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Factors of Unemployment of Graduates in Butembo, DRC

Kambasle Kasonia
Texila American University, Guyana

Abstract

In this study on the factors of unemployment among graduates in Butembo in the DRC, we wanted to identify the type of the first employment opportunities that graduates seek and educational factors of unemployment among graduates and to find skills and strategies to develop employability for graduates. We questioned 74 from secondary school and 48 from tertiary education. The results obtained with chi-square at the 1% or 5% threshold showed that they all have the same obstacles, the lack of necessary employability skills. We found that graduates apply for higher-paying professions such as humanitarian work and commercial companies without taking into account their study specialty. There are many factors contributing to unemployment. They are mainly educational, namely: a) Field of study which is not in demanded on the job market or is very popular or is still unclear for an employment perspective; b) Poor learning of employability skills, lack of computer skills, lack of local environment knowledge, lack langue mastery, lack of motivation to work; c) Outdated and truncated learning content; d) Poor learning conditions, lack of laboratory, insufficient teaching materials, and e) Theoretical and collective learning approach with an insufficient internships period. To solve these challenges, it is necessary to focus learning on computer skills practices, values, local environment concepts, local language, English and French, job search technique by updating and professionalizing learning with workplace learning and inverted classroom learning approaches and internships sufficient period.

Keywords*: Employability, Factor, Graduate, Unemployment.*

Introduction

The school as a social organization provides learners with various teachings in order to train and transform them so that they have employment and become capable of solving the problems of individual and collective life. "Work is a vector of personal development and preserves our intellectual capacities." [1]. The "Work also allows us to have an identity and autonomy. In addition, it helps us overcome the existential angst specific to every human being." [2]. Any job requires a qualification. And it is the school that guarantees this requirement. The school "is attributed two major complementary missions: instruction and socialization. The school participates in the development of knowledge and the mastery of social rules, that is to say, academic knowledge, but also "know-how" and the learning of a common culture. It also participates in the training of the citizen, and through the certificate, it is a key to integration into the world of work. Today, the certificate has become essential to access a stable job." [3]. In DRC, "in 2021, a survey conducted by the UNICEF established that 78% of the young people surveyed did not have a job and that 25% had no job opportunities in their field of study. In Kinshasa, youth employment remains a major challenge, as they find themselves unemployed despite their qualifications."[4]. According to the UNDP [5], "the living conditions of households in North Kivu are quite poor with poverty affecting seven out of ten households. The unemployment rate is higher than the national average." Indeed,

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****Corresponding Author: kasoniakambalealexis@gmail.com***

"nearly 80% of Congolese people aged between 15 and 35 are unemployed in Goma (North Kivu) and Bukavu (South Kivu), according to estimates by specialists. In this part of the country, thousands of graduates find themselves unemployed after their studies." [6]. This phenomenon of unemployment is due to factors that require a study to identify and then resolve them. Based on data from the empirical literature covering the period 2001-2020 in the DRC, L. Balemba [7] found that "the variables education, inflation, foreign direct investment, population significantly explain the level of youth unemployment at the 1% and 5% threshold." After collecting data from graduates in Kisangani, Adrien Mutunzi [1], Jean-Pierre Kiza[2] and Joseph Tsipanga[3] [8], found that unemployment among young graduates is mainly due to "a low level of available jobs, the mismatch between demand on the labor market and supply, recruitment mechanisms in institutions or the type of job sought by young graduates". Using Google forms, Florent Kambasu Kasula [9], sent an online questionnaire to all former finalists of the Catholic University of Graben in Butembo. According to the opinions of the former graduates, "the unemployment of young graduates is due to: "a) a strong growth of the student population but less competitive; b) a lack of initiation to entrepreneurship among young graduates; c) a labor market more favorable to less qualified or uneducated workers; and d) an absence of a general national policy for job creation." Considering the two of the factors mentioned above, namely: - *a strong growth of the student population but less competitive* and - *a labor market more favorable to less qualified or uneducated workers*, one can ask the question of why we study. Yet, no job is possible without qualification. Those who have studied would have a better chance of having a job than those who have studied less or less. Then we think that the problem lies more in the training received. And this has raised a number of questions for this study as follows:

