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TRAINING PROGRAMMES AND TEENAGE GIRLS' REHABILITATION: A CASE STUDY OF SCHOOL DROPOUTS IN POKO TERRITORY, DEMOCRATIC REPUBLIC OF CONGO

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Abstract: School dropout turns to be a serious educational and social problem particularly in the rural areas that is significant studying. Children dropping out from school has turned into a difficult issue in many places around the world. Over the world, there are high rates of students leaving school in the developing world. The study focused on Training Programmes and Teenage Girls' Rehabilitation: A Case Study of School Dropouts in Poko territory, Democratic Republic of Congo. The study looked at how skills development and resource mobilization can impact on the rehabilitation process of teenage girl school dropouts. Pegged on two theories namely the theory of human motivation of Abraham Maslow and Self-determination theory by Ryan and Deci, the study adopted a descriptive research design and employs both quantitative descriptive analysis and qualitative thematic analysis research method. The research used convenience and purposive sampling methods. The population size for this study was 436,293 and the sample size was 400. To confirm the sample size, the researcher used the Yamane formula 1967. With regards to data analysis, simple descriptive statistics and inferential statistics were generated with the help of SPSS software. A semi structured questionnaire and interview guide were the instruments for data collection. The descriptive statistics findings on skill development indicated that the indicators such as formal and informal education were significant to the teenage girl school dropouts' rehabilitation. Cognitive skills were not important to their rehabilitation while technical skills were relevant to their rehabilitation. The study recommended that facilities for training programmes should be prioritized and conducive environment should be created so that the teenage girl school dropouts' rehabilitation can be effective and efficient.

Key Words: Training Programmes, Teenage girls' rehabilitation, School dropout

1.1 Study background

Empowering the youth through education is exceptionally worthwhile as education is a strategic investment in human resource with high social returns and acts as a facilitator in almost every aspect of development. Education has become one of the key development objectives in recent times. Education as a development tool is upheld by most development theorists as essential in the progression of every society. Education is important to all human beings and crucial for human development. In the world, many institutions like the United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO) have in their mandate to promote education among children, both in urban and rural areas (Justino, 2016). However, the wake of emancipation of women movement saw many women pushing for education programmes for the girl child. This movement has spread in many countries with some NGOs initiating specific programmes for girl education (Aboelkhair, 2018).

Children dropping out from school has turned into a difficult issue in many places around the world. Over the world, there are high rates of students leaving school, particularly professed in the developing world (Adam, 2016). The global view of adolescent girl school dropout is that 65 million adolescents (12 to 15) were out of school in 2013. In Sub-Sahara Africa, 55% of girls are out of school. 56% of out of school girls in the region will never enter a classroom, compared to 41% of out of school boys. While in South and West Asia, 80% of out of school girls in the region are unlikely to start school compared to 16% of out of school boys (Warner, 2015). Moreover, globally, girls represent the majority of children out of school and face challenges in getting education. In 2006 for instance, 75 million children of primary school age were not enrolled in school while in 2007, 101 million were not attending school and most out of School primary school-age children (88%) live in Africa and Asia (Bariham, 2017).

In many African countries, the opportunity cost of investment in the education sector is exacerbated by continual school dropout particularly at the basic level (Adam, Adom and Bediako, 2016). Also, according to UNESCO report in 2012, Africa reported the highest dropout rate in the world with approximately 42%. Though Sub-Sahara African nations are experiencing a steady improvement in education, at standstill children leave school frequently without being able to read and write. School dropout is an endemic in much of Sub-Sahara Africa countries (United Nations Education Fund, 2012).

Unfortunately, in Burkina Faso, Ethiopia, Kenya, Mali and Mozambique, more than 80% of rural children who had left primary school dropped out (Owusu, Acheampong and Oteng, 2015). Unfortunately, in recent times school dropout has become a serious canker in Ghanaian societies, especially in the rural areas (Adam et al., 2016). In the Democratic Republic of Congo, the education system has suffered directly as well from the conflict (Backiny-Yetna, 2009). There are well-documented access and quality issues in the schools of the Democratic Republic of Congo (DRC) that negatively affect the learning of Congolese children. Indeed, one out of three children will drop out of primary school before graduation, while only about half of those graduating is considered literate (Groleau, 2017).

