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**Guide for Practitioners
of Vocational Training**

**How to reform vocational training
to make it more effective for the local economy and the population**

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Why did CAPA design a manual about vocational training?

These guidelines are presented by CAPA, a centre for vocational and skills training (*Centre d'Apprentissage Professionnel et Artisanal - CAPA*) in Bukavu, a city located in the region of Kivu in the east of the Democratic Republic of Congo.

Why did we decide to design this kind of manual? We did it for two reasons.

Firstly, we want to preserve this treasure trove of all our experiences for ourselves and for future trainers and staff members in our institution. Secondly, we want to share these experiences with others. We think there might be a number of training centres that could benefit from our experiences and that this manual can help directors and trainers to reform vocational training for the benefit of their students and their local economy.

Our training centre is officially accredited by the Ministry, but in our operations we act as a non-formal centre. This means that all kinds of training centres can benefit from our experiences and approaches, whether they're formal or non-formal. Our centre belongs to the Baptist Church (*Communauté Baptiste au Centre de l'Afrique*) and therefore our focus is to be of use to the population and to help the poorest. As all of you know, we live in a region that has suffered from crisis and war. This means that our experiences might also be useful for all those centres that have to work in a similar context.

What can we offer to you? We feel that we are a vocational training centre that has largely succeeded in achieving a comprehensive reform of vocational training. CAPA has existed for more than 30 years. During this time, we started a process of intensive reform that took about 12 years and was able to transform CAPA from a small and quite insignificant training centre into a centre that distinguishes itself through its truly innovative approaches and trains a huge number of young people, helping them to start up a professional life. Thus, we are now able to serve our population and the local economy much better than before.

As a result of CAPA's progressive concept and its adaptation to the difficult conditions of our region, many important institutions and organisations, and even media, became interested in us. Already in the earlier period of 2000 to 2005, the competent Ministry as well as the Vice-Governor of South Kivu of that time called on us to share our experiences and achievements on vocational training with other training centres. This is why we initiated a network of training centres in Kivu that is headed by CAPA.

After that, we published a book with the title "Guitars, Bricks and Sailors", in which we present our history and the process of reform. This work had been carried out in collaboration with the German non-profit consulting firm FAKT. The book was published between 2008 and 2010 in three languages (German, French and English).

Why are we publishing a second book, then? Isn't the first book enough? What's new about this manual?

The first answer is that this manual focuses on a *different target group of readers*.

The book "Guitars, Bricks and Sailors" was meant for a larger public, while this manual is meant to reach *practitioners* working in the field of vocational training.

What's different about the content of the two books? "Guitars, Bricks and Sailors" is a systematic review of what CAPA has experienced over the years. It presents and analyses the factors leading to our success, as well as the obstacles and failures we've encountered, in a chronological manner. The main reason for that book was to present the process of transformation to a large public. Therefore, it wasn't possible to write that book as a technical manual; the technical details, the methods and the pedagogical approaches wouldn't be of any interest to a large public.

However, we knew that practitioners would be very interested in these details, in particular. This is why we decided to create these guidelines for practitioners.

We're well aware that the following question might also arise: Aren't there enough manuals in Africa on techniques, methods and pedagogic approaches?

Indeed, quite a number of countries are currently trying to reform vocational training and there are documents and concepts about how to reform training systems, often published by ministries. It's also possible to find articles and books about the requirements for the reform of vocational training, written by experts on development work. The *Francophonie* organisation has even published a whole series of manuals on methodology for competency based vocational training. However, most of the documents published by ministries focus on the *official* state reform of *formal* training centres. If you want to adapt to this, you have to do it on an "all or nothing" basis. These aren't documents where practitioners at different levels can find answers to their specific questions and their individual approaches. And most of all: These aren't documents that would reveal problems and obstacles you may find in your daily work and that would give you advice on how to overcome these problems.

Furthermore, state planning on reforms isn't always a synonym for implementation. Quite often, it's clear that ministries aren't able to transform theoretical ideas into reality. Here's an example of this: the governments of several countries want vocational training centres to establish collaboration with the crafts sector and this is highlighted as being very important for the improvement of apprenticeship. If you look at the real situation, however, you may find that the training centres don't know how to establish these ties and the ministries aren't able to advise them effectively on how to do this.

Moreover, the situation of non-formal training centres isn't a concern to ministries. Often, neither the informal sector nor the training of marginalised or rural population are considered or addressed in such documents. Finally, it can be said that the issue of vocational training in times of crises and war is an important topic nowadays in development work but there aren't many experiences and best practices on it, and if there are some, they haven't been published.

This is why we think that this manual for practitioners has its place among all the existing documents. We don't pretend to have answers to every question and nor do we pretend to be able to offer the best solutions. We just want to share our experiences so that anyone looking for ideas and advice to improve their training system might get a push.

We are practitioners and we want to offer tools for practitioners.

This manual tries to consider the fact that Africa has a rather oral tradition and that many people aren't really fond of reading books. Usually, the more theoretical and bulky a publication is, the less chance it has of being read. This is why we decided to make this book concise and easy to read and used examples for illustration.

The introductory chapters and those addressing general aspects of vocational training, such as concepts or international reforms, are written by Maria G. Baier-D'Orazio, who is an associated consultant of FAKT and assisted CAPA in this long-term reform process. These general parts provide an overview of the situ-

ation in other African countries (focussing on francophone countries) and they specify the challenges created by the issues addressed in these chapters for most of the vocational training centres.

The FAQ (Frequently Asked Questions), the description of approaches, the tables and the examples and suggestions at the end of each chapter are mostly written by Vital Banywesize Mukuza Muhini, the director of CAPA, with the assistance of his staff. These parts refer to CAPA's specific experiences.

There should also be a last comment on the terminology used in this book. We are a non-formal training centre and our centre has always been called the "Centre for professional skills training and crafts apprenticeship" (Centre d'apprentissage professionnel et artisanal). We are quite conscious that many experts wouldn't agree with designating apprenticeship or modular training courses as "vocational training". So, why do we use the term "vocational training", a term that is normally used to describe formal training systems that are mostly based on state curriculum and leading to an official certificate or diploma, in this book?

We think that the terms "training" and "vocational" are quite neutral words. If they have become "exclusively" used for formal training, this is due more to the way they're used and not so much due to the meaning of the words and what they describe. We think that any kind of training that qualifies somebody for work or employment, whether it's a small activity or a big business, can rightly be called "vocational training".

Who are we? – CAPA at a glance



(1) Where is CAPA located?

Our training centre - *Centre d'Apprentissage Professionnel et Artisanal (CAPA)* – is located in Bukavu, in the province of South-Kivu, at the Municipality of Ibanda, N. 3 of Avenue Industrielle. Bukavu is a big city in the Democratic Republic of Congo, with about one million inhabitants.

(2) Which institution do we belong to?

CAPA is a non-formal vocational training centre belonging to the Baptist Church in the D.R. of Congo (*Communauté Baptiste au Centre de l'Afrique - CBCA*).

(3) How long has CAPA been in existence?

CAPA was founded by CBCA in 1982. Its purpose was to tackle the idleness and delinquency of the youth. In 1992, a reform process was started that has changed CAPA's training concept as well as its structure.

(4) What are the particular characteristics of our political and socio-economic environment?

With regards to politics and economics, we must say that CAPA has been working in an environment of crisis and war. This caused numerous problems, including a failing state, a growing informal sector, unemployment, a lot of demobilised soldiers and rape and violence against women, as well as increased poverty and a population that had to use its ingenuity to find the means to survive. From an ecological perspective, the environment is in a state of deterioration due to deforestation and lack of hygiene.

(5) In which sectors, crafts and skills does CAPA provide training?

CAPA currently offers training in 13 sectors with 51 areas or sub-branches, in accordance with the opportunities offered by the market and the demand from the community. This includes crafts that are commonly known, such as electricity, car mechanics or tailoring, as well as trades that are quite new for a training centre, such as guitar-making or training for marine navigation.

(6) Who are our target groups for training?

Generally, CAPA accepts everybody for training provided that there is a probability of professional insertion for that person once their training is complete. Given the socio-economic context of poverty where many have to struggle in order to survive, this gives poor people a chance to find employment or create it for themselves. As such, we also have some very specific target groups, such as street children, orphans, handicapped people or demobilised soldiers from army. Moreover, CAPA also offers further training to craftsmen.

(7) How many people do you train in a year?

On average, CAPA trains about 600 people each year, only taking into account those who really accomplish their training. There is an annual loss of people who don't complete the training (4% in 2013). So this means that we normally have about 650 candidates per year (average figure of the last 5 years).

(8) What type of certificate or diploma do we issue?

Presently, CAPA issues two types of certificates in collaboration with the state agency: a lower level one for course completion (Attestations de formation, A4 - this corresponds to the competency of an ordinary labourer) and a medium level certificate (Brevet d'Aptitude Professionnelle, A3 – this corresponds to a skilled labour). We are presently negotiating with the government for permission to provide some specialised courses with a higher level diploma (A2 – corresponding to the level of final secondary).

(9) What is the rate of professional insertion for CAPA graduates?

The average insertion rate is about 75 to 80%. We have been achieving this high rate since we started requiring each candidate and his mentor to present a plan about how they intend to use the skill for work once their training is complete.

(10) What is the difference between CAPA and other training centres?

We are a training centre that has undergone a comprehensive and longstanding process of successful reform. We think that the main elements that differentiate our centre from most others are the following: CAPA has a *wide range of diversity* in training courses with attention being paid to the *needs* of the population and the *flexibility* to react to it. The particular *pedagogical approaches* give a chance to all categories of people in the population to be trained and the duration of the courses are adapted to the different needs. We have a structured system for following up on our graduates.

(11) How many staff members are employed by CAPA?

CAPA currently employs (2014) 59 people: 46 trainers and 13 administrative staff.

(12) How is CAPA financed?

Over the past five years, the rate of self-financing of CAPA has been about 25%; 75% is external funding.

(13) Does CAPA collaborate with the State?

Collaboration with the State is indispensable in the sector of training activities. CAPA has intensive collaboration with state agencies, particularly with regards to the process of certification: this comprises co-organisation of the jury with representatives of state agencies, the signature of the certificates for official validity and the ceremonies for awarding the certificates.

The characteristics of the context and CAPA's profile

A weakened context of crisis and war

From its very beginnings, CAPA has been working under challenging conditions in situations of crisis and even war.

This context means:

- A government that doesn't take care of its responsibilities
- A lack of structure in all areas of public service
- Lack of security for people and belongings
- A low degree of industrialisation and a small formal private sector
- An economy that is changing quite rapidly with regard to needs and potentials
- A population that is suffering, pushed around and struggling to survive
- Specific target groups
- Low assurance for planning

This means that CAPA's experiences may be helpful to other training centres that have to work under similar conditions. It may offer orientation as well as some hope.

The specificity of CAPA's profile

Any manual can offer guidelines in a *theoretical* way that's not based on real experiences. However, projects and reforms don't succeed like this. They succeed, rather, through commitment, determination and the genius of those who drive them.

This means that it's important to know who's behind an institution that has succeeded.

It's necessary to know what the guiding ideas have been and what the personalities of its leaders are like in order to situate the approaches and the results correctly.

The following points are the factors that characterise CAPA:

- CAPA is a social initiative belonging to a church. It is therefore characterised by the **guiding idea of serving the population**, of helping the weakest in society by trying to identify their needs.
- The second important element is that the managers of CAPA are not only qualified and competent, they are also **highly motivated**. Generally speaking, you may have managers who work just like bureaucrats and you may have those who are dynamic and seek to overcome obstacles themselves. CAPA has definitely benefitted from the latter type of managers.
- The third element of its specific profile is that CAPA employs **trainers who are practitioners**. They not only know the trade that they are training very well, they also are closer to the target group and know how to talk to them.

- Another important factor is that CAPA has always been characterised by a **spirit of familiarity**: the managers and the staff have always felt like a family, and the same goes for the relationships between trainers and apprentices. This very important factor helped CAPA survive in times of war, when the very high degree of solidarity protected the institution. It's also an important element for our success with difficult target groups.
- Finally, **integrity** is the fifth element of CAPA's profile. Why should we mention something that should be taken for granted?
Well, just because in reality it is *not* a given. Nowadays there are too many "training institutions" that were founded for one reason only: to provide income to its founder. These are pure commercial entities. External funds meant to support such centres are often misused and don't serve the population (please be aware that by this we aren't referring to honest self-financing efforts).

The organisational structure of CAPA

These are the organs and services of CAPA that help us to implement our actions:

The Baptist Church (*Communauté Baptiste au Centre de l'Afrique - CBCA*).

The Baptist Church is the legal agent. It is the church that initiated CAPA. As CAPA is a social project, it belongs to the department of deaconate and development. The church which appoints the director of CAPA as well as the management staff, and the department of development offers suggestions in this regard.

The department of deaconate and development of the CBCA

This is the hierarchical department for CAPA within the church structure. This department is in charge of the regular technical follow-up, it receives the reports and it ensures the implementation of the development programmes.