- What are the types of jobs that graduates seek the first time?
- What are the educational factors of unemployment among graduates?
- What are the employability skills and strategies to develop at school to better prepare learners for employment

Hypotheses

- Young graduates in Butembo would seek more employment with NGOs and commercial companies than in other sectors of activity.
- The educational factors that contribute to unemployment among young graduates in Butembo abound. The most important would be related to:
  - *The field of study*: study in low demand on the job market, very popular field of study, field of study that is not very specific from an employment perspective, less diversification of fields of study, etc.
  - *The state of preparation*: incomplete file, lack of skills in the requested job, lack of mastery of computer skills, incapacity with regard to the job, lack of motivation, lack of mastery of French, English and local language, local environment, etc.
  - *And the learning conditions and approach*: theoretical learning approach, insufficient internships period, lack of laboratory, insufficient teaching materials,
- Concerning employability skills and strategies to develop at school, it is necessary to focus learning on computer skills practices, values, local environment concepts, local language, English and French, job search technique by updating and professionalizing learning with workplace learning and inverted classroom learning approaches and internships sufficient period to motivate learners and

make them more active in their learning and autonomous.

Objectives

- Identify the first job opportunities that unemployed graduates seek.
- Identify educational factors of unemployment among graduates.
- Find the employability skills and strategies that school must use to develop employability for graduates.

Methodology

With a comparative approach, this study was conducted on a population composed of people meeting the following characteristics: being a secondary or university graduate but unemployed without a job located in the city of Butembo. This population being large and infinite, we occasionally drew a sample of 122 unemployed graduates who wanted to participate in our survey by actively answering our questionnaire. We have used the survey method, which is used to "collect the personal views of individuals concerning their knowledge, attitudes or behavior" [10], was used in our study. It is proved useful because it enables "primary data to be collected from a questionnaire administered to a sample drawn from a target population. It is a scientific research method designed to collect information systematically in order to describe, explain and compare individual and social objectives and phenomena." [11]. Using this method, we resorted to the questionnaire technique, which is "a self-reporting instrument used to gather information about variables of interest to the researcher" [10]. The questionnaire is "a technique for collecting quantifiable data in the form of a series of questions asked in a precise order. It can be used to gather a large number of testimonies or opinions" [12]. The data we obtained were presented in tables to facilitate analysis on the basis of frequencies and percentages. We used the Chi-square comparison test [13] according to this formula,

$$Q^2 = \sum \frac{N_{ij} - \frac{(L_i \times C_2)^2}{n}}{\frac{L_i \times C_2}{n}}$$

and fractile values for the distribution of Chi-square test [14] to determine if the data we obtained are consistent with our expectations, that is to verify whether unemployed secondary school graduates are different from tertiary education graduates concerning the job search and the type of job sought, the preparation of graduates to employment, the learning content and the learning conditions with the null hypothesis (Ho) which states that there is no significant difference between secondary school graduates and tertiary education graduates and the alternative hypothesis (Ha) which states that there is significant difference between secondary school graduates and tertiary education graduates.

Our sample is presented as follows: Ladies are 54 or 44.26% and gentlemen are 64 or 55.73%. Among them 74 or 60.65% are secondary school graduates and 48 or 39.35% are tertiary education graduates. The fields of study for secondary school graduates in our sample are: Mechanical, Latin-Philo, Electricity, Printing, Biochemistry, Literary, Social technique, Secretarial, Account, Industrial, Chemistry, Agronomic, Building, Pedagogy, Nutritional, Veterinary. And the fields of study for the tertiary education graduates in our samples are: Architecture, Veterinary, Economic, Business and Management, Human Resources Management, Multimedia Information Sciences, Development, Sciences and Techniques, Law, Education, Health and Community Development, Medicine, Psychology, Philosophy, Political and Administrative Science, Applied Sciences, Environment, Geology, Project Management and Organization, Civil Engineering, International Relations, Public Health and Epidemiology, Agriculture.

Results

The results we obtained are as follows.