In DRC, the girl was the keeper of custom and tradition. As such, she had to stay in the village to indulge in rural and domestic work. The girl was called to play only the role of mother and wife. She had to prepare herself to take up this task properly, especially since school was considered as a privileged way to access a higher social hierarchy. The girls should not go to school because they

found their account in the status of wife (Meger, 2012).

1.2 Statement of the Problem

The problem of school dropout has been felt by almost if not all countries around the world. As a social phenomenon, school dropout has affected negatively on the children and youth in the world (Owusu et al., 2015). This situation has affected the people of DR Congo particularly teenage girls in Poko territory for decades and it has kept its level higher due to increasing problems namely financial issues, political and social instability and insecurity, despite tremendous efforts made by different governments to solve the problem.

Consequently, in the territory of Poko, the rate in which girl children are dropping out of school remained alarming. And this affects the girl children themselves, their parents or guardians, teachers, local community and the nation as a whole. There are little studies on Training Programmes and Teenage Girls' Rehabilitation: A Case Study of School Dropouts in Poko Territory, Democratic Republic of Congo.

1.3 Research objectives

The study aimed at assessing the Training Programmes and Teenage Girl school dropouts' rehabilitation in Poko Territory, Democratic Republic of Congo whereas its specific objectives were:

- i. To determine the relevance of skills development on teenage girl school dropouts' rehabilitation process in Poko Territory
- ii. To establish the moderating effect of resource mobilization on the rehabilitation of teenage girl school dropouts in Poko territory.

1.4 Research Hypothesis

- i. Ho1: There is no significant relevance of skills development on teenage girl school dropouts' rehabilitation process in Poko Territory
- ii. Ho2: There is no significant moderating effect of resource mobilization on the rehabilitation of teenage girl school dropouts in Poko territory.

1.5 Theoretical framework

Theory of Human Motivation (Abraham Maslow, 1943)

This theory was developed by Abram Maslow in 1943. The theory is made up of a five level pyramid which are to be achieved hierarchically from the lowest to the highest. The needs are ranked from physiological needs, safety needs, psychological needs, esteem needs and the self-actualization needs (Shih, 2019). Although a need cannot be fully met, a need that is almost fulfilled can no longer motivate. Nevertheless, Maslow agreed that the order of needs might change depending on external factors or individual differences (Kawur, 2013). This theory informed the current study in the sense that it suggested possible ways of assisting the school dropout girls to achieve self-actualisation by tapping into their potentials. Most of the girls targeted by the researcher left their education process due to many factors. As a result of that, these girls have a very low self-esteem, which becomes a barrier for their self-actualisation. The study intended to help them achieve these needs by developing approaches which considered what the girls have as talents and what they would like to achieve in life through these talents.

Self-Determination Theory (Deci & Ryan, 2000)

Self-determination theory (SDT) was developed by Deci and Ryan. It is a formal theory that defines intrinsic and varied extrinsic sources of motivation and gives a description of the respective roles of intrinsic and types of intrinsic motivation in cognitive and social development and in individual differences (Liu, 2016). The theory is particularly concerned with how social-contextual factors support or thwart people's thriving through the satisfaction of their basic psychological needs for competence, relatedness, and autonomy (Ryan and Deci, 2017). The SDT posits that individuals are viewed as active organisms, in that they have natural tendency toward integration and growth. Further, individuals tend to integrate their life experiences into a coherent sense of self as well as they tend to integrate themselves to the society, fostering their well-being and development (Ryan and Deci, 2017). According to them, this integration tendency is coherent to all human beings without exception. This theory helped this study by taking into consideration the fact of teenage girl school dropouts and its consequences in Poko territory and in its surrounding area in general; it helped to examine the context of Poko territory; it paved the way of possibility of transmitting competence to teenage girl school dropouts through training programmes. This theory helped the current study by examining the effectiveness of training programmes and teenage girl school dropouts' rehabilitation in Poko territory.

