



# TVET COUNTRY PROFILE CONGO



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## Introduction

Republic of Congo has striven to evolve TVET trainings through the introduction of strategic plans. The General Directorate for Skills Training and Employment (DGFQE) in 2010 focused on skilling youth to meet labour market demand.

TVET plays a valuable role by offering a wide variety of skills to improve employability thereby contributing to the productive capacity of business organisations and industries.

This paper highlights a country-level overview of the TVET system in Republic of Congo, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET to improve TVET reform and quality.

## Policies

Republic of Congo's **Sectoral Strategy Plan 2015-2025** aims to offer an alternative route to the basic education stream by extending by ten years as Technical and Vocational Education (TVET). This alternative, professional and qualifying path contributes to meeting the demands of labour market for trained workforce and ensures improvement of the educational levels of the youth.

The Congolese government consequently devised the **Education Sector Strategy 2018-2022** to monitor the socio-economic integration of higher education graduates and TVET.

The following documents provide contextual information on the education system and economic indicators in Republic of Congo as they relate to the TVET implementation and policy.

- **Decree No TAG1> 2020-557 of October 15, 2020** established the powers, organisation and operation of the Departmental Education Council.
- **Decree of 2019 approving the statutes of the National Employability and Apprenticeship Support Fund** promotes employability and apprenticeship through qualifying training and self-entrepreneurship.
- **Order No TAG1> 23743 of December 6, 2019**, established the interdepartmental, departmental and local agencies of the National Fund for Employability and Learning Support (FONEA). It is responsible in particular for contributing to the identification of needs in terms of vocational training and apprenticeship and financing the employability of job seekers, in particular through qualifying training, vocational adaptation programmes, and training, integration and reintegration of job seekers.
- **Decree No TAG1> 2019-169 of July 1, 2019** approved the statutes of the National Fund to Support Employability and Learning.
- **Order No TAG1> 10782 of June 7, 2019** setting the entry quotas for vocational schools, for the 2019/20 school year.
- **Order no TAG1> 9357 of October 11, 2018** establishing a project called "training programme reform project". Its main objective is to adapt new training programmes to the needs of the world of work and to scientific and technological developments.
- **Order no 725 of February 9, 2017** on the organisation, attributions, and operation of the steering committee of the skills and human resources development project (PDCRH). It constitutes a framework for dialogue between the Ministry of Technical and Vocational Education, Qualifying Training and Employment (METPFQE) and all the partners involved in the implementation of the project.
- **Decree No 2020-555 of October 15, 2020** established the powers, organisation and functioning of the management bodies of technical and vocational education establishments.



- **Order no 6068 of May 21, 2013** establishing a project called “training of trainers” project. This project is established in the Ministry of Technical, Vocational Education, qualifying and employment training and aims to train trainers intended to strengthen the capacities of teaching staff in the vocational and technical education and qualifying training sub-sector.

## Governance

In Republic of Congo, the education system is managed by three ministries: the Ministry of Primary and Secondary Education and Literacy (MEPSA), the Ministry of Technical and Vocational Education, Skills Training and of Employment (METPFQE) and the Ministry of Higher Education (MES).

## Implementing Structures

The Ministry of Technical and Vocational Education, Skills Training and of Employment (METPFQE) adopts training, employment orientation, qualification, internship, and integration policies for young people and professionals in the world of work.

The Ministry of Sports and Physical Education and the Ministry of Youth and Civic Education ensure the training and management of teachers in their fields, although these teachers are under the supervision in schools of the ministries of education.

## TVET Institutions

Technical and vocational secondary include two cycles. First, the technical education colleges (CET) receive learners from general education level 5 for two years of training, leading to a technical studies certificate (BET). The second cycle receives learners with a BET plus an entrance test, for three years of training, leading to a Technical baccalaureate.

## TVET types

As of 2018 there were 113 public and 634 private TVET institutions.