The Board of Administration

It is called COP (*Conseil d'Orientations et des Politiques*) – Counsel for Orientation and Politics within the CBCA. This organ meets twice a year and is composed of members of the Church and other partners from the vocational training sector. This is the organ that approves the ideas, plans and general policies of CAPA and orients its action.

The director of CAPA

He is the technical and strategic manager of CAPA. He suggests the ideas and the plans of CAPA to the board and to the church. He manages the partnership, ensures the implementation of the programmes according to the orientation approved by the board and the CBCA. He also manages the resources of CAPA (human resources, financial resources, information and time) and reports regularly on them to the board, to CBCA and other partners.

The council of directorate of CAPA

This organ comprises the Officers of each technical unit and sub-unit within CAPA. It is an advisor to the director. It meets monthly and also exceptionally as needed.

The chaplaincy sub-unit

This is the spiritual service at CAPA that extols the practice of Christian values without any religious obligation. It organises the services and the spiritual retreats and conducts the preparation for baptism as well as weddings.

The Chief Executive of the training programmes

He is the manager of the task force at CAPA whose aim is the professional training programme. This service comprises all training activities and the further training of craftsmen as well as the professional insertion of the graduates.

Under this most important comprehensive service there are several sub-units:

The pedagogics sub-unit

This service is in charge of enrolling the apprentices and of the training and certification of graduates. It is also in charge of the further training of the trainers and of networking with other training centres.

The gender & crafts sub-unit

The manager of this service is engaged in fostering gender aspects in training and in crafts activities. Her objective is to achieve good coexistence between men and women in crafts. The focus here lies more on the training and the workmanship of women in the so-called "male crafts".

The sub-unit for professional insertion of the graduates

This is about taking care of the candidates, then trainees and finally graduates to ensure that they master their integration into professional life, whether as employees or as self-employed people. This service therefore traverses the whole spectrum, from enrolment to training and post-training.

The unit for psychological aid and cross-cutting themes

This is a psychologist who counsels traumatised apprentices (related to the fact that we have been in situations of crisis and war for more than 20 years). He is also in charge of peace-building activities, protection of the environment, campaigning against AIDS and sport activities.

The sub-unit for monitoring and evaluation of the training

This unit is like an in-house audit of our activities, and it extends from the enrolment through to the professional insertion. It has to ensure the monitoring of all activities, including both their design and implementation. It also takes care of evaluating the results that have been achieved and most of all, the impact of the training on the lives of the graduates.

A hardware store for tools and raw material

Within the compound of CAPA, there is a shop where raw materials and tools can be bought. This serves our training workshops and production units as well as our graduates. It's a small hardware store where these materials can be bought at good prices, which provides a real benefit to CAPA and the graduates.

A savings and credit cooperative for the craftspeople

This is a small cooperative within the CAPA compound that has been officially authorized by the government. It serves our graduates but in a more general way all craftspeople and also people living nearby. They can save money and get small loans for their crafts and other small activities.

The Chief Executive of institutional development for the training centre

This unit is the second task force at CAPA. It takes charge of the qualitative and quantitative “institutional growth” of CAPA.

This service comprises:

A staff manager

His tasks are the generally well known ones.

An administrator

He is in charge of the assets. He does the purchasing, takes care of the utilisation, deals with maintenance and repair and calculates the depreciation of all the property (training equipment, vehicles, buildings).

The local income-generating MORELO

This unit is dedicated to the sustainability of CAPA. There are 16 people working at the production units and taking care of sales of products and services in order to contribute to CAPA's budget. We make use of the training workshops during the spare time after training in order to get the maximum profit out of the existing equipment. Also, the apprentices are sensitised to sticking to their obligation to pay the training fees. Moreover, we may initiate other income-generating activities as long as they are compatible with the main goal of CAPA, i.e. the training.

The financial unit

This quite standard unit consists of two sets of books and one petty cash. One set of books is for the external funding and the other one is for the local income.

Overview of the training branches and sub-branches at CAPA

Currently we have the following sectors, branches and sub-branches at CAPA:

N°	Training sector	Training branches and sub-branches
1	Textile	1. dressmaking 2. batik 3. crocheting 4. embroidery
2	Wood	5. carpentry 6. furniture making 7. furniture upholstery 8. machinery
3	Construction	9. plumbing 10. masonry 11. floor tiling 12. joinery 13. brick making 14. roof tile fabrication 15. paintwork
4	Metal working	16. car mechanics 17. metal fabrication 18. panel beating and spray painting 19. welding 20. tools and machinery 21. car electricity
5	Electricity and refrigeration technique	22. solar electricity 23. installation of small hydroelectric facilities 24. domestic and industrial electricity 25. refrigeration
6	Food and gastronomy	26. cooking 27. food processing and conservation 28. small animal husbandry 29. fish breeding 30. beekeeping

7	Inland navigation	31. shipping and navigation 32. ship-engine maintenance
8	Art, culture, music, beauty	33. wood carving and sculpture 34. guitar making 35. production of didactic material 36. fostering of artistic activities (music, folklore, theatre) 37. decoration 38. hair dressing
9	Applied computer technology	39. training for computer use 40. maintenance of computers 41. office technology
10	Leather	42. leather work 43. shoe making 44. tanning
11	Soap making	45. local soap making
12	Hotel business	46. accommodation 47. start up and administration of restaurants
13	Environment	48. agroforestry 49. basket weaving 50. improved local stoves 51. waste management

All sectors are managed by supervisors who are staff-trainers (that is: regularly employed trainers).

What is this guide about and how is it presented here?



The contents of this manual

In this guide **we do not deal with ordinary questions** about vocational training as we assume that everybody is already well aware of these issues.

Our focus clearly lies on topics of reform. Thus, in this book we deal rather with questions that might be new or not so well known and we talk about target groups that training centres don't normally pay much attention to or that they don't even consider for training.

- This guide starts with a presentation of the **key factors of good vocational training**, i.e. what is nowadays considered to be **basic principles of a reformed training system**.
- After that, there will be some chapters about **pedagogic aspects** of vocational and skills training, particularly with regards to **specific and more difficult target groups**.
- **Professional insertion and self-employment** are essential issues if we consider the **results of vocational training and its impact**.
- At the end, there will be some **institutional questions**, particularly about the issue of **trainers and self-financing**.
- In the **appendix** you will find some **didactic tools, models for contracts and other documents** that may be of interest to you.

How are the contents presented in this book?

With regard to presentation, we decided that a schematic structure would fit best to make reading and understanding easier: there will be a *pattern that is identical for each chapter*.

We also decided to adopt a system that may be somewhat new for this kind of manual about vocational training: we start each chapter with FAQ – frequently asked questions.

The FAQ system is taken from industrial and commercial usage. It's used there for technical assistance, in sales and for instruction manuals. FAQ is the *presumption of questions* that people might have about a service or product. Because the companies know already what kind of questions will be asked, they anticipate by giving the answers.

Thus we thought that this system, which we find in user manuals and on internet sites of big companies, would be an original way to present our guide and could stimulate more interest while facilitating reading.

On the one hand, the FAQ in our manual reflect the concerns and problems of most of the training centres, and on the other hand they particularly anticipate the questions of those centres that are interested in engaging in some sort of reform of their vocational training.

Through these FAQ, we give the primary answers to these questions in a very short, concise and clear way while also providing an overview of the key components that will then be addressed more closely. The more complex and the most important issues will be addressed more closely for those who are interested in getting more detailed information.

But anyway, even the most detailed approach to problematic or important issues won't provide *all* the answers. In this case we invite anyone who might have further questions either to look for complementary information in our book "Guitars, Bricks and Sailors" or to contact CAPA directly and discuss the matter with our staff.

Note:

You will find that certain facts or statements seem to be repeated in different chapters. These repetitions are inevitable in a manual and also occur where certain issues overlap because they deal with related matters.

Advanced systems of vocational training

What elements characterise an effective and high-performing vocational training system nowadays?

Nowadays, most of the reforms of vocational training that take place in many African countries highlight the following guiding ideas.

- **A very basic statement:**
Vocational training should not be mistaken for general education.
Its aim is not to impart or to increase “knowledge”, its aim is to make the individual suitable for a workplace, to render him ready for work.
- **The relevance of the provision of vocational training** is not to be found in what the training centre may “consider” useful or necessary, but **is defined by the real market demand.**
- **The best approaches** for an effective vocational training system are therefore those that **respond to the needs of enterprises or to what the market demands in a broad sense** (community, environment, customers) **in terms of products or services.**
- **The best approaches** therefore have a **direct link with the reality of the market** – whether in terms of having identified the demand and the needs of the market or in general collaboration with market players or in practical cooperation with regards to the training.
- **The best approaches are also able to adapt the training system** – the contents, the pedagogic approach or the duration of the training - **to the specific situations and to the needs of the people to be trained** and thereby assure that the maximum number of people are reached.
- **An effective and successful training system isn’t limited to imparting knowledge but focuses on competencies.**
It’s not just enough to “know” things. There must be the **ability to do things**, that means **practical experience**, and there must also be the **faculty of “being”**, which means **key life skills for the working world.**

Summarised, this means that the **best vocational training** is **close to the reality of its economic environment**. It offers the **maximum of practical experience** and succeeds in **providing tailored skills** for the working world **to as many people as possible.**

What does an orientation towards reforming vocational training entail for a training centre?

If a training centre wants to optimise the training towards new advanced forms, it **first needs to develop certain attitudes** – *before* thinking about *technical* requirements.

- The institution has to be quite **flexible** and **open to change**.
- The management of the centre or the school needs to have a certain **understanding of how the working world functions**, what crafts actually entail.
- All those who think that vocational training is just the same as general education and that a trade is taught best in a school, need to **turn this conviction upside down**.
- The management of a training centre or a school must be able to **establish a respectful relationship with craftspeople**, valuing their competencies and recognising their importance in vocational training.
- There must be **openness to dialogue** with all the different players, both from the entrepreneurial sector and from civil society.

Vocational training and poverty reduction

Vocational training is a key element with regards to poverty reduction. Apprenticeship and the exercise of a craft is one of the solutions to aid in mitigating poverty, as it facilitates the production of services and items that the population needs and demands.

In sub-Saharan Africa there are too many countries where poor and marginalised populations lack any resources for subsistence. In the D.R. of Congo there are lots of young people who never went to school, there are single mothers and widows left behind by their husbands who died in war, there are handicapped people and street children and a number of unemployed people who don't know how to manage their lives due to the lack of resources.

These are people who normally don't have access to classic forms of vocational training, as this requires a certain level of schooling and some money to pay the fee. These people also have the right to survive and vocational training can help them to satisfy their needs and become fully-fledged citizens in their countries.

Several sectors of society have a responsibility to address the needs of these vulnerable target groups. On the one hand, the state has to think about how these groups can be integrated into the training system and which alternative forms can be installed so that people with minimal schooling can have access to vocational training. It will be necessary to reduce the classic requirements (like the level of schooling, the importance of theoretical classes and the long duration of training) so that these groups can have access and most of all it will be necessary to develop more adapted places of apprenticeship and skills training to give them a chance to earn some income.

On the other hand, players in the civil society and in the vocational training sector must develop flexibility in their approaches and internalise a sort of vocation towards these groups of poor people so that they are able to adapt their approaches to all kind of categories of people asking for training.

CAPA can serve as a model for this, as it has given an important number of poor and marginalised people access to training. They learnt a trade, practise it, earn sustainable income and are able to meet their needs.

Guidelines for a reformed system of vocational training

Current issues

During the last two decades, the discussion about the reforms of the vocational training has grown to a larger scale in Africa. One of the main reasons for this is that the vocational training system practised up to now is too much like “schooling”: it imitates the main principles of general education and is therefore too removed from the reality and from the needs of the market.

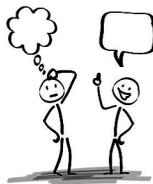
The challenge posed by the reformation of vocational training

Obviously there are multiple challenges and many people would certainly first of all state that reforms need money to finance them, that there will be a problem with the curriculum and that qualified trainers must be found. For sure, all these elements will play a role.

However, in reality, the primary challenges are: *openness*, the *will to be effective* with regards to the target group of learners and *readiness for change*. All this also has to be followed by a serious *commitment to its realisation*.

These are the basic factors. As long as the management of a training centre is not deeply committed in this sense, all reform will just be patchwork or simple glitter.

What we are frequently asked about our training system



(1) What is your training system?

CAPA's training system is informal and non-formal. This has allowed us to maintain an essential value: flexibility. Flexibility means being able to respond to the needs of the target group and the crafts sector and being able to react to the market.

CAPA ensures that it protects its freedom to adapt to changing contexts and to be able to innovate. When necessary, CAPA may also take approaches from the formal system and anything else that may be compatible with the way we work.

(2) What distinguishes you from other training centres?

The main difference may be that we are a centre that has gone through a comprehensive and longstanding process of reform. Thus, nowadays CAPA may differ from others in the *diversity of crafts* that we train for, the *flexibility* with regards to the needs of the population, the *pedagogic approaches* that facilitate access to training to all population categories, the *varied and shorter duration* of training courses and the *follow-up of the graduates* after training.

(3) What brought you to the decision to change and reform the training system?