1.6 Empirical review

Firstly, the issue of skills development has been researched in the past. Wade and Parent (2002) sought to determine the impact of technical skills on job performance in Canada. The study noted that most people preferred to gain technical skills than organizational skills. The study concluded that an increase in technical skills led to enhanced job performance. The study recommended that organizations should strive to increase the technical skills of their employees to avoid skill deficiency which could negatively influence their performance. A study by Kamau (2014) carried out in Kenya sought to establish the link between skill development and performance. The findings revealed that skill development was key in performance as it equipped the employees with skills to enhance their accuracy and eliminate discrepancies. The skills also enabled them to eliminate risks and promoted teamwork among the employees. The recommendation from the study was that frequent skill development programs should be organized as they would equip employees with new skills while at the same time ensuring consistency in their performance. Further, Dabale, Jagero and Nyauchi (2014) study sought to examine the role of skill development on performance in Zimbabwe. The correlation analysis revealed that there was a positive relationship between skill development and performance. The study concluded that all stakeholders should be actively involved in skill development programs as this would enhance the skill level, knowledge, behavior, competencies and abilities of individuals.

Secondly, resource mobilization has also been the subject of several studies. Seltzer (2014) looked at the role of resource mobilization on performance. The study noted that resource mobilization had a significant impact on the sustainability of an organization because it ensured there was continuity of service provision, promoted the generation of new business opportunities as well as improving the current products and services offered by the organization. The study recommended that for organizations to have successful resource mobilization they should be ready and willing to sell their ideas to appropriate donors and also align their mission and strategies with their resource mobilization efforts. Another recommendation was ensuring that their reputation and credibility was well maintained to boost the confidence of the donors when funding their projects.

Further, Kyunyu (2014) examined the impact of resource mobilization on performance of community based projects. The results from the study showed that the community based projects were funded by the government, donors, community members and well-wishers. The study also revealed that all the resource mobilization avenues had not been adequately utilized due to levels of awareness, poor management skills and inadequate capacity building. The study recommended that organizations needed to come up with a plan to utilize all the avenues of resource mobilization to adequately fund their projects. Musundi (2015) study on the effect of resource mobilization on performance of youth projects was carried out in Kenya. The correlation results showed that there existed a strong relationship between resource mobilization and performance of youth projects. Recommendations from the study were that organizations should have a clear vision on mobilizing resources so as to enhance their networking among donor agencies as this would enable them access funds for their various projects. The study also recommended that youth organizations should strive to build personal relationships with donors for sustainability of their response towards their projects.

1.7 Methodology

The study adopted a descriptive research design and employed both quantitative descriptive analysis and qualitative thematic analysis research method. This study used a semi-structured questionnaire and an interview guide to collect data. Those sampled for the study were teenage girl school dropouts, some students, some school administrators and educators, and some parents, in Poko territory, DRC. In order to justify the sample size, the Yamane's formula (1967) was used. According to Yamane (1967), a size population that is more than 100,000 should have a sample size of 400 respondents. Since the study mainly focused on teenage girl school dropouts, the researcher used convenience sampling method to sample 250 teenage girl school dropouts in Poko territory. This was because the rehabilitation centers were not well structured and the teenage girl school dropouts could not easily be found in the centers. As the research was carried out during the long holidays, the researcher used convenience sampling method to sample 140 secondary school going girl students in the Poko territory. The secondary school going girl students were considered relevant for this study because they interacted with those who had dropped out of school and thus could shed more light on the study. Purposive sampling method was used to sample 10 key informants (school administrators, educators and parents), in Poko territory. Purposive sampling was used because the researcher only sampled the key informants who were interacting with the teenage girl school dropouts and were therefore knowledgeable on their rehabilitation process. The methods that were used in the analysis of data were both quantitative descriptive analysis and qualitative thematic analysis.

1.8 Findings and discussion

Skills Development

The first objective of the study was to establish the relevance of skills development on teenage girl school dropouts' rehabilitation process in Poko territory and the results are presented below.

Table 1: Significance of Formal and Informal Education to Teenage Girl School Dropouts

Item	Frequency	Percentage
Strongly agree	220	58
Agree	144	38
Disagree	8	2
Strongly disagree	8	2
Total	380	100

Source: Research Data, 2019

Table 1 shows that majority of the respondents (58%) strongly agreed that formal and informal education are significant to teenage girl school dropouts while 38% of the respondents agreed that formal and informal education are significant to teenage girl school dropouts. However, 2% of the respondents disagreed that formal and informal education are significant to teenage girl school dropouts while 2% of the respondents strongly disagreed that formal and informal education are significant to teenage girl school dropouts. This shows that 96% of respondents argued that both formal and informal education is significant to the teenage school dropout girls. Therefore, Rogers (2014) stated that the informal learning results from daily life activities related to work, family or leisure.