Job Readiness

Job Search and the type of Job Sought

Table 1. Responses to the Question of Job Application, Companies Approached, and for Others, Reasons of not trying to Look for a Job

Part I						**Part II**						
Response	**High school Unemployed graduates**		**Tertiary Unemployed graduates**		**Total line Li**	**Requested Company**	**High school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
	of	**tf**	**of**	**tf**			**F**	**%**	**f**	**%**		
Yes	65	87,837	47	97,91	112	Education	9	13,43	8	17,02	17	14,91
						Business	36	53,73	8	17,02	44	38,59
						NGO	9	13,43	23	48,93	32	28,07
						Hotel	3	4,47	1	2,12	4	3,50
						Hospital	1	1,49	4	8,51	5	4,38
						Farming	1	1,49	0	0	1	0,87
						Technological	2	2,98	0	0	2	1,75
						Public secretariat	1	1,49	0	0	1	0,87
						Building	4	5,97	0	0	4	3,50
						Public administration	1	1,49	3	6,38	4	3,50
						Sub-total	***67***	***100***	***47***	***100***	***114***	***100***
No	9	12,162	1	2,083	10	**Reason**	**F**	**%**	**f**	**%**	**F**	**%**
						You didn't find yourself able.	4	44.44	1	0	5	50
						You do not master some of the skills that the job requires.	3	33.33	0	0	3	30
						You don't have someone to find you a job.	2	22,22	0	0	2	20
Column total Cj	**74**	**100**	**48**	**100**	**n= 122**	***Sub –total***	**9**	**100**	**1**	**100**	**10**	**100**
$Q^2obs = 3.91$						**TOTAL**						

Source: *Our Survey*

The critical Q^2 at the 1% significance level and the degree of freedom of 1 is 3.84.

Decision : as critical Q^2 , 6.63 > Q^2 obs, 3.91 we keep the null hypothesis.

Comment: This table indicates that the secondary and tertiary graduates who seek employment applied in the commercial field by 38.59%; humanitarian field by 28.07% and teaching field by 14.01% than in other fields. Those who didn't apply for job were by 50%

unable to work; by 30%, they lacked skills required, and by 20%, they expect someone to find them a job.

Direct Factors of Graduate Unemployment

Table 2. Responses to the Question of the Reasons for the Lack of Hiring

Part I	**Part II**						
Factor	**indication**	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
		F	%	f	%		
Poor job preparation	Your file was not complete	12	16,21	15	31,25	27	22,13
	Your file was not in the field of study that the employer wanted.	30	40,54	11	22,91	41	33,60
	You did not master a computer skill or other skill required by the employer.	9	12,16	11	22,91	20	16,39
	You were unable to work and you failed the test.	16	21.61	9	18,75	25	20.48
	There were fewer offers than demands.	7	9,45	2	4.16	9	7.36
TOTAL		**74**	**100**	**48**	**100**	**122**	**100**

Source: *Our Survey*

Comment: From this table, we see that graduates are poorly prepared for employment. In 33.60% their files are not in the field in which they are applying for employment; in 22.13% their files are incomplete; in 20.48% they fail the test and they were unable to work, and in 16.39% they do not master computer skills and others.

Field of Study as a Factor of Unemployment

Table 3. Responses to the Question of Whether there are Reasons for Unemployment Related to the Field of Study

Part I						**Part II**							
Response	**secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**Total line Li**	**Indication**	**secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
	of	**Tf**	**of**	**tf**			**F**	**%**	**f**	**%**		
Yes	73	98,64	47	97,91	120	Your field of study is in low demand on the job market.	22	29.71	21	38.17	43	33.33
						You are many in the same field of study on the job market.	37	50	13	23,63	50	38,75
						Your field of study is unclear from an	15	20.26	21	38.17	36	27.90

						employment perspective.						
No	1	1,35	1	1,083	2	***Sub-total***	***74***	***100***	***55***	***100***	***129***	***100***
Column totalCj	**74**	**100**	**48**	**100**	**n= 122**							
$Q^2\ obs = 0{,}12$						**TOTAL**						

Source: *Our Survey*

Q^2 Critical at the significance level of 5% and the degree of freedom of 1 is 3.84.