It was the experience of the past. Previously, in the eighties, our training lasted three years, and it was reduced to two years a bit later. However, we were still forced to recognize that the training wasn't effective. We just spent a lot of money for poor results, as there were few people requesting the training and those who were trained often abandoned their training. It often happened that the parents forced their children into the training and so the young people weren't motivated. The training was often abandoned because the young people didn't like the theoretical courses, and they preferred to go to a master's workshop in town to learn the practical job there. Others left the centre as quickly as possible in order to find a job somewhere without having finished the training. And finally, too many of those who really finished the training didn't practice the craft.

(4) How long did it take to really accomplish this reform process?

We had been accompanied and advised by a German consulting firm (FAKT), which has devoted remarkable efforts to making us understand what a reform means and why it is necessary. But, in any case, it has taken about eight years to make it understood by all of our staff and to have it adopted. It was quite a slow process.

The main characteristics of CAPA's training concept

CAPA's reformed training concept is characterised by the following components (see appendix: "Concept for vocational training and professional insertion").

- **Access to training for all categories of target groups** through adapted pedagogic approaches and varied training duration.
- **Analysis of the market demand** through identification of the needs (in terms of products and services) of consumers, enterprises or the local economy.
- **Vocational counselling** of the candidates applying for the training.
- **A varied system of training duration:** 3, 6, 9 or 12 months; 2 years; 4 years (in only one case: marine navigation).
- **A strong focus on practical training.** The ratio between practical exercise and theoretical teaching is 70% to 30% respectively. For the on-the-job apprenticeships that we also offer, the rate of practical training is 95%.
- **Key competencies and life skills** for the working world as an integrative part of the training.
- **A large diversity of crafts** for which training is offered, due to the flexible adaptation to the changing socio-economic environment.
- **Innovation** as a result of this flexibility, the analysis of needs and the capacity for adaptation.
- **Psychosocial counselling** for target groups who have been traumatised by war events or by life.
- **Other activities complementing the training system** like the sensitisation regarding cross-cutting issues (peace-building, AIDS, gender, protection of environment) or sports.
- The **follow-up** of the graduates after training.

In addition to the basic training concept at CAPA, we offer other forms of training as well as further training to five other categories and these types of training require different strategies of intervention:

- **On-the-job apprenticeship** of young people with a low schooling level
- Training of **apprentices of workshops** in the city
- Training of **young people in rural areas**
- Further training of **craftspeople and workers**
- Training for very **specific target groups** who need particular pedagogic approaches

What kind of difficulties could appear while trying to bring about a reformed system and how can these be overcome?



<p>Problem, difficulties, obstacles</p>	<p>Strategy, method or tip for overcoming the difficulties</p>
<p>Resistance to change</p> <p>All change provokes resistance from people who want to preserve traditions and the status quo.</p> <p>With regards to a reformed training system, resistance will occur as follows:</p> <ul style="list-style-type: none"> - There will be opposition to courses of shorter duration, and people will say that these are of “less quality”. - There will be resistance to the intake of vulnerable and marginalised target groups as they will be considered as a “danger to the institution”. - There will be massive opposition to the reduction of theoretical teaching. - There will be a lack of willingness to collaborate with craftspeople. 	<ul style="list-style-type: none"> • The resistance has to be taken as a normal thing. Just listen carefully to these people to learn the reasons for their resistance. This enables you to react to it. • Don’t suppress resistance as this will spoil everything. • Invite the people resisting just to try new things out and to wait for the result in order to judge new approaches after that. • However, if the results of change have been proven to be relevant and if at that time the resistance just continues, then it will be necessary to make brave decisions.
<p>Government and/or ministries as a hindering element</p> <p>The state in its function as authority for education and training can turn out to be an obstacle to the change that a training centre wants to carry out.</p>	<ul style="list-style-type: none"> • It’s not wise to carry out radical change all at once, as this might result in formal prohibition by the state. It’s better to go step by step and to introduce changes gradually. This will lead to success. • However, where possible and where the state appears to be cooperative, it is advisable to have the state as a participant in the whole process of reform, i.e. from the very first reflections on the situation to the implementation of what is needed for change.

<p>Lack of competency for transforming a curriculum into a modular system</p> <p>Quite a number of intended reforms have not succeeded because the trainers didn't know how to break down the classic curriculum into modular units.</p>	<ul style="list-style-type: none"> • Everything has to start with an evaluation of the existing training programmes with regards to their objectives, the time planned for them and the cost of the training. • The contents of the classic curriculum have to be thoroughly checked in order to detect which part of it might be of no use for vocational training and for the exercise of crafts. • Such work has to be carried out by a team that is composed of trainers, practitioners of crafts and/or former graduates. • Finally, someone has to fix the objective for each modular unit, decide on the time for it, estimate the cost and know who among the trainers has the proven competencies for it, based on his work experience.
<p>The difficulty of “handling” different target groups</p> <p>In reality, it's quite a challenge for a training centre to organise a curriculum for different target groups and with varying durations.</p> <p>In non-formal vocational training, we very often have to deal with adults. They need an adapted pedagogy that cannot always be found with teachers and trainers who are used to working with children and youth.</p>	<ul style="list-style-type: none"> • The only way to succeed in designing curricula for different target groups and with varying durations is to know exactly what the needs of the respective target group are and to set the intended objectives for each of them. • As well as this, it's also necessary to allocate the time needed for each of the topics and to program them according to what is feasible and what can be done with regards to each craft. • When teachers and trainers have to work with adults, there is quite often a lack of understanding, and friction occurs. Classic trainers are not used to training adults, so it is therefore necessary to get them trained further. Knowledge and practical experience with principles of andragogy are a requirement.
<p>The difficult task of knowing the market</p> <p>A training centre needs to know the market and must therefore carry out a sort of market study.</p> <p>Quite often it happens that a training centre wants to conduct this kind of study, but nobody knows how to do it.</p>	<ul style="list-style-type: none"> • First of all: it's better for a training centre to carry out this kind of market research autonomously and not to look for a “specialist”. The reason is that your <i>own</i> discoveries are of a higher value, even if they are less professional. Having found out something by yourself has more impact on effectiveness than adopting a highly scientific result that you won't be able to adapt. • If a training centre feels that it lacks the required competencies for this kind of market study, it can still resort to external support. But in that case, it's recommended that the experts carry out this study in collaboration with the staff of the centre.

	<ul style="list-style-type: none"> • In the long term, the most important thing here is that the staff of a training centre develops its own understanding of the market and of economic mechanisms. The reason is that the market changes all the time. Thus, even the best market study is nothing more than the instantaneous glimpse at the current situation. What's really more important than "a" market study is to <i>observe the market continually</i>.
<p>The possible consequences of a reform often frighten the staff and reforms also have consequences for the equipment.</p> <p>It's a sad reality: Many training centres continue to train people in crafts that are no longer in demand in the market and that may therefore have become obsolete.</p> <p>The reason for this lies quite often in the status quo that people don't want to change: there are fully equipped training workshops for these trades, an entire training programme has been set up and the existing staff is making a living off that.</p> <p>Thus, if a reform were to affect a specific craft so as to trim it from the programme, it can be anticipated there would be resistance because staff members fear losing their jobs. With regards to the institution itself, there is the preoccupation about what to do with the existing equipment if a change takes place.</p>	<ul style="list-style-type: none"> • A basic principle of optimised vocational training says that if the market doesn't ask for a specific workforce any more, its training should be discontinued. This is because if you were to continue anyway, you would only be sending your graduates on to sure unemployment after having spent a lot of money on their training. • What can be done if you see that the market is saturated? Here are some alternatives: <ul style="list-style-type: none"> - You can abandon the corresponding training or stop it for a certain time to see if the need comes up again later on. - As for the equipment, it can just be kept or it can be used for production and income generation. In this case, the trainers (who may not be needed any more for the training) can become workers, perhaps just waiting to see if the market might change again. - In any case, if there isn't really any more need for a certain kind of training, this calls for courageous decisions on the part of the management: other solutions have to be found for the respective staff (like transferring to another task, searching for other competencies to be used, reducing work time etc.) instead of continuing with training that has become obsolete and that will send graduates on to unemployment.

<p>The challenge of innovation</p> <p>The more diversification or innovation takes place in a training centre, the more the problem that new training programmes have to be designed for the new courses will arise.</p>	<ul style="list-style-type: none"> • First of all, you should try to find out if something like this doesn't already exist in other training centres or with specialised organisations. • If nothing can be found, the new training programmes have to be designed from scratch, by searching documents, talking to trainers and collaborating with craftspeople in the respective trade.
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Three examples of the application of a reform system



1. Academic market research versus informal research by practitioners

In 1995, we wanted to know if the crafts that we trained for were leading to real profitable income opportunities. The German consultant that was advising CAPA was of the opinion that the staff members and trainers were able to assess this and were able to know if the graduates' crafts were generating enough income. This was contradicted by a local consulting firm that was also advising CAPA and whose consultants were of the opinion that the staff of CAPA could never evaluate this because it definitely needed some academic knowledge. Their opinion appeared to be quite convincing. But the situation then showed that the practitioners were closer to reality, as the aim had not been to carry out perfect academic research on a highly developed market but to know whether craftspeople had learnt a profitable trade.

2. The duration of training

The decision to change the duration of a training course, particularly to reduce it, is always a controversial subject leading to long discussions because the ministry and the trainers might have objections.

CAPA had already experienced the consequence of long training courses in the past: it showed up in a high rate of abandonment. The trainees abandoned the courses either because they wanted to work or because they found the courses too long and they also skipped theoretical classes that they didn't like because they considered them useless for work.

At any rate, neither the responsible church institution nor the trainers wanted to accept shortening the duration of the courses. The trainers felt comfortable in what they knew and in the way they always had been delivering this knowledge to the trainees. They considered this situation as optimal and therefore a necessary part of the training concept. However, for the trainees, this situation was time consuming and not optimal at all and for the centre and its budget, the long duration of the training courses was a synonym for the waste of resources with little result.

Finally, the trainers had to sit down and to evaluate the courses properly in order to take out subjects and courses that weren't necessary for the vocational training. Thus, the training courses got shorter, particularly after verification of the needs of the target groups that asked for quick training. Thus, for example, the training in carpentry was cut down from three years to 16 months and the training in dressmaking was

reduced from two years to one year. The result was convincing: there was less abandonment and even a higher demand for training. Particularly with regards to practical experience, the results of the training had become better.

3. The professional insertion after training

To tell the truth, CAPA had not been interested in this issue in the first ten years of its existence. During the first decade, young people had been trained at CAPA in the manner considered normal by any other training centres, i.e. similar to a school. No one asks a school to check what the pupils or students might have done after leaving.

This situation resulted in a waste of resources because it is a waste if you invest in vocational training that is meant to give a perspective to young people in the working world but then these graduates don't use this training for work, instead abandoning it, staying idle or just continuing at high school. This is what happened at the beginning. It was only ten years later that the concept of "professional insertion" came up, with the beginning of the reform. When it had been recognised that time and money had been lost, a unit was installed at CAPA that was to be in charge of supporting the socio-economic insertion of the graduates after training. This support comprises more than just the final situation: it has to be given from the beginning while helping to tailor a profile of the candidates' future perspectives and following them up during the training.

Dos and don'ts



What to steer clear of / what can block you

- getting too close to general education
- regarding the existing equipment as the main guarantee for success

What facilitates success

- if the responsible people and the management are really committed
- if the executive staff feels engaged in the strategic orientation of the concept and programme
- patience! Just stick to the principle of trial and error.
- applying active research
- listening actively to all those concerned
- accepting having to question oneself
- believing more in a good design (concept) than in hardware (equipment)

Special features of a reformed system: training of apprentices, upgrading of craftspeople, mobile training units

Current issues

Most of the centres for vocational training act as if they were “schools”: the young people who are taught a skill are mostly called “pupils” or “students”, the trainers often come from a polytechnic imparting knowledge according to a well elaborated official curriculum that is overloaded with theoretical topics and the concept of the courses is fixed. In this case it’s not possible (or desirable) to think of other target groups outside the “classic” ones, who cannot be trained by this kind of standardised school approach, for instance apprentices, craftspeople or other people who live far away from any type of school, particularly if they are part of a rural population.

What is the specific challenge with regard to the insertion of “non- classic” target groups?

Obviously, each one of these particular target groups is a challenge to a vocational training centre, and these challenges will be addressed below. Right now we just treat a more general challenge that we could call socio-economic. It’s the very relevant question of whether a training centre will be useful to the *whole* population and to the *local economy* or if it just wants to serve a clearly defined segment of the population who want to get a certificate.

What we are frequently asked about the diversity of our approaches



(1) Are you a training centre that offers training for young people or do you accept anybody without regard to age?

CAPA was initially created for young people. After having gone through the process of reform, we decided not to make any distinctions about age. One of the reasons is that there are a lot of adults and older people who are really suffering due to quite difficult life situations.

(2) Many centres are lacking candidates, so what is your secret to having such a big demand for training at CAPA?