The researcher sought to find out whether the cognitive skills are important to teenage girl school dropouts who were being rehabilitated and the results are summarized in Table 2 below.

Table 2: Important of Cognitive Skills to Teenage Girl School Dropouts

Item	Frequency	Percentage
Strongly agree	61	16
Agree	118	31
Disagree	148	39
Strongly disagree	53	14
Total	380	100

Source: Research Data, 2019

Table 2 shows that majority of the respondents (39%) disagreed that cognitive skills are important to teenage girl school dropouts while 31% of the respondents agreed that cognitive skills are important to teenage girls' school dropouts. In addition, 16% of the respondents strongly agreed that cognitive skills are important to teenage girls' school dropouts while 14% of the respondents strongly disagreed that cognitive skills are important to teenage girl school dropouts. According to Kraft, (2017) psychologists and learning scientists define cognitive skills as a set of highly interrelated constituent skills that support cognitively demanding processes. This shows that the respondents did not feel the impact of cognitive skills in their training programmes.

The researcher sought to establish the relevance of technical skills to the teenage girl school dropouts, the researcher analyzed data to get the mean scores and the results are summarized in Table 3.

Table 3: Relevance of Technical Skills to the Teenage Girl School Dropouts

Item	Frequency	Percentage
Strongly agree	99	26
Agree	243	64
Disagree	27	7
Strongly disagree	11	3
Total	380	100

Source: Research Data, 2019

Table 3 above show that majority of the respondents (64%) agreed that the technical skills were relevant to the teenage girl school dropouts while 26% of the respondents strongly agreed with the statement. On the other hand, 7% of the respondents disagreed that technical skills are relevant to the teenage girl school dropouts while 3% of the respondents strongly disagreed with the statement. This shows that 342 (90%) respondents were in the agreement on the relevance of technical skills for them. According to Langer (2013) technical skills are needed by both students and job seekers. Especially for students who drop out of school require them to develop their capabilities in order to initiate their own business.

Resource Mobilization

The researcher sought to establish the extent to which the government allocates resources for the rehabilitation programme of teenage girl school dropouts in Poko territory. The data obtained was statistically analyzed and the results are presented in Table 4.4 and Figure 4.4 below.

Table 4: Allocation of Resources by Government for Rehabilitation Programme

Item	Frequency	Percentage
Agree	84	22
Disagree	194	51
Strongly disagree	102	27
Total	380	100

Source: Research Data, 2019

Table 4 shows that majority of the respondents (51%) disagreed that the government allocated resource for the rehabilitation of the teenage girl school dropouts while 27% of the respondents strongly disagreed with the statement. However, 22% of the respondents agreed that the government allocates resources for rehabilitation programme of the teenage girl school dropouts. According to Bailey, Perezniето, Jones, Mupenda, Pacillo and Tromme, (2011) government of DR Congo does not cover enough on the supply side so additional fees are levied and the quality of rehabilitation centers remain poor and education does not necessarily translate into improved livelihood security. The researcher sought to establish the extent to which the rehabilitation programme of teenage girl school dropouts in Poko territory is funded by donors and the results are presented in Table 5 below.

Table 5: Donor Funds for the Rehabilitation Programme

Item	Frequency	Percentage
Strongly Agree	54	14
Agree	175	46
Disagree	152	40
Total	380	100

Source: Research Data, 2019

Table 5 shows that majority of the respondents (46%) agreed that the rehabilitation programmes for the teenage girl school dropouts are funded by donors while 40% of the respondents disagreed with the statement. On the other hand, 14% of the respondents strongly agreed that the rehabilitation programmes for the teenage girl school dropouts are funded by donors. Visser and Fenning (2018) noted that the education sector especially the rehabilitation centers for teenager girl school dropouts is in large subject to good donor coordination and collaboration, and involvement of the donor community in the preparation of grants.

