

Adequacy between Academic Training and Employment Opportunities in Lubumbashi, DRC

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Abstract: *This article aims to show the adequacy between academic training and job opportunities in Lubumbashi, DRC, during the period from 2016 to 2018. It was based on data collected at the national employment office (ONEM), thanks to the documentary technique. The processing of these data was done through the chi-square test. The main results of this survey show that 90% of graduates from Lubumbashi Higher Education Institutions and Universities do not find employment in Lubumbashi. This situation results from the obsolescence of training programs that no longer respond to the realities of the job market.*

Keywords: adequacy, academic training and employment

1. Introduction

The theme of the education-employment relationship has different aspects, but it often presents itself through the subject of the integration of young people into society. This problem of insertion dates back a long time, since it appears in the early seventies (70), under the combined effects of the development of the education system and the end of the thirty glorious years marked by the increase in unemployment. This conjunction then translates into difficulties for youth employment, Sylvere Chirache (2004: 98).

Each year, on the occasion of the release of its report on world employment, the International Labor Organization (ILO) warns about the seriousness of the duration of the economic crisis, and announces new unemployed because the situation hardly changes. On Education 2016, she released a report in Geneva on Tuesday, January 19, predicting an increase of 2.3 million unemployed people in 2016 worldwide, to come flattering at the end of the year with the 200 million people, 30 million more than before the crisis in 2007.

For 2017, ILO still provides 1.1 unemployed.

The labor market has not finished with the consequences of the economic crisis, the world of work will now have to deal with the deterioration of the situation in emerging countries. In South Asia and sub-Saharan Africa, more than 70 per cent of workers are in vulnerable employment. The lack of decent work is pushing young people to turn to informal employment, which is characterized by low productivity, low wages and no relation to education received (ILO 2017).

In addition, according to the World Bank, young people represent 60% of all African unemployed. In North Africa, the youth unemployment rate is 25%, but the rate is even higher in Botswana, Congo, the DRC, and other countries. With 200 million people between the ages of 15 and 24, Africa has the most young people in the world.

According to the report of the Brookings Institution's 2017, a think-tank based in Washington, young Africans find work, but it is poorly paid and does not allow them to

improve their skills or enjoy some security of the employment in relation to their level of study and also according to their specialties.

In the end, the Democratic Republic of Congo, the United Nations Development Program in the DRC (UNDP) published on Wednesday, December 16, 2015 a report on the Human Development Index (HDI) on the theme: "Work at the service human development. According to this report developed at the international level, the Democratic Republic of Congo gained 11 places in the world rankings, from 186th to 187 countries in 2013, to 187th out of 188 countries in 2014, which shows that the country has made a good result. But as far as the unemployment rate is concerned, the experts who produced this report also note that in the DRC, employment is a problem that arises with acuteness.

The DRC is among the countries that have the highest unemployment rate, and also the overall underemployment rate, the highest evidence. The youth unemployment rate in the DRC is 84%, which astonishes the international community with the potentialities that host our country. The finding raised in this study highlights the adequacy between the education system and the job market in the Democratic Republic of Congo. It turns out that young graduates are finding it increasingly difficult to find a job. This makes the DRC in a situation of advanced underemployment. Cijika, KC (2017, p.104), points out that "the individual formulates more or less explicitly his demand for education by taking into account the opportunities offered (particularly in terms of wages) by the labor market. He then comes to the idea that the student's strategy is a multiple strategy in which he has to choose his path, the duration of his studies, but also to find and select a job and that, consequently, the individual more or less progressively move from student to student status with a definitive job".

Claude Trottier (1999, p. 145), in his report on trends in the sociology of education, written for UNESCO in the late 1950s on the analysis of the relationship between the education system and the world in the sociology of education regretted the lack of systematic analysis of the relationship between education and the economic system. About 15 years later, in its similar report, reports were made

in the meantime on the links between education and technological and economic development, education policies and planning, the impact that to have the organizational changes at work on the education system as well as the effect of the latter on the transformations of the economy.

For Claude (1999, p.145) in his theory of reporting, he shows that the level and type of schooling is a way to filter workers. The theory of competition for employment, a variant of the reporting theory, emphasizes, among other things, that education is less a filter than a means of classifying their ability to be trained once hired for a better job. adaptability. According to this author, several structural factors have an impact on the pathways of young people within the education system, their career trajectory and their integration strategies. In this article, the focus is on the structuring and internationalization of the economy as well as on the reorganization of work, which shape labor markets and have an impact on the strategies of professional intersection of young people and women. Trajectories of adults as young. Other structural factors have been analyzed. Suffice it to mention the societal approach of Maurice Sellier (sylvestre (1982) quoted by Claude according to which a set of elements relating to the organization of work, to the industrial structure and to the negotiation between social partners and The interrelationships shape the socio-economic context in which education and employment policies are constructed and the transition from the education system to the productive system.