Many training centres are purely “functional”: they are professional institutions working as a school where the master dictates to the pupils what they have to learn. We, however, make the trainees participate, they are involved, we listen to their needs, we ask their opinion. Thus, both the young people and the adults feel

the difference compared to other institutions. We also offer or foster additional recreational activities like football, music or theatre. This is why our graduates “promote” our centre and talk about it to others.

(3) You also facilitate on the job apprenticeship *within* your centre: what has made you apply this rather unusual approach for a training centre?

CAPA decided to tackle this type of training for several reasons. First, we noticed that master craftspeople don’t always know something about “theory” but they’re able to offer products and services that are appreciated by consumers anyway. Thus, the traditional way of learning a trade on the job has its justification.

Secondly, the traditional type of apprenticeship can reduce the duration of training. This is a solution for all those who are in a hurry to learn a trade quickly so that they can start working and earning an income. Finally, you will find illiterate people among those who ask for on-the-job training. As they don’t fulfil the requirements for being enrolled in “normal” training courses that have a theory component, they wouldn’t have any other possibilities for learning a trade. This kind of on-the-job training is the best solution for them, and quite an adequate one. You’ll also find that they often manage it surprisingly well, and the products and services they produce aren’t of lower quality.

(4) You also train apprentices coming from craftsmen’s workshops in the city: what made you adopt this approach?

CAPA wants to contribute to better qualification of apprentices. Quite often, apprentices in town can’t improve their status, as they don’t have access to certificates. Often they remain for too long with their masters who don’t want to let them go and who exploit them as an unpaid workforce.

(5) A training centre doesn’t normally care about craftspeople and workers who are already active in the labour market: what led you to the idea of offering further training to them?

As training centres, we are part of the market with its continuous changing fashions, styles and new products. This challenge of a dynamically evolving market is a daily concern to all craftspeople and workers. CAPA wants to help them master these situations. Thus, we offer further training to craftspeople and to workers after having analysed what they need and what new demands there are on the market.

A second reason for our interest in offering further training is quite a particular one: we are steadily looking for practitioners with good performance in order to recruit them as trainers at CAPA.

(6) How do you organise the training in rural areas?

While facilitating vocational and skills training in rural areas, first of all we intend to give rural populations a chance to learn a trade and thereby gain access to some sort of professional qualification. It’s also a lesson learnt from former times when we were training young people from villages at CAPA. Even if they had been sent by the community in the hope that they would come back, they never did return. Thus we thought that bringing the training to them would contribute to avoiding the problem of migration into cities.

We organise rural training by involving our former graduates who are living in rural areas and who have their crafts micro-enterprises there. They take in the young people who want to learn the trade and train them. Our trainers join them at regular intervals to complete this training so they can acquire more qualifications until they have learnt the trade.

These training sessions are designed in a particularly modular way and based on what is needed in rural areas. When the CAPA trainers go there, they stay in the village for the planned training time.

On-the-job apprenticeship within a training centre

Current issues

Generally, vocational training centres have a training system that is well structured, comprising theory lessons that are complemented by practical exercises in the training workshops. Within this kind of concept, there is no place left for other training approaches, particularly not for those that appear to be similar to “popular training” as is done in the apprenticeship. Even if the training centres might have a production unit, you won’t find apprentices there.

However, there are young people who, for one reason or another, don’t have access to this kind of training centre and who nevertheless would like to learn a trade. They may find their way to the workshop of a craftsman in town but it isn’t always possible. Some may not be accepted because they seem to be difficult or because they are female, others because they might have a handicap or because they can’t give to the workshop owner the fee he wants for the training. So if a training centre has production units, why not give these young people a chance and train them there on the job?

What is the specific challenge if you want to integrate on-the-job apprenticeship into a training programme?

In reality, the challenges of such an approach are much less than what one might imagine.

The only real challenge is to have practitioners who are willing and able to take care of these young people.

What approaches and methods does CAPA apply here?

At CAPA we have several production units where qualified workers are employed. It is in these production units that we place these young people to be trained on the job. The workers there then become sort of “mentors” for these young people. Each worker can have one or two young people with him. The training is 95% practical. The duration ranges between 6 and 12 months.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
The workers in the production units might feel that the apprentices make them waste their time	<ul style="list-style-type: none"> • The only trick is to make these workers try it! They’ll quickly realize that the apprentices are of use to them.

<p>The apprentices will be criticised for overusing and damaging material.</p>	<ul style="list-style-type: none"> • This can be avoided by adding some extra material for the training at the beginning.
<p>It will quickly become clear that even trainees in the “normal” training courses will be attracted by this kind of apprenticeship.</p>	<ul style="list-style-type: none"> • The possibilities and resources will be the natural limit to it as they can't all be accepted. The priority has to be given to those who are the most vulnerable ones. • One sort of solution might be to start the normal training course with practical training, as this is what attracts the trainees towards the apprenticeship.
<p>Some of the apprentices don't want to leave any more.</p>	<ul style="list-style-type: none"> • There must be a strict limit for the end of apprenticeship and they have to be directed to the final judging panel for the certificate.
<p>The workers may consider the apprentices as sort of competitors.</p>	<ul style="list-style-type: none"> • In this regard, there have to be meetings with them in order to clarify the objectives.
<p>Some workers are not really willing to be “trainers”.</p>	<ul style="list-style-type: none"> • In that case, the contracts must generally be revised and a clause should to be inserted that says that a worker in the production unit of the training centre will also have the task of training young people on the job. • Every now and then some practical tests have to be carried out in order to check if the apprentices are really being well trained.

Three experiences of training with an on-the-job apprenticeship at CAPA



1. A “reformed” thief

At a public market near Bukavu there are young thieves who pretend to collide with a pedestrian in order to get their hands into his pockets. That is what happened once to the director of CAPA. But thanks to his quick reaction, he got hold of the thief's hand in his pocket. The young man was struggling to escape his grip but the director just started to talk to him, asking him why he was doing something illegal instead of learning a trade. The young man said that he had no money to pay for a training course. The director left his card with him inviting him to come to CAPA. A little while later, the young man turned up and the on the job apprenticeship was the solution for him, as he was illiterate.

Six months later, he was already able to make small furniture as he seemed to be very gifted. Nine months later he had become a real carpenter. Today he has his own workshop and he has a regular income. He is quite a good craftsman and is well known for that.

2. Porters at the embankment transformed into good craftsmen

At the embankment of Lake Kivu at Bukavu there are young men, well muscled and strong, waiting for the opportunity to carry the luggage of passengers arriving by boat. That's how they generate their meagre income.

When the director of CAPA approached them one day, asking them why they didn't learn a trade instead of struggling for such a poor existence, they replied that they had never been to school and that they therefore couldn't learn any trade. They were invited to come to CAPA and three of them chose carpentry, while the other two wanted to learn leather work.

Thus, all of them learnt on the job and are nowadays practising the trade, earning their income this way. They can't even imagine going back to the embankment and to their poor past.

3. An illiterate man became the “best carpenter of the year”

It was in 2002 when a federation of craftspeople in Bukavu had organised a competition to honour the best craftsmen in carpentry. The criteria had been: diversity and quality.

The jury was very surprised when it turned out that the two carpenters who were then honoured as “best carpenters of the year 2002” had learnt on the job, lacking any theoretical knowledge. One of them was even illiterate.

Dos and don'ts



What to steer clear of / what can block you

- The most important thing: Never assume that illiterate people can't learn a trade and that they can't do a good job.

What facilitates success

- The workers must be prepared for being trainers.
- There must be monitoring of the apprenticeship on-the-job to test and to know if the young people are really well trained.
- If you have illiterate people being trained on the job, you could offer them the opportunity to learn to read.

The training of apprentices from crafts workshops in the town

Current issues

We can find “traditional apprenticeships”, that is a young person learning a trade on the job in a workshop in town, in most of the African countries. Any representative of a vocational training centre will classify this type of training as “nothing but on-the-job training”, insinuating that it’s just *amateurish* and not of any value. In reality, and contrary to this assumption, this type of so-called “valueless” training turns young apprentices into craftsmen or workers who are able to make a living from it. It is true that traditional apprenticeship is not characterised by a complete programme with the inclusion of theoretical classes and this may turn out to be a handicap. But while theory may be more important for some trades, it is less important for others.

Whatever might be the missing in this type of training, at any rate it has been the basis for the economies of most of the African countries. Some countries, particularly in West Africa, are now starting to recognise this fact and there are reform policies that are currently highlighting the value of apprenticeship. Such reforms have the objective of establishing closer links between vocational training centres and the crafts sector: apprentices from workshops in town should benefit from complementary theoretical classes (such as technology, drawing or other theoretical knowledge). The countries that are probably the most advanced with regards to such reforms are Benin and Mali. Senegal, Burkina Faso and Togo are on the way.

On the one hand, collaboration with craftsmen in order to improve apprenticeship training means appreciating their socio-economic role. On the other hand, collaboration can lead to a real improvement for the system of traditional apprenticeship.

What is the specific challenge with regards to complementary training of apprentices from workshops in town?

This type of training of apprentices isn’t something that can be installed ad hoc, as it intervenes in a complex system and one has to know the rules of the game. The easiest way would be if there was already a state reform policy or some experiences from international development cooperation where you can “jump on the bandwagon”. But if there is nothing that has already prepared the ground, you have to start on your own, establishing well thought out relationships with master craftspeople, and be both respectful and prudent. The biggest challenge might be to find master craftspeople who are really committed and who can be true partners for the training institution.

What are CAPA’s approaches towards the complementary training of apprentices from town?

With regard to the training of apprentices from workshops in the town, our approaches are a real process:

- We start with locating the workshops in town where apprentices are trained.
- From these local craftspeople we try to find those with whom we may be able to work and collaborate. In other words, we try to find the best ones.

- We have two main criteria for this selection: the first one is quality (how good is he/she from a technical point of view) and the second one is motivation (does he/she have a real pedagogic interest in being a trainer).
- Then we organise meetings and exchanges in order to check if our selection was a good one and how serious the selected craftspeople are about it.
- This process will be concluded with a tripartite contract (training centre, craftsman/-woman, parents of the apprentice).
- The complementary training at the centre comprises classes in theory and key competencies for self-employment (like business management, deontology). Practical training also prepares the trainees for the final jury.
- Certification is done jointly by the training centre and the master crafts person.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>The main problem might be that the interests of apprentices and the craftspeople training them are quite divergent.</p> <p>While the apprentices benefit from this kind of complementary training, their trainers perceive it as competition, assuming that their apprentices might learn things that they will then finally know better than their masters.</p>	<ul style="list-style-type: none"> • One way to mitigate this problem is to pay a lot of attention to the selection of these partners. It is important to look for those who are committed to the cause. • It's very important to inform the master craftspeople about and sensitise them to the objectives of the training. Those trainers in the centre who learnt the trade with these types of craftspeople can be asked for help here, as they might be close to them and may be able to sensitise them more effectively. • The master craftspeople must understand what added value this kind of collaboration brings to them and to their work.
<p>The master craftspeople don't want their apprentices to become as successful as the masters themselves.</p>	<ul style="list-style-type: none"> • It's good to select those craftspeople who are really qualified so that they don't need to be afraid. It's also good to sensitise them about the issue of promoting the craft sector as such. • It may be convenient to organise meetings with the partner craftspeople where the issue of the perspectives for crafts (as a sector and/or branch) is discussed.

<p>Master craftspeople might get something wrong in this collaboration and start to demand some remuneration or payment for their “service as trainers used by the centre”.</p>	<ul style="list-style-type: none"> • In this case, the training centre has to explain the general task in development and must also explain that the objective as a whole is to promote crafts. • Before starting the real training of the apprentices, it would be good to have common meetings in order to clarify these questions: sorting out the benefits of this issue for each of the players (the masters, the apprentices, the centre). • Where the centre has resources to support the apprentices, for example for their insertion, the master craftspeople who trained them should not be forgotten.
<p>The master craftspeople don’t want to let go of their apprentices.</p>	<ul style="list-style-type: none"> • There is a need for an apprenticeship contract that specifies the objectives of the training and its duration. • In such a case, the centre that monitors the apprenticeship should intervene in favour of the apprentices and should expedite their examination by a joint jury to complete their training.
<p>Another situation is that if apprentices have asked <i>by themselves</i> for the complementary training at the centre and if they <i>then</i> don’t find a job, the master crafts people will refuse to keep them as workers as sort of “revenge”.</p>	<ul style="list-style-type: none"> • The apprentices should be sensitised to building up good relations with the master crafts people. • All parties who are involved (the masters, the apprentices, the centre) have to be sensitised about their common responsibility with regards to the socio-professional insertion of the apprentices after training. • You can also try to negotiate with the masters so that they keep the apprentices on as workers after training as long as the young people don’t have an alternative. • Stimulate the masters to give the apprentices some time to look for a job or to organise their self-employment even though they are still in the master’s workshop. • At any rate, the training centre has the responsibility of ensuring that the training programmes provide real perspectives for work or self-employment and that there is a corresponding market demand for the products or services generated by the people being trained.