Rehabilitation Process

The researcher sought to establish the extent to which the rehabilitation process had led to a productive lifestyle for the teenage girl school dropouts in Poko territory and the results are presented in Table 6 below. Table 6 below shows that majority of the respondents 54% agreed that the rehabilitation process led to a productive lifestyle for the teenage girl school dropouts while 46% of the respondents strongly agreed with the statement. One of the respondents argued that “the rehabilitation process has given me hope and I look at life with hope because I am no longer a liability but an asset for the community”.

Table 6: The Rehabilitation Process has Led to Productive Lifestyle

Item	Frequency	Percentage
Strongly Agree	175	46
Agree	205	54
Total	380	100

Source: Research Data, 2019

A report by the Department for International Development in 2005 stated that improve life opportunities for girls by ensuring that national plans include provision of the right levels of basic and post-basic education. The researcher sought to establish the extent to which the rehabilitation process had led to the recognition of the teenage girl school dropouts in Poko territory and the results are presented in Table 7 below.

Table 7: The Rehabilitation Process has Led to the Recognition of the Teenage Girl School Dropouts

Item	Frequency	Percentage
Strongly Agree	125	33
Agree	194	51
Disagree	61	16
Total	380	100

Source: Research Data, 2019

Table 7 shows that majority of the respondents (51%) agreed that the rehabilitation process has led to the recognition of the teenage girl school dropouts in Poko territory while 33% of the respondents strongly agreed with the statement. However, 16% of the respondents disagreed that the rehabilitation process has led to the recognition of the teenage girl school dropouts in Poko territory. According to Moon (2009) the society recognize that teenage girl who dropped out of school can still achieve success and change the thought on their current situation.

Correlation Analysis

A correlation analysis was used in this study to test the hypotheses. The correlation results are presented in Table 8 below.

Table 8: Correlations

		Skills Development	Resource Mobilizatio n	Rehabilitat ion Process
Skill Developm ent	Pearson Correlation	1		
	Sig. (2-tailed) N	380		
Resource Mobilizati on	Pearson Correlation	.432**		
	Sig. (2-tailed)	.000		
	Pearson Correlation	.015	1	
Rehabilitat ion Process	Sig. (2-tailed)	.788		
	N	380	380	
	Pearson Correlation	-.092	.035	1
		N	.532	
		380	380	380

The ranking of the relationships in responses and in strength showed that skill development (.432**) had a positive correlation. Based on these results, the researcher rejected the first hypothesis but accepted the second hypothesis.

Regression Analysis

Regression analysis was also used in this study to test the hypothesis and the results are presented in Tables 9, 10 and 11 next.

Table 9: Regression Model Summary of the Predictors of Rehabilitation Process

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143(a)	.020	.008	.41241

a Predictors: (Constant), skill development, capacity building, stress management, resource mobilization

Source: Research Data, 2019

The R value (multiple correlation coefficients) of 14.3% indicates that there was a weak relationship between the independent variables and the dependent variable. The R square (coefficient determination) value of 2.0% of the variance in the dependent variable is explained by the independent variables in the model of the variability in the success of the rehabilitation process is accounted for by the explanatory variable in the rehabilitation centres while the remaining percentage (98%) could be attributed to the random fluctuation on other unspecified variables (i.e. stochastic error term). The model was therefore significant at $p < 0.05$.

A one-way between subjects ANOVA was conducted to compare the relationship between training programmes and teenage girl school dropout's rehabilitation programme in Poko Territory. The results are as shown in Table 10 below.

Table 10: ANOVA Results of the Effects of Training Programme Variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.134	4	.283	1.666	.158(b)
	Residual	54.255	319	.170		
	Total	55.389	323			

a Predictors: (Constant), skill development, resource mobilization

b Dependent Variable: rehabilitation process

Source: Research data, 2019

The ANOVA table describes the overall variance accounted for in the model. The p-value was 0.158 which was more than alpha value 0.01. The F statistics usually used to test whether the expected values of the regression coefficients are equal to each other and that they equal zero. The F statistic was not significant at F (1.666) and a level ($P < .158$) two tailed, indicating that the model was not fit to predict the dependent variable rehabilitation process. Hence, the model was not a good descriptor of the relation between the training programme variables and rehabilitation process. Further, the independent variables significantly explained the variance in perceived rehabilitation process.