Decision: as critical Q^2 , 3.84 > Q^2 obs, 0.12 we keep the null hypothesis.

Comment: In this table we find that the unemployed, in 38.75%, are from the same field of study on the job market; in 33.33% their fields of study are not demanded on the job market; in 27.90% their fields of study are not very precise from an employment perspective.

Training Content as a Factor of Unemployment

Table 4. Responses to the Question Whether Unemployment is Linked to Training Content

Part I						**Part II**						
Response	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**Total line Li**	**Indication**	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
	Of	**Tf**	**of**	**tf**			**f**	**%**	**f**	**%**		
Yes	71	95,94	46	95,83	117	Your curriculum is old and misses some concepts required.	50	59.52	12	33.32	62	51.66
						Your learning develops less computer skills.	11	13,09	9	25	20	16,66
						Your studies develop more foreign knowledge than local.	23	27.37	15	41.66	38	31.66
No	3	4,054	2	4,166	5	***Sub-total***	***84***	***100***	***36***	***100***	***120***	***100***
Column total Cj	**74**	**100**	**48**	**100**	**n= 122**							
$Q^2\ obs = 0{,}82$						**TOTAL**						

Source: *Our Survey*

Q^2 Critical at the significance level of 5% and the degree of freedom of 1, is 3.84.

Decision: as critical Q^2 , 3.84 > Q^2 obs, 0.82 we keep the null hypothesis.

Comment: Here, we see that the curriculum is one of the contributors to the lack of jobs for graduates. Indeed, the respondents express in 51.66%, that the curriculum is old, lacks concepts that the work requires; in 31.66% that the program develops more foreign knowledge than local; in 16.66% that the curriculum develops less computer skills.

Teaching Approach as a Factor of Unemployment

Table 5. Responses to the Question Whether Unemployment is Related to the Teaching Approach

Part I						**Part II**						
Response	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**Total line Li**	**Indication**	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
	Of	**Tf**	**of**	**Tf**			**F**	**%**	**f**	**%**		
Yes	71	95,945	47	97,916	118	Your internship period was insufficient to get experience.	27	30,33	10	16,12	37	24,5
						You hadn't a lab in your school.	28	31.45	31	49.99	59	38.81
						You had few teaching materials for practical exercises.	6	6,74	2	3,22	8	5,26
						Your training was more theoretical than practical	28	31,45	19	30.64	47	31.21
No	3	4,054	1	2,083	4	***Sub-total***	***89***	***100***	***62***	***100***	***151***	***100***
Column total Cj	**74**	**100**	**48**	**100**	**n= 122**							
$Q^2\ obs = 0{,}34$						**TOTAL**						

Source: *Our Survey*

Q^2 Critical at the significance level of 5% and the degree of freedom of 1, is 3.84.

Decision: as critical Q^2 , 3.84 > Q^2 obs, 0.34 we keep the null hypothesis.

Comment: It turns out that the theoretical learning approach also contributes to the lack of employment of graduates. Through this table, the respondents affirm in 38.81% that their schools do not have a laboratory for practical learning; in 31.21% their training was more theoretical than practical; in 24.5% that their internship period is very short and insufficient to acquire good experience.

Employer Criticism of Training Curriculum

Table 6. Responses to the Question of Knowing the Shortcomings of School Training in Relation to Employment according to Employers

Part I						**Part II**						
Response	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**Total line Li**	**Criticisms**	**Secondry school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
	Of	**tf**	**of**	**tf**			**F**	**%**	**f**	**%**		
Yes	72	97,29	48	100	120	Outdated theoretical training.	18	22.5	17	34.69	35	27.12

						Lack of sufficient skills and experience including of computer, french,…	50	66.25	23	46.92	76	58.88
						Limited knowledge and lack of initiative	9	11.25	9	18.36	18	13.94
No	2	2,702	0	0	2	***Sub-total***	***80***	***100***	***49***	***100***	***129***	***100***
Column total Cj	**74**	**100**	**48**	**100**	**n= 122**							
$Q^2\ obs = 0{,}53$						**TOTAL**						

Source: *Our Survey*

Q^2 critical at the significance threshold of 5% and the degree of freedom of 1, is 3.84.

