion of the technique. in DR Congo, and proposals will be made to reduce the mismatch between the labor market and young graduates of technical education.

2. From the Education System

School plays a dual role: to train citizens and prepare young people to enter the world of work (Troger, 2008). The current school curricula for technical and vocational education in the Democratic Republic of Congo are more than thirty years old (Mukeng and Tshimwish, 2018). They have the advantages and disadvantages: - on the negative side, inadequate training / employment. The educational system in Congo is very heavy. The world of work is constantly changing, and education and training are the main instruments available to the state to prepare workers for a world of work. The world of work aims profit; it is invested in the research of the new technology to improve the tool of work in order to increase the profitability and the productivity in order to amass the capital.

The training system in D.R Congo has been suffering for a long time. Its heaviness is observed in the number of hours and the number of courses in the curriculum of learners. This system is not aimed at elitist education, it pursues mass education by training generalists.- The dilapidated educational tool, laboratories and workshops, contributes to the training of home engineers and technicians charlatans.

- The lack of equipment in many schools is at the root of the malformation of graduates of - the policy of recruitment of teaching staff is not well practiced at all levels of training.
- The involvement of unskilled teachers in the national educational system is increasingly contributing to the training of non-starter graduates in the labor market, to the killers of society and even more to the decline of the much-maligned level of education. .
- On the positive side, this system is very rigorous. Curriculum subjects lead learners to have encyclopedic knowledge and predispose them to easily adapt to labor markets through upgrading and / or specialization training.

In this training / employment mismatch, companies clearly play a very important role in the problem of guidance and integration of young people.

3. From Orientation

To direct is directed someone, to guide him in a certain way according to the criteria and the requirements of the chosen sector. Learners need to be guided in areas where they can easily cope and succeed in their professional lives in terms of what they portray as performance. So how to steer? What to teach? (Danvers, 1995) And who should guide?

- 1) **Personal orientation:** it is a self-orientation, a way in which an individual orientates himself according to his aptitudes, his competences or by influence. - The orientation according to the aptitudes or the competences, often, depends on several variables: the age, the environment, the socio-economic and socio-political situation of the country. Orientation by influence begins at an early age when each child takes as a model one of his parents, imitates him and tries to resemble him by practicing the same profession. The

man being a dynamic animal is always able to reorient itself towards a new direction which is favorable to him according to the possibilities that offer him the realities of the moment.

- 2) **Parental guidance:** parents being the first educators, exert a great influence in the choice of the trade of their children. They ask their children to imitate them or become like one, or another of the family, or neighborhood. You will often hear a mother say: my daughter will be a nurse; the other will say my son will be an engineer. And a father will say: my son is very intelligent; I want him to be a pilot. So, this way of making the choice for the other does not take into account the classic orientation criteria and is at the root of many failures and deviations that lead to the delinquency of the learners. Young people, blindly obeying their parents to satisfy their desires, end up dropping out of school and / or moving on to something else that fits their aspirations, skills or aptitudes. disorientation of their children because we confuse competence.
- 3) **Institutional orientation:** some administrations take care of the training of their staff for a good orientation in order to ensure a good productivity, and they managed to ensure the insertion of the new graduates without many problems. Like the large national companies and services: which had continuing education schools following the new directions dependent on the evolution of technology: Gécamines, SNCC, SNEL, TPAT etc., as well as in companies and in the multinationals, they send their workers abroad for training and a new orientation according to the needs emitted.
- 4) **Orientation oriented or imposed:** it is a limited orientation by the sections organized by the school, the student is in the embarrassment, and he does not know how to make a choice outside the possibilities offered by the 'school. This is a frequent case in the hinterland where school promoters organize sections without knowing the needs of the population and / or the possibilities offered by the environment.
- 5) **National orientation:** the national orientation is based on the needs established by the government. It is the state that plans and gives direction in all areas of national life, and establishes criteria to be met for each sector or sector according to the general objectives to be achieved.

School guidance has failed. The orientation cycle set up in secondary schools did not properly fulfill its role of enabling students to make a good choice. In order to fill and balance classrooms, school officials impose on learners courses against their sandstone. Due to a lack of guidance counselors in secondary schools, the orientation cycle instead of playing its regulatory role quickly turned into recruitment classes and converted into a real nursery for the humanities. The administrations of the schools leave the heavy task to the pupils to operate themselves the choice according to their good will. For fiasco! Without a guide, given their age, how do you expect the students in the orientation cycle to be able to produce a good choice?

4. From Insertion

The workplace has its own requirements based on the types of activities performed and the categories of staff at each level of the organization. However, the effects of programs and measures to support integration on young people and their trajectories do not always correspond to the expectations of young people who use them, nor of the institutional actors who have worked for them.

Three major difficulties are generally advanced to explain the relative failure of programs and measures to support integration.

1) **Technical requirements of the jobs offered:**

The incompatibility between the theory learned at school and the practice in the labor market is a distraction for newly recruited young people and is at the root of the first difficulty in their insertion. - The requirement of a rich resume with three or five years of experience is a barrier to the inclusion of graduates even those who have completed brilliantly.