Experiences with master crafts people and their apprentices



1. “Apprentice” for 22 years

Because CAPA has been in contact with craftspeople, we have been able to discover how often apprentices are exploited by their masters. We found cases of eternal apprentices whom their masters refuse to let go. However, these apprentices often don’t want to either leave or organise themselves. They don’t search for a job or for self-employment anymore, being happy with the little something that they get from their masters.

This was the case of Ms. Sabine whom we met in a dressmaking workshop in town. She had been with her master craftswoman for 22 years without having ever changed her status of an apprentice. Her master said that she could not let her go because she needed her for work. She also refused to let her long-time apprentice ever be certified, knowing that her former apprentice would then become her competitor and would probably take many of the clients with her. The apprentice was attracted by the idea of putting an end to this perpetual apprenticeship but her master perceived CAPA as disruptive and she didn’t want to cooperate. In the end, Ms. Sabine revolted and left the master’s workshop to create her own small enterprise and she came to CAPA to get further training so she could get the certification. Today she is a fully-ledged master craftswoman. She employs two dress-makers and has six apprentices.

2. Dealing with the multiple “claims for payment” in tripartite cooperation

While qualifying apprentices in cooperation with master craftsmen, there will always be some expectations and complaints. One case is when apprentices have not paid their “training fees” to the master. As long as they are with him, he might keep silent, as he profits from their work. However, when the apprentice wants to leave after having been further trained at the centre, the master suddenly sees a competitor in him and starts demanding the payment. Quite often it also happens that the master craftspeople demand payment from the training centre as they are of the opinion that they are the “real” trainers and the centre just certifies what they have taught to the apprentice. In this case, the training centre has to explain the objectives of development for the whole crafts sector. On the other hand, the apprentices also demand payment. They say that they have been working for the master who never paid them. Then it’s only by means of a tripartite reconciliation between “master, apprentice, training centre” that the issue will be solved.

Such a case of “multiple claims and complaints” occurred with Mr. Bosco, a carpenter, and his apprentice, Mr. Theodor. The master would not let Theodor go after 11 years of working with him, saying that Theodor had not paid the fee that had been fixed for the apprenticeship. His apprentice, in turn, demanded payment as he had participated in 13 orders without having been paid for his work. Finally, CAPA was able to convince the apprentice to pay a symbolic fee to his master so that he would let him go. But when this conflict was finally over and solved, Mr. Bosco appeared at CAPA to demand payment from CAPA now, saying that he had prepared the apprentice and that CAPA had “taken it all”. CAPA then decided to use the money that the products produced by the apprentices had brought in to pay for some tools and leave them with the master, providing that he used them for future training.

3. The apprentices' certification – a multiplier in rural area

In the rural area of South Kivu, where CAPA is also active, most of the apprentices stayed with their masters for quite a long time. They knew the job quite well, sometimes even better than their masters, but they never left. The reason is the well-known one again: it was profitable for the master who exploited their work but also for themselves as it provided them quite easily with some small income.

While qualifying these apprentices, CAPA has known many of them who had been with their masters for ten years and more. After having been qualified jointly by CAPA and the master craftspeople, the apprentices leave the workshops and start up for self-employment or they go looking for a job somewhere else. Later on, when they are well installed, they also will have apprentices so that a multiplying effect is produced in rural area through this qualification and certification.

This is the case of Mr. Alphonse who had been an apprentice for 14 years. When he was certified through CAPA, an expatriate gave him a tool kit as a gift. Only three days later, Alphonse had already started his self-employed activity. Today there are two workers with him and 5 apprentices. His relationship with his former master is good and sometimes his master even sends him orders that he can't manage alone.

Dos and don'ts



What to steer clear of in the relationships with master craftspeople

- Never try to qualify apprentices without involving their masters.
- Respect the time that has been fixed for the training in the centre and don't exceed it.
- Don't defend apprentices who refuse to pay the fees for apprenticeship to their masters.

What facilitates success

- Apply the principle of common responsibility to everything: training, jury, certification.
- Make the masters feel responsible with regards to the follow-up of their apprentices for socio-professional insertion.
- Maintain the contact and regular exchange with the master craftspeople, and make them express their opinion and describe their experiences with the training of the apprentices.

Upgrading and further training of craftspeople

Current issues

The most common way to learn a trade in Africa is the traditional apprenticeship, that is “on-the-job training” in a workshop in town. As has already been said in the previous chapter, the staff of any training centre will consider craftspeople who have learnt a trade in town as pure “amateurs”. The fact that craftspeople have not learnt the trade in a centre or school presupposes that they lack what is considered the most important aspect of a trade: theory. Academic staff always consider theory as indispensable and the fact that many vocational training centres in Africa work on the basis of a curriculum with about 60-70% theoretical teaching seems to confirm their conviction. However, while it is true that locally trained craftspeople lack theoretical knowledge, it is also true that the so-called traditional crafts sector has provided the market with most of the workforce, and it will be like this for many decades to come. Locally trained craftspeople may not be able to explain sequences of an operation but they build houses, repair cars and tailor dresses. And quite often they have a highly developed capacity for problem solving.

Not all of these craftspeople are interested in knowing more about their trade but in any country and in any city you will find master craftspeople who would like to upgrade their skills or knowledge, particularly when it comes to new technologies or modern design. However, hardly any training centre perceives craftspeople as a target group that could need further training. Usually it’s development projects that think of tackling this issue. Offering further training and opportunities upgrading to craftspeople contributes improving the products and services they provide.

What is the specific challenge with regards to the upgrading and further training of craftspeople?

Many people might immediately think of all types of *operational* challenges, such as training facilities, organisation or personal. These challenges do exist but other things might be more of a “challenge” for anyone who intends to collaborate with craftspeople and to succeed in their training: you have to know how the informal sector works and you have to be able to show a respectful attitude towards craftspeople. In other words: One has to consider craftspeople as real partners. Even if the staff of a training centre is academic, they should be able to treat craftsmen as skilful adults and not as people who are ignorant because they haven’t been to school.

What are the approaches to collaborating with craftspeople and with regards to their training?

CAPA applies the following approaches with craftspeople in regard to their upgrading or training:

- The main characteristic of the approach will always be that it is an “approach of partnership”, which means consideration of and respect for their work, making them participate in decisions, letting them feel that they are “on a par” with us in every regard.
- If there is a crafts federation, it is recommendable to make a contract with them in order to clarify the roles and to support the associative element of the federation. If there isn’t any structured crafts group, it will be necessary to start a process leading to the analysis of their situation.

- The further training and upgrading that will be offered will follow the needs of the market, particularly with regards to technological progress. If the relationship with craftspeople is a good one, they will ask for exactly these types of training anyhow.
- If craftspeople agree, one kind of further training could also be a “practical rotational group training” in their workshops. This means that they are grouped together for training in a certain topic but the training will take place in a rotational system in their own workshops and not in the centre.

The collaboration with craftspeople can then also include the training of their apprentices if they get interested in it and inversely, the training centre may send its trainees to the workshops in town for internships.

Through this collaboration, the training centre may also discover good practitioners that can be hired and used as trainers in the centre.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Lack of qualified trainers for the further training of craftspeople. Craftspeople who are interested in upgrading want trainers whom they can consider as better than themselves. This is what they will judge first of all with regards to <i>practical</i> expertise. Very often, the trainers at a centre don't have the competencies to be convincing in this regard.</p>	<ul style="list-style-type: none"> • The best approach to finding good and accepted trainers for craftspeople is to ask them to suggest people whom they consider to be good trainers for them. • If it isn't possible to find somebody in the town, you have to search in cities nearby. Sometimes it may even be necessary to get such a trainer from a neighbouring country; he/she could be engaged to give modular courses paid by honorarium.

<p>The craftspeople interested in further training for a certain topic might have different levels of knowledge</p>	<ul style="list-style-type: none"> • In this case, they should be grouped and trained according to their level. General topics could be taught to the whole group. • Another possibility would be to train them together but to give practical exercises to them that they will solve separately in small groups according to their respective levels.
<p>How to train illiterate craftsmen</p>	<ul style="list-style-type: none"> • The training must then rather be practical. • You must deal with theoretical aspects of the training in the local language that is theirs and that they understand perfectly.
<p>The training fees</p>	<ul style="list-style-type: none"> • The basic principle is that craftspeople appreciate the value of training if it really is <i>useful</i> for them. Then they are also willing to pay for it. The payment can be organised in two ways: <ul style="list-style-type: none"> - Paying the fees in cash to gain access to the training course; this would be the “normal” way. - Or, if they don’t have the money for it: “training for work”, that is to let them work in the centre and to cover the fees with the income from the product or service that they produced.

Some examples of collaboration with regards to further training and upgrading



1. When a type of training is *really* demanded by craftsmen, then it always will succeed

It is sort of true that whenever upgrading is directly requested by craftspeople, then it’s sure to succeed. This was the case with the maintenance of electrical appliances, particularly refrigerators or freezers. In Bukavu there are many households where you can find refrigerators that have become a sort of dead cupboard and could easily be repaired and could thus save the household money. CAPA had never had courses in refrigeration in its training programme and was therefore surprised when a delegation of craftsmen working in refrigeration came to ask to upgrade their skills. CAPA found that it was a real need in the town and consequently, training modules in refrigeration techniques have been formulated.

2. Auto-analysis in order to find out what training needs exist

Anyone who really wants to know what kind of further training is useful and necessary for the crafts sector should listen to the practitioners of this crafts sector.

In Bukavu we have a real problem with construction that isn’t well done. The masons and foremen blame each other, but they don’t come together in order to find out where the real problem is. Thus CAPA brought together masons, foremen and architects in order to analyse the common problem and the challenge, i.e. the

bad quality of the structures that they build. After having accused each other, they finally found out what the difficulties and deficiencies are. These have been converted into training needs. They asked CAPA to organise training modules and they themselves recommended the trainers for it.

3. How training can be “paid” through work

In 2007, we had organised a module of further training for 57 carpenters. They had to pay \$35 each in order to get access to the training. There were several among them who couldn't pay that. Thus, when CAPA received an order from a school for 500 desks, the training was started. The carpenters who were not able to pay the training fees asked to make desks and to pay their training fee through that. This is how we got the idea that craftsmen can pay the training “by working”.

Dos and don'ts



What to steer clear of in the relationship with craftspeople as target group

- Don't do anything *for them* without their own participation.
- They should not feel “exploited” by the training centre.
- Don't consider the craftsmen you train as competitors.

What facilitates success

- There has to be a *real* advantage for them.
- Make the craftspeople participate.
- Develop a relationship.

Vocational and skills training in rural area

Current issues

The rural area doesn't usually get any particular attention when it comes to vocational training. Most of the vocational training centres are to be found in the cities, with barely any centre installed in a rural area. If any, it might be a public centre within the responsibility of Social Affairs or of the Ministry of Agriculture and these centres usually are poorly equipped. Most of the time it's the development aid organisations or NGOs who undertake efforts in order to reach rural population. The pioneers of good approaches in rural areas have probably been ILO with its needs assessment and specific courses for villagers, as well as Suisse Cooperation with its "mobile training units".

However, you will mostly encounter a type of helplessness when development players are dealing with the issue of training programmes for rural area, looking for ideas and for strategies to qualify members of the rural population. This may appear strange when considering that a rural area is a rather basic environment where solutions should be simple and easy to find. But sometimes it's not that simple to find good solutions for a poor and basic environment.

CAPA, which has been tackling this problem for a long time, takes vocational training to rural areas with the aim of contributing to rural development. We therefore think that organisations or other training centres may benefit from the experiences that we have been collecting over 20 years.

What is the challenge of vocational and skills training in rural area?

One of the main challenges is *adaptation*. A training centre that works like a school, with fixed programmes and durations like in general education systems, will not succeed in a rural area where any activity has to be planned according to agricultural seasons. Anybody who wants to serve rural areas first has to know the realities of the rural environment.

The same adaptation is needed when it comes to the contents of the training programme. You have to detach yourself from ready-made concepts and from what's considered as "professional profiles" in order to be able to offer rural areas what they really need.

What have been CAPA's main approaches for reaching rural areas?

We admit it openly: being able to serve rural areas has been a long process of trial and error for CAPA. At the beginning, we started to train rural youth at CAPA because we noticed that many of them just ended up in unemployment when they had come to the cities. We thought that if they learnt a trade, they would go back home. But this was not the case.

Thus, we conceived another strategy of asking rural communities to recommend young people, sending them to training with the aim of having them back in the community. But these young people didn't go back, although they had agreed to do this. Thus, people in the rural areas were complaining that they had to go to the cities to get a service or buy products whose raw materials come from rural areas.

At the end, CAPA decided to take the training to the rural areas. We started by upgrading the qualifications of the rural craftsmen in order to improve the apprenticeship of the young people. At that time, rural craftsmen had never been certified and had themselves a level of apprentices. It was as if apprentices were training other ap-

prentices. Our trainers then went regularly to the rural areas, equipped with tool kits. The training sessions were addressed at the apprentices and also brought together craftsmen from different workshops. The apprentices were qualified through practical exercises, particularly with regards to the quality of the final product.

Nowadays, we mainly organise rural training by involving our former graduates who are living in rural areas and who have their crafts micro-enterprises there. They take in the young people who want to learn the trade and train them. Our trainers join them at regular intervals to complete this training and in order to provide more qualification until they have learnt the trade.

