Abstract

For decades Eastern part of Democratic Republic of the Congo has been going through a deadly political crisis and intercommunity conflicts which have led to a generalized situation of violence. Youth between 18-35 years old who make a large percentage of population, were among the most affected, because through political manipulation some were actively involved in Armed Groups, others were forced to internally displacement or refugees in neighbor countries.

As a result of the long-lasting impasse characterized by political crisis and economic instability, DRC government has dropped out from providing some of the basic public services such as maintaining formal education and education services have become privatized, which made it more expensive. Fewer parents are able to pay school fees and materials for their children, hence an increase of the school dropout rate.

In such situation where a big number of citizens have got no access to primary education due to numerous causes, the outcome could be lack of human capacities among a large percentage of citizens. In this context, the introduction of informal education should not come in as a replacement to the formal education, but a complement to it by absorbing the large percentage of the youth, and therefore narrow the gaps which could be caused by that insufficiency.

If education does not help the youth to become positively productive, creative and be able to withstand challenges in the surrounding environment, the result could be the opposite and thus likely generate conflicts. For the case of Eastern DR Congo, it has raised a dilemma in the whole cycle of education and labor demand. On one hand, conflict has affected education system by making bigger the number of young people who cannot go back to formal education. On the other hand, there is necessity to opt for an alternative remedy for the youth to participate in the recovery of social and economic conditions of the country.

In this regard, there is a need of a deep descriptive analysis of how informal education can be effectively taught and be local need-oriented so that it could create employment to the youth within this context of conflict. In addition, how processes and aspects of informal education should be catered for so that it could contribute to the recovery process and mitigate the fragility of the post-conflict perspective in cities.

This research is designed to explore this case by using both quantitative and qualitative methods. The population research is made by two main sub-groups of out of school youth: those who went through informal education and those who did not. In addition to qualitative techniques, it will allow a comparative empirical analysis using regression model of how respondents cope with employment issue and their contribution to the peace building process.