Decision: as critical Q^2 , 3.84 > Q^2 obs, 0.53 we keep the null hypothesis.

Comment: According to employers' criticisms, the learning curriculum contributes to the lack of hiring of graduates. Considering all the criticisms ranging from the obsolescence of the contents to the minimization of studies, let us remember that the critics express in 58.88% that the graduates lack sufficient skills and experience for the job including computer and french; in 27.12% that the training is theoretical and outdated and in 13.94% their level is low compared to the requirements of the job.

Learning Concepts to be Focused into the Learning Curriculum to Better Prepare for Employment

Table 7. Responses to the Question of which Concepts to Focus on to Better Prepare for Employment

Part I						**Part II**						
Response	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**Total line Li**	**Indication**	**Secondary school Unemployed graduates**		**Tertiary Unemployed graduates**		**F**	**%**
	of	**Tf**	**of**	**tf**			**f**	**%**	**f**	**%**		
Yes	73	98,648	48	100	121	Intense practice on computer skills	14	18,18	18	36	32	25,19
						Learning of values, local environment, local language and English	9	11.68	17	14	16	12.59
						Learning on job application techniques	12	15,58	12	24	24	18,89
						Updating and professionalizing learning with sufficient internships period	39	50.64	13	26	52	40.93
						Learning entrepreneurship	3	3,89	0	0	3	2,36
No	1	1,351	0	0	1	***Sub-total***	***77***	***100***	***50***	***100***	***127***	***100***

Column total Cj	**74**	**100**	**48**	**100**	**n= 122**							
$Q^2\ obs = 0{,}26$						**TOTAL**						

Source: *Our Survey*

Q^2 Critical at the 5% significance level and the degree of freedom of 1 is 3.84.

Decision: as critical Q^2 , 3.84 > Q^2 obs, 0.26 we keep the null hypothesis.

Comment: There are many employability skills and learning strategies to focus on. Among these, 40.93% suggest updating and professionalizing learning with sufficient internships period; 25.19%, regular and intense practices on computer science skills; 18.89%, the concepts on job search; 12.59%, learning of values, local environment, local language and English.

Discussion

The results of the Chi-square statistical test at the 1% and 5% threshold support that there is no significant difference between unemployed secondary school and tertiary education graduates. They have all the same problems, lack of employability skills. This justifies what Florent Kambasu Kasula [9] found: "labor market is more favorable to less qualified or uneducated workers". Because what is the point of employing an incapable tertiary education graduate if he does not differ significantly from a non-qualified who costs less than a tertiary graduate? Considering the results presented in table 6, according to employers, the contents and the learning approach contribute to the unemployment of graduates considering the obsolescence of the learning contents, theoretical learning approach, the lack of sufficient knowledge and experience in computer, French, English, the low professional level compared to the requirements of the job. It means, learning contents and learning conditions are poor and cannot prepare correctly graduates to employment as we can see with the results in Table 5. Schools do not have laboratories for practical learning, courses are taught theoretically, and the internship period is very short and insufficient to acquire good experience. Yet, as envisaged by the strategy of the World Bank [15], girls and boys who come to school to learn must "acquire real knowledge and can enter the workforce with the skills needed to become productive and successful citizens". This supports the need of diversification of the learning approaches focusing on workplace learning approach because workplace learning "is the process of acquiring knowledge, skills, and attitudes through experience in the workplace. Workplace learning is an ongoing process that brings together people to learn and grow. Workplace learning means more than just attending workshops or webinars; it's about sharing ideas, collaborating on projects, and working through challenges together" [16], and inverted classroom learning approaches. "This learning framework focuses on active and intentional learning, which is proven to result in a higher level of emotional investment in the training, especially when compared to the traditional classroom. Also, collaborating and sharing feedback with peers helps improve knowledge retention, especially in the long run. At the end of the day, flipped learning will contribute to increased productivity and employee performance, as people can directly apply the knowledge gained in their daily work". [17]. Also, learning is unsuitable for the local environment as we see it with the results in Table 4. Learning develops foreign concepts different from those useful to the local environment. According to the results in Table 3, graduates are unemployed because the fields of study are not very precise as to the specificity of the job to be performed and their fields of study are not in demand on the job market. This is why many of them apply for the same job.