These training sessions are conceived in a particularly modular way and are based on what is needed in rural areas. When the trainers from CAPA go there, they can stay in the village for a week or two. They have a status of freelancers and are paid according to the services that they render.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
The lack of facilities, space for training and equipment	<ul style="list-style-type: none"> • The workshop of a graduate or of a trustworthy craftsman can be used and space can be added with a minimum of facilities. • The apprentices and craftsmen should come to the training with their own tools. The trainers have to bring their toolkits with them.
You might not find anybody who wants to be a trainer in a rural area.	<ul style="list-style-type: none"> • Anybody who is qualified and who is willing to do the job can be hired as a trainer, whether he is from the city or from the rural area. The contract will always be on the basis of an honorarium.
What should the certification for craftspeople in rural areas be?	<ul style="list-style-type: none"> • What should be given is a “confirmation of course completion”. It should list exactly what topics were covered in the training course.
What should be done with the products that the apprentices and craftsmen manufacture during the training?	<ul style="list-style-type: none"> • There must be an agreement with the learners before the training to know how money from the sale of these products should be used. • You could also opt for an alternative idea: to sell the products and to reinvest the money into purchasing some raw material for the subsequent training course.

	<ul style="list-style-type: none"> • This money could also be used to buy tools to increase the permanent equipment for the training.
<p>Neither the apprentices nor the craftsmen pay the training fees.</p>	<ul style="list-style-type: none"> • You should insist in the payment, even if it's a small amount. This is a question of respect towards the training opportunity. • If they don't pay by the end, you can ask for "payment in kind". They can produce something that can be sold.
<p>Some craftsmen in rural areas think big, they want to get far by upgrading and to receive real certification.</p>	<ul style="list-style-type: none"> • This kind of person can be recommended to training centres where they can receive the further training they want and where they can get the certification that they are looking for.
<p>The participants in the training course might have different levels of knowledge.</p>	<ul style="list-style-type: none"> • Just teach theoretical matters to everybody but try to deepen the explanations for those who don't have the basics. • For the practical exercises, the trainees should be grouped according to their different levels and each group should be followed up according to its deficiencies.
<p>Some trainees might not adapt to the experience of learning in a group.</p>	<ul style="list-style-type: none"> • Before the training starts, the learners themselves should design the rules for apprenticeship and set the measures for all kind of problems.
<p>It is very difficult to monitor and to evaluate the effects and results of this kind of rural training as there are many graduates and they can come from far away.</p>	<ul style="list-style-type: none"> • Every training centre should have staff who monitor and evaluate the activities as far as possible. • There must be a plan for the follow-up and it should be implemented. • The beneficiaries of training must have the feeling that the training is embedded in a real concept and that importance is given to knowing what they do with the training and how useful it will be in their lives.

Three cases of how training can be organised with benefits for rural area



1. Masons from rural areas can conquer a market after having been trained

Usually, masons from rural areas who can't provide proof of a certified qualification will not get any access to big construction markets. That's why all tenders for public constructions in Bukavu are won by masons from the city. The masons from Kavumu, a small town 33 km away from Bukavu, had also noticed that. They couldn't get any construction contracts in Bukavu although the construction market was booming. The lack of certificates was the main reason. Thus they approached CAPA, asking to be upgraded. CAPA then organised a modular training programme for 54 masons. Furthermore, the masons joined together to set up an association. This is how they are now able to get into big markets, something that they couldn't even dream about before. Currently they are building a military camp with 16 houses and they also train other masons on the job.

2. Brick makers as producers and trainers

For more than 9 years, CAPA has been organising training sessions for brick makers in order to improve their services as well as the quality of construction material. Two groups of brick makers, one at Nyangezi, which is 25 km from Bukavu and the other one at Chama, 45 km away, have set up two small production centres. They get big orders and all the brick makers from the province go there to be trained.

3. Vocational training as a catalyst in rural areas

At Shabunda, a town 340 km away from Bukavu, CAPA trained 8 carpenters and 4 dressmakers, using two workshops provided by graduates for the training. All these people who were trained then joined together and set up a training centre that they called "CAPA Shabunda". They then sent 6 candidates to us to be trained as trainers. These trainers are now working there and CAPA Shabunda has already trained 77 craftsmen. Today, our relationship with them focuses on the further training and upgrading of their trainers and on coaching for the management.

Dos and don'ts



What to steer clear of when dealing with rural populations

- If possible, you should analyse all the consequences of a training concept so as not to contribute to migration.
- You shouldn't underestimate the power of a rural population and what they can contribute.
- Never take sides with someone in the case of a conflict.

What facilitates relationships and success with rural populations

- Visit them, approach them, listen to them, try to identify their problems and their capacities, show your solidarity and work with them.
- Contribute to making the potential and the capacities of rural population known and lobby for it.
- Do real and concrete things to solve their problems, don't just talk about it.

The market demand should determine what training is offered

Current issues

The provision of vocational training in Africa is usually determined by two characteristics that are interdependent: habit and immobility.

Habit means that in 90% of the training centres in Africa you will find training programmes for one or several of the following trades: welding, carpentry, car mechanics, electricity. If there is also girls' training, then dressmaking is added to the list. Habit means that the sectors and branches are always the same and that the contents of the training programmes are the same as well.

Immobility means that nothing changes through decades. There are training centres that offer the same training programmes over 20, 30, even 50 years.

Just so that it's not misunderstood: training in the same fields for centuries is not a problem in itself – provided it responds to a real demand. However, you will barely find training centres where checking the market demand is part of the concept. Usually, directors and managers decide to provide the training that they consider “to be useful”. In reality, at the majority of the training centres you won't find any follow-up of the graduates, there's no information about the graduates' employment and nobody can tell if the market may still need this trained workforce or not. However, training continues as usual.

One might counter this by saying that the normal environment with basic needs also determines standard training, referring by that to local contexts like rural areas, villages or other highly underdeveloped regions. That's true but most of the training centres are located in cities, quite often in big cities or in the capital. Despite this, their offer isn't diversified although the vibrant economy of a big city is composed of plenty of trades. The most dynamic and most innovative training centres hardly offer more than six or seven training branches. Training courses for new technologies or niche business tend to be inexistent.

What is the challenge with regards to the training sectors and branches?

The big challenge as to the relevance and the utility of training sectors/branches is that a relevant provision depends largely on a really good perception of the market. What is needed is the observation of the market needs, how they evolve and what this means for related training. It also needs a continuous dialogue with economic players. These are attitudes and competencies that are rarely to be found at training centres.

If there is a manager who is up to these requirements, he will have to deal with some more challenges. He'll need the courage to act consistently when he states that a training course or a whole branch is no longer needed by the market and he'll need the will and the capacity to launch himself into new experiences.

What will now appear somehow paradoxical is that it's far more challenging to give up a training course or branch than to start a new one. The reason is that giving up a training branch “disturbs” the institutional status quo: the curriculum has become a fixed component of the programme, the workshops are nicely equipped, the trainers have got their jobs for life – so nobody wants changes.

What we are frequently asked about the market demand



(1) How do you identify the training needs?

The identification of training needs is the foundation of our activity. This “identification” is not a sporadic thing, but instead it is much more of a permanent process of observing the market and listening to the population.

(2) Your centre has a large number of training branches and courses, so how have you come to this?

It was by recognising and by understanding that there is so much to be discovered in the market and that the diversity of trades that we can train for is much larger than what we used to imagine. What enables us to discover this diversity? It’s the spirit of reformers. It’s curiosity and openness. It’s being attracted by innovation.

(3) How did you come to integrate marine training into your training programme?

We discovered this training need by analysing the problems that navigation caused to the population: there were many shipping accidents on Lake Kivu, people died and commercial goods were lost. All this due to the fact that the people working on the ships and boats were not qualified. We wanted to contribute to safer navigation and save lives and goods. Thus we started this quite particular training in collaboration with the ship operators’ association and the respective authorities.

(4) You are in a region suffering from crisis and war, so how could you have had the idea to make guitars precisely in such an environment?

It may be hard to believe but crisis and war have not affected the survival of Congolese music. Congolese people, particularly young people, love music. We integrated this training area into our programme for three reasons:

- first, because we discovered that there was a local inventor who knew how to make guitars but who didn’t know how to commercialise his knowledge
- secondly, we thought that this was an innovative training programme in the region and that it was worth trying it out
- finally, we belong to a church and we knew that there would be a demand for these instruments because people play guitars in all churches.

(5) Looking at all your training activities from the outside, can we ask ourselves if CAPA will finally embrace everything?

This is certainly not our objective. We consider what we are able to do and what is feasible depending on the space, the resources and the management capacities. But obviously, CAPA likes the challenge of innovation.

Other centres and schools in the region complement us. This is a principle that would be quite useful in the sector of vocational training: instead of all centres doing the same thing, it would be good to complement each other and not to do what others do already or do even better.

How is it possible to know which training course will offer real employment perspectives?

At CAPA, we became aware of the fact that training centres always offer the same training everywhere but that if you observe economy closely, it shows that there are so many trades and activities nobody is training for. Employment possibilities will have to be discovered. The management of most of the schools and training centres lacks knowledge of the market. If you come from a business family, you'll have this capacity as a natural attitude. In all other cases, you'll have to develop the habit of daily market observation. Observation means: see, listen, touch, taste, feel. It means to observe and to perceive things in a conscious way.

At CAPA, we do have a team in charge of observing and appreciating the market demand as well as the market provision. They also do informal research at community level in order to know what the population needs in terms of products and services. If necessary, CAPA may also launch formal research by appointing specialists.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Lack of capacity to identify new training areas (lack of knowledge about economy and trades)</p>	<ul style="list-style-type: none"> • Carry out sector studies on market demand or minor informal research at community level in order to find out what demand there is and what the real needs there are for services and products that craftsmen could provide. • Observe the natural environment to check what kind of natural resources could be transformed by craftspeople into products that could be of interest for the population. • Study tours to other centres (also in other regions/other countries) might inspire you to think about new opportunities.
<p>The “standard” idea of what vocational training has to be and what kind of trades one can train for or not, is hindering openness and discovery.</p>	<ul style="list-style-type: none"> • You could sit down and think about what “the market” is, then go through all economic activities, particularly the local market, and make a list of it. Finally, you might ask yourself why there are only training options for well known trades despite the fact that there are so many economic activities.

	<ul style="list-style-type: none"> • This new way of looking at it might then help uncover which of these economic activities can be seen as opportunities for training. The main criteria will be if they correspond to services or products for which there is a real market demand.
<p>At first sight, it might seem like you won't find trainers for new and "unknown" courses.</p>	<ul style="list-style-type: none"> • You have to look at the regional level to see if there is somebody who could train trainers. • If you can't find anyone, the only possibility will be to bring the trainers of the centre together with craftspeople from the town who are doing the activities you want to train for; this means building up the know-how. • You could also switch to new "parameters" and consider that gifted craftspeople could be hired as trainers and gradually acquire their qualifications. • In the last case, you could try to find them, select them and start to train them in pedagogy for being trainers at the centre.
<p>Starting new training branches might provoke opposition among the staff as this could signify that other areas will be closed down. This in turn means that some trainers could lose their jobs.</p>	<ul style="list-style-type: none"> • The strategic plan of the centre should be shared with the whole staff. • Introduce the concept of team-work so that everybody knows what his/her strengths are and how these competencies are useful for the centre so that everyone can achieve the objectives all together. • Insert clauses that allow for a certain flexibility with regards to further changes of tasks or positions into the contracts of employment.
<p>What kind of training programme for a new trade?</p>	<ul style="list-style-type: none"> • Do some research to see if you can find existing training courses or training programmes with other actors: training centres, ministries, organisations, development cooperation, ILO or UNESCO. • If you can't find anything, just start putting together your own programme, based on the experiences of the practitioners doing the trade.

Five examples that could show how the market demand and the needs of the population can be considered in the provision of training



1. Solar energy: a problem for the population is transformed into a training course

In our cities of Kivu and in the rural areas, we have a rather paradoxical situation: we often lack electricity although the sun is always shining. Thus, many households who knew about solar energy and who have a bit of money are now trying to get solar panels installed so they can have light during the night. It turned out that local craftspeople lack knowledge on how to install the panels. This problem had been expressed by the community. Therefore, CAPA took up training in electricity, with a particular focus on solar energy. Currently, our graduates have already installed about 118 solar panels and the population is very satisfied with this service. The training is very much in demand and the graduates earn their income with this occupation.

2. A real answer to a market demand: upholstery

When we experienced the coltan boom in our region, towards the end of the nineties, the households started to ask for upholstered furniture. However, the carpenters of the city didn't have any knowledge in this carpentry speciality, so they couldn't gain access to this profitable activity and the population couldn't find what was needed.

The carpenters then approached CAPA to request upgrading. Together with the local federation of craftspeople, CAPA organised this training in upholstery and the carpenters could finally earn supplementary income from this speciality. This training course is still offered as there is an ongoing demand for it. Every three months there are new candidates for it and there are also new models of upholstered furniture that are created.