- The unusual workplace environment of equipment, machinery and equipment also contributes to anxiety, fear and fear of what will be said. Looking for the right profile experienced workers, some companies hire by hiring by proposing somewhat attractive salaries. This does not solve the problem of unemployed young graduates so much disparaged, because it is always the same workers who circulate in all the companies selling their so-called experience.
- With the influx of mining in Katanga, we have witnessed the depopulation of large companies such as Gécamines, SNCC, SNEL and many other state and private as well as educational institutions. Its companies and institutions have invested heavily in training their staff by following developments in technology. They are robbed by so-called new technology companies. In most cases, these workers are employed to the maximum and do not train to be transferred or retired considering the years already worked in their training companies. Really squeezed like lemon because of a salary not consistent with the knowledge acquired, these workers do not fare after their retirement or their dismissal, because many end up this.

2) **Human requirements:** The difficulty of integration encountered by young graduates in the job market depends on three factors:

- **The older age**, which constitutes the staff of the quasi majority of the companies and especially of the public administration, creates the conflict of generations. Old workers are not ready to vacate posts, to retire; they see young graduates as a threat to kick them out and call them inexperience and immature. Young people, on the other hand, hate to work with the old because they are superstitious and treat them as outdated, retarded and unskilled. These behaviors create mutual frustrations for each other and create a climate of mistrust between the two sides. The first camp, that of the old, made up of conservatives who look at a glance at the advance of technology, the use of the internet at all levels of professional life has put old age out of harm's way. The

second camp that of young graduates who do not master the new work tool, poses serious problems of adaptation and their insertion conditions the training for the upgrade of knowledge.

- **The senior staff** plays a very important role in the integration of young graduates during the commitments. Their level of education being lower than that of young people is a major obstacle to the development of youth in their institutions for fear of being replaced or discovering their shortcomings. Many of them have studied at the Normal School, some were auxiliaries to colonial agents, and would not want an educated youth to be promoted or hired. With the proliferation of evening institutions of higher learning that swarmed here and there, many of these leaders went on to pursue degrees, degrees, and / or degrees without having studied a single course or been in the audience. This is often observed during physical checks of State agents and officials, the documents recognized by the public administration are issued by the official institutions. It is in the private administration where we find a fierce war between the young graduates of the official education and the leaders nationals of the institutions of higher education in the evening, with the

5. Individual Requirements

These are due to the skills displayed by the person seeking employment and the ability to maintain their new position. Young graduates who do not know how to defend their skills do not fit in and adapt easily in professional circles, they have shortcomings that reflect their level of knowledge. - Many young people have not studied normally, many have spanned classes, some are self-taught and others are unskilled. It is this category of workers that is of much greater interest to employers because they constitute cheap labor. A slice of underachieving young people are hiding their degrees to get hired as under-qualified for lower positions that do not match their level of education, just to get a job. After, they suffer terribly and regret infinitely all their lives for not having done good studies, because the irreversible is impossible. - Young graduates who have successfully completed their studies have difficulty finding employment because of the preference of the job sought or positions envied and end up spending a lot of time in teaching, stepping stones or anteroom of any job.

The task is for educational operators to be able to recruit well when hiring teachers among whom we find guidance counselors. Teachers should be selected from among the qualified nationals of the Higher Pedagogical Institutes (ISP), the Higher Pedagogical and Technical Institutes (ISPT) and the aggregates of the teaching. After the test and the interview, the teacher must be appointed as a teacher. Than such by the Ministry of National Education. The difficulty is greater in the recruitment of teaching staff and does not obey the criteria of commitment. Its curve leans towards favoritism and clientelism, roots of the antivaleurs of a perverse society. Promoters and principals of schools do not aim at the quality of the training, their objective being focused on profit; they organize nothing but the mass education to make more profit from it.

Each teacher, in view of the general, specific and operational objectives of his course, should be able to bring the learner to be able, at the end of the course, to operate, first of all, a judicious choice. According to the possibilities of openings offered by the labor market.

6. Offers

The analyzes presented in this article are based on empirical data drawn from a research that we conducted between 2013 and 2017 among young finalists who were employed in disguised unemployment. During the investigation, we met unemployed young people busy doing all kinds of work from the simple crier through the small illegal trade, bradeur currencies, vehicle driver, commissionaire etc. Data were collected through semi-structured interviews. The analysis of the interviews collected was done according to Glaser and Strauss's (grounded theory) grounded theory (1967) which allowed us to describe and explain the social reality from the actors' point of view. Below to harmonize a partnership between education policy and employment environment:

- Establishment of a structured consultation framework between national education and the world of work up to the level of the school; program environment, in order to reconcile these two worlds;
- The development of a technical education program adapted to technological evolution;
- Revitalizing the activities of guidance counselors in secondary schools;
- Make the orientation of each teacher in accordance with the general and specific objectives of his course through training seminars;
- The formulation of the general objectives must be clear and clear to enable the learner to be able to make a choice;
- The integration of concepts that fit with the orientation and insertion in the national curriculum of education in the 7th and 8th grades according to the current nomenclature;
- In addition to each student's activity and application forms, we propose the creation of an orientation sheet that will enable the guidance counselor, after the interview with the student, to help him / her to be able to make.

7. Conclusion

Reducing the mismatch between school training and the job market is the mainstay of the government of DR Congo. And this can only be possible through a good orientation and a planned integration between the State and the industry through the establishment of a program adapted to the general objectives following the evolution of technology.

The first actor in the problem of guidance and professional integration is the education system. We have noted that education does not offer the profits demanded by the fact that certain branches are considered to be dead. It does not allow young people to have an analytical mind, a sense of responsibility and therefore not to be creative. It takes time, as well as a set up of all qualifying technical training.

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