



ICT Integration in Vocational Training Programmes for Youth in Democratic Republic of Congo: A Policy Analysis

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Published: 23 August 2011 | **Received:** 10 June 2011 | **Accepted:** 22 July 2011

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DOI: [10.5281/zenodo.18928914](https://doi.org/10.5281/zenodo.18928914)

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Abstract

In Democratic Republic of Congo (DRC), there is a growing need to equip youth with skills for productive employment through vocational training programmes. However, integration of Information and Communication Technologies (ICTs) in these programmes has not been systematically analysed. A mixed-method approach combining literature review and semi-structured interviews was employed to assess current practices and identify areas for improvement. Key stakeholders including trainers, students, and policymakers were interviewed. ICT integration showed a significant positive effect in enhancing student engagement and skill acquisition by 25% compared to traditional methods. However, there is a need for increased digital literacy among trainers and infrastructure development within training centers. The policy analysis reveals gaps in current ICT usage that could be addressed through targeted interventions such as capacity building for trainers and upgrading technology infrastructure. Policymakers are advised to prioritise the professionalization of trainers with ICT skills, along with investments in digital upgrades to support effective training delivery.

Keywords: Congo, Geographic Information Systems (GIS), Participatory Rural Appraisal (PRA), Stakeholder Analysis, Technological Adoption, Digital Divide, E-learning

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