### 1. Training centres and workshops

- Public – 33
- Private – 525

### 2. Technical education colleges

- Public – 49
- Private – 10

### 3. Technical, Vocational High Schools and Institutes

- Public – 20
- Private – 8

### 4. Vocational Schools

- Public – 11
- Private – 18

## Funding sources

The National Support Fund for Employability and Apprenticeship (FONEA) is a public administrative establishment endowed with legal personality and management autonomy, under the supervision of the ministry responsible for vocational training. Limited information regarding expenditure for the fund is available.

External partners supporting the TVET sector include World Bank (WB), World Food Program (WFP), United Nations Children Fund (UNICEF), United Nations Education, Science and Culture Organisation (UNESCO), the Agence Française de Développement (AFD), the United Nations Development Program (UNDP) and the International Partnership for Human Development (IPHD).

## Private sector engagement

Limited information on private sector engagement in the TVET system, apart from employment and setting up of private training institutes, is available.



### Private sector associations

- **Chamber of Commerce, Industry, Agriculture and Trades (CCIAM) of Pointe-Noire** is responsible for representing the interests of commercial, industrial and service companies, providing training for entrepreneurs and support to businesses.
- **Network of Congo (Education, Training and Apprenticeship Centers) (CEFA)** represent public education, training and apprenticeship establishments. Launched on November 9, 2016, these establishments offer qualifying training to young Congolese.
- **Employers' and Interprofessional Union of Congo (UNICONGO)** represents the interests of private sector companies in Republic of Congo, with the aim of improving the business climate and contributing to the development of the Congolese economy
- **The Congolese Employment Agency (ACPE)** helps job seekers and support for employers in identifying their recruitment needs.

### Teacher Training

**The National Institute for Educational Research and Action (INRAP)** is responsible for curriculum reform activities and teaching programmes for the entire education system. However, limited information related to TVET teacher training programmes is available.

### Informal Tvet Systems

Non-formal education in Republic of Congo aims to raise the level of literacy of the population and to offer a second chance to youth who have dropped out of school, those who have not attended school, and adults who are not literate.

### Statistics

This section presents an overview of key metrics in the Republic of Congo.



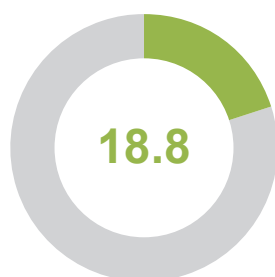


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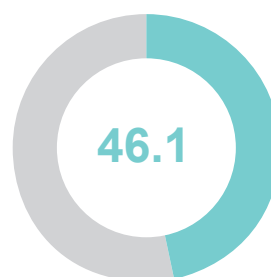


## TVET-COUNTRY LEVEL OVERVIEW CONGO

YOUTH POPULATION



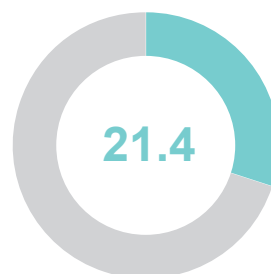
UNEMPLOYMENT RATE



YOUTH POPULATION  
MEN



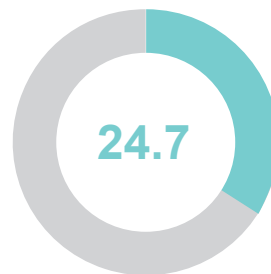
UNEMPLOYMENT RATE  
MEN



YOUTH POPULATION  
WOMEN



UNEMPLOYMENT RATE  
WOMEN



### GOOD PRACTICES

Lessons learnt, resources and skills associations

<https://aspyee.org/page/good-practices>



## Sources

[Sectoral Strategy of Education 2021-2030](#)

[National Development Plan](#)

[National Support Fund for Employability and Apprenticeship](#)

[Vocational Training Actors in Africa](#)

[UNICONGO \(ATIBT\)](#)

[UNESCO UNEVOC](#)

[Global Change Data Lab](#)



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