3. Soap making: faithfully following the market demand - economic slowdown, downturn, pick-up...

In South Kivu we often lack products although the raw material exists here and the products could be manufactured. This is the case with imported soap. We do have palm oil here and could therefore produce soap. This is why CAPA started courses in soap making in rural areas and also in Bukavu.

These courses had become so popular that lots of people came to be trained. The consequence was the decline in sales because of the high level of competition and also because of uncontrolled imports. Consequently, we decided to stop the training. Nowadays we only organise upgrading for those who still produce soap in order to improve quality.

If at any time the need for training appeared again and if we consider it a justified need with regards to the market situation, we might start training soap makers again.

4. How a training need was discovered through informal research

When the war was over in the east of the D.R. of Congo, we noticed a real boom in the construction sector. We realised then that “construction” doesn’t only mean masonry but that there are many other activities linked to it. Thus, our informal research in the city revealed that there was a need for plumbers. Those who were working in that field were quite old. They had been trained by the Belgian colonial masters during the colonial period but now, due to old age, plumbers were “dying out”. CAPA decided to revalue this craft. Upgrading was offered to the plumbers and plumbing was also organised as a new training course at CAPA.

5. Sub-branches can also be interesting training opportunities

At CAPA we always notice a high degree of interest by young men in car mechanics. Even if they don’t have real perspectives for socio-professional insertion because the market is “flooded” with car mechanics, they still want to learn this trade. As a certain guarantee of professional insertion is one of our main criteria for accepting people to our training courses and even for organising the training, we were bothered by this situation.

Thus we started to study the trade in detail to see if we could offer specialities within this trade as alternatives. Then we started to offer “sub-branches” of car mechanics for training and where graduates can really find income: panel beating, spray painting, car electricity and engine maintenance for boats.

Dos and don’ts



What to steer clear of

- Never judge too quickly what could (only) be considered as a craft to train for and never judge too quickly that a trade is not feasible.
- Don’t mistake “(personal) desires” for real “(market) needs”. There are trades that are just “in vogue” and everybody will be asking for the training. However, this social demand doesn’t always correspond to a real market demand and you might train people who’ll just end up unemployed.

What facilitates successful training that corresponds with a market demand

- Market research. Whoever is conducting it, whether it’s experts or the training centre itself, the demand, the needs and the opportunities of the market should be known.
- Existing local material and resources may be used to produce things that are in demand and that may also be substitutes for imported products.
- To remain flexible. It’s better not to choose training branches where you need heavy equipment, as this will be an obstruction in the future, or you may look for cooperation with the private sector (enterprises) where the equipment can be used for training.

Innovation in vocational training

Current issues

One could summarise the situation like this: everybody wants innovation but few actually innovate. Everybody is highlighting the necessity of innovation in vocational training, i.e. the need for training in new technologies, training courses for new trades and occupations and the development of prototypes for new products. Governments highlight it, saying that the national economies need innovation and there cannot be a single development organisation that doesn't seem to be interested in innovation. However, when you visit training centres all over Africa, you will only find a few of them engaged in new training branches or being models for new products or services.

There are different forms or grades of an innovative spirit. At some training centres, management could believe that a course in computer maintenance or in web design may already be innovation. Others believe that innovation in vocational training means observing the market in order to identify new employment opportunities and to design corresponding training courses or branches. Finally, the third group will be of the opinion that real innovators are pioneers who create things or new ideas by themselves.

Throughout its reform process of more than twenty years, CAPA has dared to try out several new experiences and would like to share them here with others.

What is the specific challenge of innovation?

Many think that innovation is not possible if you don't have the specific competences. Indeed, this might be a real factor to be considered. This isn't the main factor, however. The main challenge is passion. You won't find any real innovation if you don't have passion for it, even if it is only about small things. Where does passion come from? It originates in curiosity, in the spirit of research, in originality. In business, innovation sometimes takes place because people want to differentiate themselves from their competitors. In social affairs, however, innovation will come from the desire for improvement, from the conviction that there may be products or services that can solve problems better, that can serve the population better. Thus, the passion for rendering a better service is the primary challenge. It's only after this that new and creative ideas will be checked to see if they are feasible. This will then be the second challenge.

What have the main approaches in innovation been?

We think that there are five elements that can help to approach innovation:

- First of all, you have to free yourself from standardised thinking about what a training centre “can do” or what it “cannot do”. Without a totally open mind, you'll go nowhere and no new idea will be created. This means you have to step out of what is common and what is considered “normal” for a training centre. Only like this will you find new ideas.
- Secondly, you have to cultivate the spirit of curiosity. Without curiosity, no new opportunity will be discovered and no new horizon will show up.

- Third, you have to give a specific content to innovation within the system of vocational training. It's not necessary here to create things or ideas that nobody has ever seen. In vocational training, innovation can have several meanings. It can be the transformation of a simple activity into a real "trade" as it can signify the discovery of trades that have never known training or it can also be the challenge of providing training in areas that have never been part of the programme.
- Fourth, you need the courage to launch an experience without being afraid of possible failure. You have to accept failures if you want to progress. All discoveries and important innovations have been the final point of a long sequence of trial and error.
- Fifth, be ready to embrace creativity, to practise it and to find new ideas and alternatives.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Your own standard ideas and stereotypes are the main obstacle to innovation.</p>	<ul style="list-style-type: none"> • Observe your surroundings actively. This will make you discover "new" needs and opportunities. • This also requires consciously breaking out of normative thinking and social taboos. • Analyse routine procedure and routine thinking and look for different ways. • Develop fluidity of thinking and the taste for discovery.
<p>Often when you want to embark on new paths, the fear of risk will pop up.</p>	<ul style="list-style-type: none"> • Resist the fear and look at it as a challenge. Misadventures are good opportunities to learn from. • A creative spirit doesn't know the word "failure". To a creative person, what you may call failure just means one more step towards the realisation of his ideas. • Repeat it to yourself every time: what impresses the whole world today, was trial and error yesterday.

<p>The lack of flexibility: when management doesn't have any freedom of action At a training centre, no innovation will be possible if there isn't a certain room for manoeuvring or a little independence that allows for reflection and trying things out.</p>	<ul style="list-style-type: none"> • You have to reserve some room, some time, some few resources in order to be able to experiment with things, ideas or activities. Make sure that they are compatible with the general action as a whole. • If you have some new ideas, negotiate them with the other parties involved. Justify your project and what you want to try to achieve. • Start with what has the best chance of succeeding, so that the other ideas might not be blocked.
<p>Very rigid planning and budgets that require straightforward action, followed by a too narrow vision of how to use resources</p>	<ul style="list-style-type: none"> • It's best if there is a budgetary item in the programme or the action plan that allows for research and a certain degree of experimentation with regards to training, the crafts sector or the market. • Dedicate a minimum of time to reflect about what is "usually done" and what could be done in a different way.

Three examples of innovation in the training programme of CAPA



1. Guitar making – an unusual but really innovative course

The idea for this training branch occurred to the director of CAPA when he met a man who was making guitars after having discovered by himself how a guitar works. This particular talent had remained somehow hidden because the inventor was neither able to produce a large number of guitars nor did he have the idea of training other people to do this. The director of CAPA agreed with him that there would be a space at CAPA where he could make the guitars and teach others to do it, so that this wonderful talent wouldn't get lost. As soon as the training course started, young men came to apply for it. A second trainer was found and today CAPA is well known for this innovative course and for being a small producer of guitars.

2. Training in navigation: nobody might have seen a training centre that offers a "strange" speciality like this, but the impact of it is far-reaching

In the past, everybody in Kivu knew about the dangers of shipping on African lakes. There were many shipping accidents on Lake Kivu, people died and commercial goods were lost. All this due to the fact that the people working on the ships and boats were not qualified. The director of CAPA, who had been living near Lake Kivu where he was able to observe the boats and ships on the lake each day, started to

ask himself where these people working on the boats were trained. In some conversations with captains and with the port authorities it turned out that most of the marine personnel had been trained on the job. CAPA wanted then to start training people in shipping in order to contribute to safer navigation so to save lives and goods. This was done in collaboration with the ship operators' association and the respective authorities. The first modules were quite a success and since then, the training has been built up and intensified, and the shipping personnel are requesting it as well as the population and even the government. Further training of mariners has become a speciality and an original vocational training course. The impact of this training can be evidenced by the decreasing rate of accidents on the Lake Kivu.

3. Selling. Doesn't everybody know how to do that?

In our cities in the east of R.D. Congo, commerce is what about 60% of the population are occupied with. There are thousands of salespeople working in shops, supermarkets or other places. They often get into trouble when goods or money are missing. They have never been trained by anybody. They just have to do their job without knowing anything about sales, particularly with regards to the fact that nowadays all transactions are done electronically. Selling is considered as something anybody can do. However, in Western countries there is vocational training for salespeople, even in different branches. This is why CAPA wants to launch modular vocational training and upgrading for salespeople.

Dos and don'ts



What to steer clear of

- Don't introduce a new product or a new service without having tested it.
- You shouldn't be afraid of misadventure and failure. Trust in the process of trial and error.
- Don't reject the ideas of your staff.
- Don't follow routine too much.

What facilitates success

- Availability, dialogue and listening to all sorts of people.
- Develop the capacity for observation and curiosity.
- Try to reflect each day on what you are doing.
- Consider "difference" as a value.

Enrolment of candidates and vocational counselling of apprentices

Current issues

Everybody knows that the quality of a training programme, the equipment and the competencies of the trainers are key elements for the success of any kind of vocational training. It is, however, surprising that quite few directors or managers of training centres are aware of the fact that success also depends largely on *who* you take in. Many training centres consider enrolment as a purely administrative act. Thus, the procedures mainly follow criteria that don't have much to do with the people who apply: some centres enrol everybody, in the order that the applications arrive in, others take in those who are able to pay the training fees and the third type only accept those who passed a test that too often just checks academic knowledge. Only at very few centres however, does an interview take place with the aim of finding out the candidate's motivation.

This is mainly due to the fact that too often, training centres consider themselves as schools, similar to those providing general education – and schools don't ask for motivation. Too often, they don't see a difference between general education and vocational training. However, there is a significant difference: while general education is (and has to be) for everybody, vocational training should be for those who have talent and interest, who really like to learn a trade and who want to practise this trade later on.

The specific challenge in enrolling applicants

We could say that the specific challenge with regards to enrolment is to *accommodate* the candidates. Accommodating the applicants means listening to them, knowing what has made them apply for the trade they have chosen, and counselling and guiding them in their choice if necessary.

Then, if it seems more likely that they would end up in self-employment than in a job, it would be necessary to check if the applicant has the minimum characteristics that are required for self-employment to be successful.

What we are frequently asked about enrolment



(1) Who do you take in for training?

First of all: CAPA is accessible to everybody. Our pedagogic approaches allow all categories of people to apply for training if they show the motivation for it. This means that we enrol all those who show a real interest in vocational training and who can convince us that they will then use the skill they've learnt in their work.

(2) What criteria do you apply in enrolment?

We don't have any formal requirements and the criteria for intake are not exclusive, as our training system is very flexible and the pedagogic approaches allow us to adapt the training to all kinds of people.

Nevertheless, at CAPA we select according to two important criteria:

- the *motivation* of the candidate to learn a trade and his or her determination
- his or her ideas and planning how the future training will be *used*.

The willingness to pay the fee for this kind of training is self-evident and it is a sort of indicator of the motivation.

(3) CAPA belongs to a church, so doesn't that mean that you prefer to take in members of the Baptist Church?

Vocational training has nothing to do with religion. CAPA's activity is development work. The religious denomination of candidates is of no importance to us. If you look at our statistics, you'll find that 98% of our trainees aren't Baptists.

It is true, however, that every now and then members of our church try to obtain influence over who we should take in, driven by the intention of placing their candidates in CAPA. However, they won't succeed, as CAPA's management has clear vision and clear determination with regards to this issue.

(4) How does the enrolment procedure work?

First of all, we don't follow the routine of schools where enrolment is done once a year at a specific period. At CAPA, enrolment is an ongoing procedure depending on the courses and training modules that are organised and offered. We have a special department at CAPA that is in charge of enrolment and vocational counselling.

We never enrol candidates through third persons (such as parents, guardians or people recommending somebody), and we only deal directly and personally with the candidate. We take a candidate on a tour of CAPA, showing them all the different options of training branches and we answer all their questions. Thus, the candidates get to decide what fits them best and they will also tell us what they intend to use the training for when leaving CAPA in the future.

(5) Do you counsel the candidates to guide them in their choice? If yes, what are the criteria in this procedure?

As we have various training options at CAPA, we think that vocational guidance is a must. In this procedure we trust our pedagogical department, as they listen to the candidates and try to see what could be the best for those who aren't sure and who don't know what would be the best for themselves.

This is particularly important because of a phenomenon that we are observing: quite often young people make "fancy choices", and apply for trendy training courses. They are guided by trades that they consider attractive or they want to do what their friends are doing, even if there aren't good perspectives in these trades. It's obvious that the market gets saturated quickly when too many people go into the same economic activity. We then have the problem that this so called "social demand" doesn't meet the market demand.