Tanguy. L, (1986), according to him, if schooling is a necessary condition for obtaining a job, it is not a sufficient condition. It is visible to access a job from several types of training, except in the case of highly specialized or professionally regulated jobs. In addition, initial training is not the only way to acquire or develop skills for a job. Access to employment does not only depend on the level and type of education, but also on several other variables, including belonging to networks (friendship clubs, knowledge etc.).

Dubar. C (2001) speaks of a new postulate that appears to be a consensus between the education-employment relationship. The latter is not established once and for all at the time of graduation, but built both during the course of schooling and, subsequently, throughout the career path. The same is true of the relations between the educational and the productive system. There is not one way to formulate this postulate. The one that Dubar proposed for professional integration has the advantage of distinguishing three dimensions. These relationships are at the same time the

product of a history, a societal structure and the result of strategy of actors.

After having mentioned some studies, we realize that our work joins the above studies, on the adequacy between the education system and the productive system. But, it differs in the fact that we are talking about the adequacy between education and employment in Lubumbashi. So our study refers to a reality R.D Congo, and raises the question: What is the match between academic training and job opportunities in the city of Lubumbashi? Referring to the observation made in the field, which shows that in the DRC 84% of young graduates are unemployed, we expect that there is the mismatch between academic training and job market, which could result from the obsolescence of the training program, which takes into account the realities of the job market.

The theme of the education-employment relationship has different aspects, but it is often presented through the topic of youth integration. This problem of insertion dates a long time, since it appears in the early seventies (70) under the combined effects of the development of the education system and the end of the thirty glorious marked by the increase in unemployment. This conjunction of causes then translates into difficulties for the employment of young Sylvere Chirache (2004: 98). Indeed, the question of the adequacy between the education system and the employment market in the Democratic Republic of the Congo should be the subject of sustained attention by the public authorities and universities which is a driving force of production. . It turns out that young people in general and graduates in particular are experiencing growing difficulties in entering the labor market. One of the characteristics that continues to mark the national labor market and in Lubumbashi in particular is "the level of unemployment among those with a higher education degree. Unemployment of active graduates, difficulties of integration into working life, inadequate training, ineffective orientation, school crisis are linked. Education and employment are often incriminated in the same way fixed economic structures, hence the complexity of the analysis of the interaction between these two systems.

2. Methodology

2.1 Environment

This study was conducted in the city of Lubumbashi in the Democratic Republic of Congo. It focused on applicants registered at the National Employment Office (ONEM) of Lubumbashi, whose sample size amounts to 1163.

Table 1: Jobseekers by level of study and municipality of residence

Levels of Studies	Annex	Kamalondo	kampemba	Katuba	Kenya	Kipushi	Lubumbashi	Rwashi	Total
Graduate	55	5	87	21	14	22	125	18	347
License	107	9	183	34	14	17	362	45	771
Master	-	-	-	1	-	-	1	-	2
Ph.D	1	-	12	3	-	1	23	3	43
Total	163	14	282	59	28	40	511	66	1163

The table above shows us that in our table above we find that in our survey, among the 347 graduate jobseekers, there are 55 graduates reside the annex town , 5 kamalondo, 87

kampemba, 21 katuba, 14 kenya, 22 kipushi, 125 lubumbashi and 18 jobseekers in the town of ruashi. Of 771 unemployed job seekers in Lubumbashi, there are 107 in the

annex commune, 9 kamalondo, 183 kampemba, 34 Katuba, 14 kenya, 17 kipushi, 362 lubumbashi and 45 employed jobseekers at the ruashi. For the 2 jobseekers with master's degrees, we have 1 from Katuba town and 1 from Lubumbashi town. Thus, among the 43 job seekers we have 1 in the annex town, 12 kampemba, 3 katuba, 1kipushi, 23 Lubumbashi and 3docteur jobseekers in the town ruashi. Survey, among the 347 graduate job seekers, there are 55 graduates reside the annex town, 5 kamalondo, 87 kampemba, 21 katuba, 14 kenya, 22 kipushi, 125 lubumbashi and 18 job seekers in the town of ruashi. Of 771 unemployed job seekers in Lubumbashi, there are 107 in the annex town, 9 kamalondo, 183 kampemba, 34 Katuba, 14 kenya, 17 kipushi, 362 lubumbashi and 45 unemployed jobseekers at the ruashi. For the 2 jobseekers with master's degrees, we have 1 from Katuba town and 1 from Lubumbashi town. Thus, among the 43 job seekers we have 1 in the annex town, 12 kampemba, 3 katuba, 1kipushi, 23 Lubumbashi and 3docteur job seekers in ruashi town.