Further examination of the coefficients yielded data as shown in Table 11.

Table 11: Coefficients of the Predictors of Rehabilitation Process

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.706	.147		11.604	.000
	Skill Development	-.110	.048	-.143	-2.303	.022
	Resource mobilization	.019	.044	.024	.423	.673

a Dependent Variable: Rehabilitation process

Source: Research data, 2019

The table above provided the effect of individual predictor variables on the dependent variable. The coefficients indicated the increase in the value of the dependent variable for each unit increase in the predictor variable. The standardized coefficient or beta column provided a common scale (Z score; all variables have a mean of zero and a standard deviation of one and are expressed in the same unit of measurement). The findings therefore showed that only the skill development variable which had a negative linear relationship with rehabilitation process was significant. The other variable resource mobilization was not significant and therefore cannot be used to determine the rehabilitation process.

Hypotheses tested

Only one variable – skill development – determined the rehabilitation process. Therefore, the acquisition of formal and informal education, cognitive skills and technical skills enhanced the rehabilitation process of the teenage girl school dropouts. The research therefore rejected the first hypothesis that there was no significant relevance of skills development on teenage girl school dropouts' rehabilitation process in Poko Territory. The research accepted the second there was no significant moderating effect of resource mobilization on the rehabilitation of teenage girl school dropouts in Poko territory.

SN.	Hypothesis	Rule	p-value	Remarks
Ho1	There is no significant relevance of skills development on teenage girl school dropouts' rehabilitation process in Poko Territory	$t > -2.303$; $p < 0.022$; Beta (-0.143)	$P > 0.022$	Rejected
Ho2	There is no significant moderating effect of resource mobilization on the rehabilitation of teenage girl school dropouts in Poko territory	$t > 0.423$; $p < 0.673$; Beta (0.024)	$p < 0.673$	Accepted

1.9 Conclusions and Recommendations

The first object was to determine the relevance of skills development on teenage girl school dropouts' rehabilitation process in Poko territory. As of the summary of the findings it could be concluded that skills development was significant to the teenage girl school dropouts' rehabilitation. This could be attributed to the notion that formal and informal education, both play

an important role in the rehabilitation programme of the teenage girl school dropouts. Whereas cognitive skills divided the opinions of the respondents, the majority felt that cognitive skills were not important to the rehabilitation programme. Finally, the findings on technical skills indicated that majority of the respondents agreed that technical skills were relevant to the rehabilitation programme of the teenage girl school dropouts. The second objective was to establish moderating effect of resource mobilization on the rehabilitation of teenage girl school dropouts in Poko territory. With regards to resource mobilization, the findings indicated that the two indicators namely government resource allocation and donor fund divided the responses of respondents. Concerning government resource allocation, data showed that there is no relationship with rehabilitation programme while the second indicator which was donor fund showed that there was a relationship between donor fund and rehabilitation of teenage girl school dropouts. Concerning rehabilitation process, there were two indicators namely productive lifestyle and recognition in society. The findings indicated that there was a strong relationship between productive lifestyle and rehabilitation process. While the findings showed that there was a great relationship between recognition in society and rehabilitation process.

Based on the findings of this study, various recommendations were made on the way forward for the training programmes and teenage girl school dropouts' rehabilitation. With regards to skills development, the study recommends that rehabilitation centers, especially the nine centers in this study, should adopt formal and informal education as a form of improving the effectiveness and efficiency of their training programmes. They should set forth clear policies on the teaching of cognitive skills in order to attract the interest of teenage girl school dropouts. Therefore, they should improve their facilities and the way of teaching formal and informal education as well as cognitive and technical skills. Concerning resource mobilization, the study recommends that the government should establish strong policies that will create room for a full support of rehabilitation training programmes. While donors should improve the way their support is channeled in order to make training programmes more effective in the rehabilitation centers. The fact that this research was limited to the training programmes and teenage girls' rehabilitation: a case study of school dropouts in Poko territory, D R Congo, other studies could be conducted in other territories of the DR Congo. A comparative study could also be conducted on the benefit of the training programmes and the teenage girl school dropouts to find out if there is any difference or need for adjustment in the application of training programmes to either. A study could also be conducted on the impact of the Socio- Cultural Environment on the teenage girl school dropouts.

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