According to the results in Table 1, graduates are not ready for employment. They do not master some of the skills that the job requires, they feel incapable, and they are not motivated to apply for job. The above results confirm our second hypothesis that the educational factors that contribute to unemployment among young graduates in Butembo are numerous. The most important ones relate to the field of study, the state of preparation for the job, the contents of training, the learning conditions and approaches.

The results in the same Table 1 show that graduates apply for the best paying or well available jobs without taking into account their fields of study and their qualification. They apply more in the humanitarian, commercial domain. This confirms our first hypothesis according to which young graduates from Butembo would seek employment more with NGOs and commercial companies than in other sectors of activity. And this leads us to say that young people choose fields of study out of complacency. The results in the table 2 support that graduates are incapable, are not ready for work, do not master certain notions that the job requires, which confirms once again the second hypothesis.

The results in Table 7 support that to better prepare graduates for employment, it is necessary to focus on intense practices on computer science skills and language skills especially English because "basic computer skills are essential for employability and efficiency in today's digital age. Many job positions require basic computer skills like email, Microsoft Office, and internet navigation. These skills can increase job prospects and opportunities. Additionally, they allow individuals to complete tasks more efficiently, saving time and increasing productivity". [18]. Also "people who speak one or more foreign languages are better at solving problems, and they are more creative and empathetic. Problem-solving, creativity and empathy are invaluable soft skills that any employer would appreciate in a candidate. It is also argued that bilingual and multilingual people are more open to accepting other people's points of view and better at establishing interpersonal connections, which are also great skills, especially in areas like customer service and business relations" [19] and "Proficiency in English opens doors to a plethora of career opportunities on both a local and global scale. In today's competitive job market, many employers prioritize candidates with strong English language skills, irrespective of their field or specialization".[20] School should focus also on updating and professionalizing learning, internships with considerable duration to acquire sufficient experience, concepts on job search techniques using appropriate learning approaches. These results confirm our third hypothesis according to which the school needs to update, professionalize learning and develop many employability skills and learning approaches in order to help graduates to be ready for employment. This meets the orientation of the ILO [21] which "aims to help key stakeholders better understand the importance of key skills for employability, the means of transmitting them, acquiring them, validating them and integrating them into academic content and professional training".

Conclusion

In this study on the factors of unemployment among graduates in Butembo, our problem is sum up in these questions:

- What are the types of jobs that graduates are looking for the first time?
- What are the educational factors of unemployment among graduates?
- What are the skills and strategies to be developed at school so that learners can easily access employment after their studies?

In this study we pursued the following objectives:

- Identify the first employment opportunities that graduates seek after leaving school.
- Factors of unemployment among graduates and
- Find the employability skills and strategies that the school should use to facilitate access to employment for graduates in the RDC and particularly those in Butembo.

To achieve this, we collected data using a survey method and questionnaire technique. We processed the data by frequency scoring with statistical analysis based on percentages and chi-square.

We found the following:

- Young graduates are more likely to apply for jobs in more lucrative fields such as humanitarian work, sales and available fields such as teaching, without necessarily taking into account their training specialty.
- There are many factors contributing to unemployment among young graduates. They are mainly educational, namely:

1. The field of training that is not in demand on the job market or is very popular or is still not very precise from an employment perspective.
2. Poor preparation for learning skills and lack of motivation to work.
3. Outdated and truncated training content.
4. Poor learning conditions due to the lack of laboratory facilities, insufficient teaching materials, and
5. Theoretical or collective learning approach with an insufficient internship period.

To solve these challenges, it is necessary to focus learning on computer skills practices, values, local environment concepts, local language, English and French, job search technique by updating and professionalizing learning with workplace learning and inverted classroom learning approaches and internships sufficient period to motivate learners and make them more active in their learning and autonomous.

The results obtained during this study therefore confirmed all our hypotheses.

This article presents the educational factors or challenges of unemployment among graduates and the educational solution in terms of employability skills and learning approaches.

Conflict of Interest

There is no conflict of interest.

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None.

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