2.1.1 Method and Technique

The survey method and the documentary technique allowed us to have information on the situation that is the subject of this study at the national employment office. The processing of this information was done using Pearson's Chi-square statistical test whose mathematical expression is $\chi^2 = \frac{(fo-fe)^2}{fe}$ with $dl = K-1$.

3. Results and Discussion

The results of this study revolve around the following axes: the adequacy between the academic training and the job market, the difficulties encountered in the job search and the job search strategies.

3.1.1 The match between academic training and the job market

Answers	frequency
Yes	501
No	662
Total	1163

The table shows that of the 1,163 jobseekers, 501 respondents say they have studied to match job opportunities in the workplace, while 662 other respondents say that there is no match between the studies done. and employment. Given this divergence of opinion, we use the chi-square statistical test to decide between the two groups.

After the calculation, we find that the $X2_{cal} = 11.42 > X2_{tab} = 3.84$, supported by the degree of freedom = 1 to the only significance of 05. We reject the null hypothesis. This allows us to say that there is no match between academic training and career opportunities in Lubumbashi.

3.1.2 The difficulties encountered in finding a job

Answers	Frequency
Miss opportunities	330
Lack of experience	423
Inadequate training	210
Discrimination	200
Total	1163

This table shows that of the 1,133 jobseekers selected for our research, 330 jobseekers attest that there is a lack of job opportunities related to the courses taken at the University, 423 between them, talk about the requirement of work experience among job seekers, 210 job seekers on their part also confirm that the mismatch between education and employment and finally 200 put the focus on discrimination when hiring or recruiting workers.

Faced with this situation of divergence from point of view on the part of job seekers, about difficulties encountered in the job search, we use the statistical test chi-square to draw a general idea. After the calculation, we find that the $X2_{cal} = 31.7 > X2_{tab} = 7.81$ with the degree of freedom which is equal to 3, at the significance level of 0.5. We note that jobseekers encounter difficulties listed in the table when looking for work.

3.1.3 Job search strategies

Answers	Frequency
File filing in companies Lack of experience	343
Direct use of personal relationships	280
Direct use of employers	150
Use of employment services (ONEM, FEC)	390
Total	1163

To the concern of research strategies employment, the results of the table informs us that 343 job seekers proceed to the filing of the files in the different companies of the city, 280 of them resort to the personal relations to find a job, On the other hand, 150 job seekers file their cases directly with employers and at the end 390 jobseekers are registered with the national employment service to register as job seekers.

To make these points of view clear and precise, the chi-squared statistical test helped us more.

After the calculation, we find that the $X2_{cal} = 27.92 > X2_{tab} = 7.81$, with the degree of freedom of 3, at the significance level of 05. We deduce that, in the job search, the 4 strategies presented in the table are used to find employment in Lubumbashi.

In this study, we note that there is a mismatch between the training received at the University and the job market in Lubumbashi. When there is an opportunity to find employment, recent graduates face the requirement of work experience and discrimination. For this reason, they use strategies such as: personal relationships, the direct filing of files in the hands of the employees with whom they know each other and the use of the service at the national employment service.

It is this framework that (Giret, 2005: 204) says that the relationship between education and employment refers first of all to a vast range of political, social and economic issues; for example: how should vocational training evolve in view of the evolution of work organizations? Should not the diploma and the curriculum be adapted to the transformations of employment and professions? Does education have a responsibility for unemployment,

especially for young people? Is it possible to plan education to meet the skilled labor needs of the economy? What happens to diplomas when they enter the labor market? Etc. all these questions presuppose two interacting "objects", "employment" on the one hand, and education on the other. According to Giret. SF, Lopez A. Rose J. (2005, p.216), the action of the state, the role of forms of interaction between training and employment, the role of institutions, rules, the behavior of actors, market, are ways in which the interactions between education and employment can be For example, the behaviors of the actors play a key role in the interaction between education and employment: young people take into account employment and its changes in their behavior of pursuing studies in the choice of their training. Conversely, companies and professional organizations also act on the basis of training. But these behaviors, this role of the actors are very dependent on the weight of the State, the labor market, the intermediate bodies in the social and economic regulations of the employment. France, for example, is characterized by an essential role of the State in the implementation and regulation of vocational training and what might be called a strong normativity of the relationship between education and employment. What is not the case with the DRC where this policy does not exist, simply because the state does not have the capacity to engage, it is earlier the private ones who give employment at least at 80%.

4. Conclusion

The high rate of unemployment in the city of Lubumbashi in the DRC is rooted in the mismatch between academic training and the job market. The training program is not related to the need of current companies, it keeps the content for companies that no longer exist.

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