(6) Don't you ever encounter the problem that you don't have enough candidates for a training course?

We do. This happens when we offer courses that aren't "attractive" enough for the young people, even if there is a market demand for these trades. Generally, training institutions lack candidates when they either offer courses that don't appear "fancy" enough to young people or when they offer training for trades that people don't consider profitable. Normally the "attractiveness" factor is the one that guides young people. This is why many training centres have a problem with masonry training, as this trade is not considered attractive even though there is a real demand for it in the market and it also pays. At CAPA we have a certain problem getting candidates for barber training. Sometimes, in quite exceptional cases, you might also have a problem finding candidates if your training course asks for a particular affinity or talent, like our training in guitar making, for example.

As a general rule, permanent observation of the market and consideration of the needs of consumers should direct the provision of vocational training. If a trade is really needed and in demand and you still aren't getting enough candidates for it, then you have to develop particular strategies for this.

The enrolment procedure

The enrolment procedures are: registration and analysis of candidature, vocational counselling and formalisation of enrolment.

Registration and analysis of candidates

All candidates are registered with their name, their school level and their training wishes. There is a committee that then studies the candidates' different choices. Their wishes are compared to future professional possibilities according to the prospective needs of enterprises and/or to the demand for products and services in the local market.

Whenever we establish that the socio-professional insertion of the candidates will not be assured or when we notice that the candidate is not sure of his or her choice, we suggest vocational counselling. Candidates with a low schooling level are accepted according to the possibilities and requirements of the course and the future practice of the trade. Illiterate candidates are guided towards training on the job.

Vocational counselling of the candidates

The candidates are oriented or re-oriented after they have been carefully listened to. We try to learn the most important facts about his or her background and to find out the reasons for his or her vocational choice.

After that we give them a tour of all the different training courses that we offer. The candidate observes and asks questions, which we answer. But we also leave them some time in order to talk to trainees or a trainer.

Finally, the candidate will have decided about the training and will explain their professional objectives for the future. At this stage, we will meet the parents, the guardian or the sponsor of the candidate in order to have assurance that the candidate will get support for their vocational choice.

Three criteria are applied in vocational counselling:

- *Natural abilities of the candidate*

This refers to physical, mental and intellectual requirements of the (future) trade. We use some short psychological and physical tests for that.

- *The needs of the candidate compared to the duration of the training*
There are some target groups that are in a big hurry to learn a craft to assure their survival. For them, all training that takes too much time won't be the right solution. This means that demanding training courses with longer duration are not advisable for them.
- *The perspectives for professional practice after training*
When we determine that the candidate will not be able to practise the trade, for personal or economic reasons, we re-orient them.

The formalisation of the enrolment

The whole procedure is concluded by means of a tripartite contract. The candidate receives our standardised contract form that the candidate and his or her parents or guardian will read, complete and sign together with the manager of the pedagogic department. The clauses of this contract concern, in particular, the duration of the training, the training fees and the commitment of the parents or the guardian to support the professional insertion of the young person after training (model for a contract: see appendix). In this contract, the roles of each of the parties are specified and it commits everybody to observing the obligations it places on them. The follow-up mechanisms for this tripartite agreement are defined and it also fixes the respective penalties in case of non-fulfilment.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Parents, guardians or other sponsors may dictate the training and the future trade to the young person and the choice might not be the good one as it might be incompatible with the abilities or wishes of the young person.</p>	<ul style="list-style-type: none"> • It should be the young person himself or herself who comes to enrol. • When they come together with the parents, take the young person aside and listen to them while you're alone with them. Listen to their wishes and their professional dreams and check it against their abilities and natural limitations. • Show the candidate the various options and the different alternatives so that they can make their choice. • The training centre must take vocational counselling seriously and carry out a real coaching process, not just register candidates automatically.

<p>Young people may be stubborn on their choice while following their buddies and what is “in” without considering the constraints of a saturated market.</p>	<ul style="list-style-type: none"> • Listen individually to the candidate in order to know how they justify the choice. • Ask the candidate to describe the future practice of the trade as they visualise it. Acknowledge the parents or the guardian as they are involved parties and important actors for the future socio-professional insertion of the young person. • Discuss the challenges of this kind of employment after training. Show the risks of wasted time and money to the candidate (for them as well as for the centre) if the training does not lead to a profitable employment situation. • Show the alternatives so the candidate can make another choice.
<p>People who ask for training courses that the centre doesn't offer</p>	<ul style="list-style-type: none"> • The training centre should have a database of other training centres in the region and should know which training centre is offering what kind of training. • The candidate may be sent to other institutions for their choice of course.
<p>When young people want to be trained but cannot offer any assurance that they will use this training for further employment or self-employment.</p>	<ul style="list-style-type: none"> • Question the candidate about their perspectives for the future after training. Make it clear that training without real perspectives for practising the trade afterwards means losing time and money. • If the candidate cannot present any assurance that they will practise the trade in future and they haven't got any serious idea about it, the centre should suggest the choice of another trade that would allow the candidate to practise it while having lower requirements. • If the candidate doesn't show any interest with regards to their future professional situation, the centre might decide not to accept them for training.

Visions and stereotypes that determine the choice of a trade for good or for bad



1) Young people being victims of their father's dictates

It happens quite often that young people get into the wrong trade or profession because somebody else decides instead of them. Thus, parents or guardians make the choice in place of the young person and it often happens that this choice doesn't correspond to the wishes or the abilities of this young person. This has a negative effect on the performance of the young person during the training and afterwards when he or she is supposed to practise the trade.

Everything that you do without involving the person concerned, will work against that person.

This was the case with Joseph. His parents wanted him to become a car mechanic, but his dream was to study at university. His parents succeeded in putting pressure on him and CAPA accepted the young man for the training. But then, during the training he showed symptoms of what we interpreted as traumatisation. We know that people who have been traumatised are very silent and that they don't show any interest in the training and any joy in life. This was exactly what we observed in Joseph.

One of the trainers who had been dealing with traumatised trainees (being in a region of crisis and war, we often have this sort of target group) finally addressed Joseph five months later. It was then when the young man declared that he had never chosen this trade and that he would never practise it. The director of CAPA talked to the parents, together with the young man, and we suggested stopping his training. Joseph then started attending high school where he wanted to be.

We would like to highlight here that we are normally very happy when parents support the training for crafts for their children as the crafts sector is generally becoming less attractive. However, if it goes totally against the wishes of the young person, it would be very useless in the end.

2) A young woman dreams of being a car mechanic while she's supposed to learn dress-making

Miss Florence came to us together with her mother, who wanted her to become a dressmaker. In front of the committee of enrolment and her mother, Miss Florence agreed to learn dressmaking. Two weeks later, however, she revealed to a trainer that she only had accepted it because she wanted to please her mother, who was in a difficult personal situation having lost her husband.

The trainer took her back to the committee where Miss Florence declared that in reality she wanted to become a car mechanic. This was her dream. We accepted her into this course and she completed the two years' training. To the big surprise of everybody, she excelled, being the top student both years, in theory and in practical exercises. All the clients coming to our garage were very satisfied with her work and found her to be an excellent mechanic. She received many offers of employment and was finally employed by MONUC (the United Nations Organisation Stabilisation Mission in the Democratic Republic of the Congo). She now works there as the deputy head mechanic of their garage.

3) Deaf-mute and quite competent as a car mechanic

At CAPA we also welcome vulnerable and marginalised people.

Normally, when deaf-mute people came to enrol, they always chose carpentry or masonry. One day, however, one of them wanted to learn car mechanics. This training mandatorily requires classes in theory. Thus the enrolment committee as well as his guardian were very doubtful and they didn't believe that he could become a good car mechanic under this condition.

However, finally we agreed to try out this experience and we put him in on the job training. He turned out to be a good car mechanic. He works hard, is never tired, doesn't forget anything and is very honest with the clients.

Dos and don'ts



What to steer clear of in the process of enrolment

In the process of enrolment you should avoid:

- enrolling candidates who have been forced into the training by their parents or guardians
- registering people without checking if there is still a relevant market demand and without knowing if the candidate has clear vision of their professional future, otherwise the unemployment of your graduates and the waste of your resources will turn out to be a new challenge for you.

What facilitates success

Success will be the result of various measures and approaches:

- the choice of the candidate *himself* without “oppressive guidance” by third persons
- active listening to the candidate so as to be able to match his background, his ambitions and his abilities with the choice that he has made
- having a variety of training branches/courses so that people can choose
- assisting the candidate in his choice by giving the maximum of information to him
- being flexible and accepting that the candidate might first choose the wrong type of training and to help him or her to make another choice afterwards
- raising awareness about the issue of “post-training” showing that the training should lead to a solid perspective for employment or self-employment
- involving the parents, the guardian or the sponsor in the whole process of enrolment (but not in the choice of the training!), training and professional insertion

The training programme

Current issues

Normally it isn't a problem for training centres with formal status to know what kind of training programme should be used: they usually follow (or have to adopt) the curriculum that the Ministry has designed. They might only have to find their own solutions in case of a completely new training course, if the Ministry doesn't have any model.

Non-formal training institutions are free to use the official curriculum and they also might opt for their own one. It's just easier to follow the official programme, as this doesn't require any effort. However, too often, official programmes don't match the needs of the market and the realities of the working world. In many African countries, public training programmes tend to be designed on the basis of a rather "academic" understanding. It is true that in numerous countries, the respective Ministries intend to reform vocational training and quite progressive models of vocational training are designed, such as a modular concept, dual system or competency based training. Often, however, these progressive conceptions aren't implemented: they remain at a political level based on political will but the training institutions don't know how to transform these ideas into operational reality. In other cases, concepts might even be detailed and more specific but the trainers in the centres and schools haven't been trained and qualified with regards to these new approaches.

What is the specific challenge with regards to the training programme?

As we have already seen in the previous chapters, the answer here will probably also be the most obvious one: you might say that it's vital to know where to find a good programme or that you will need resources for the practical exercises anyway.

But in reality and first of all, the real challenges are elsewhere. They are called "courage" and "commitment". These two terms can be derived from what has been said in the introduction to this chapter. If you are under a Ministry that is really a reformer, then your commitment will be needed in order to make reforms come true. However, if your Ministry has elaborated a curriculum that is not adapted to the needs of the target group or to the demand from the market, then you will have to be courageous and to struggle for what is really needed, what is really useful. Then you will have to complement or modify this curriculum and sometimes you might even be challenged to make objections.

In a nutshell, the challenge of a training programme is to know at each moment what is really useful – for the economy, the trainees, the consumers and the country – and to orient the training according to real needs and its specific utility.

What we are frequently asked about our training programme



(1) What kind of training programme do you use at CAPA?

The training programme that we use is a combination of the curricula that exist, adapted to our needs. We call it “training programme of CAPA” and it is derived from official curricula as well as from what is recommended by UNESCO.

As we are a non-formal training centre, we are free to devise our programme in a dynamic way and adapt it to the context, the target groups and the particular objectives of each trade. One main characteristic of our programme might be that it comprises a larger number of practical exercises and more time for practice, as this is a core element for good professional training.

(2) Given that you also have modular courses: who designs the modules?

The training courses at CAPA are mainly modular because we absolutely apply *training by objective*. The modules are devised by the teams of our trainers who come together according to the sector or branch and under the coordination of the pedagogic department.

The modules are designed according to the requirements: the duration of the training, specific objectives that have to be reached, the nature of the target group and the experience of the practitioners in each branch. We base the design on the official curricula of the Ministry and of UNESCO as well as on other professional publications.

(3) If you decide to start a new training branch or a training course for a trade that is not common, which training programme do you then develop?

It takes a long time to design training programmes for all trades that aren't commonly taught by training institutions. We try to find documents about it, do research on internet and discuss it with people who may already have organised training courses in the specific field. If we don't find anything and if there aren't any experiences in the specific field, the trainers design the programme by themselves on basis of their professional knowledge and practical inspiration.

(4) What is the duration of training at CAPA?

The duration varies according to the needs or objectives of the target group, taking into consideration the requirements of the trade that he or she has chosen.

Generally, we have training courses of 3, 6, 12 and 24 months. There is only one type of training with long duration, which is the complete marine training (4 years).

(5) How much practical work is there in your training programme and courses?

The ratio between theory and practical exercises differs according to the trade and to the target group. Generally, CAPA applies the ratios of 30% theory and 70% practice. For people who want to learn a trade quickly and who are trained on the job, 95% of their course is practical. Whenever we have training programmes for candidates whom we consider future trainers, the theory component is more substantial.

For internship before certification, when we get the reports of internship by the trainee and the mentor, we sometimes have to add theory or practical exercises in order to complete the future graduate's competencies.

(6) Are short courses really valuable?

We think they are, particularly if they meet the needs of the target groups and the objectives of the training. What is most important for short courses is: practice. Practical exercises must be well devised so that the trainee is able to produce quality.

We should not forget that in a context of extreme poverty there are target groups who need to learn a trade quickly in order to assure survival. These are training courses that have to be considered as ‘quick impact’ projects. When we observe training of long duration accurately, it can be seen that there is sometimes a high rate of abandonment for this reason. Another reason for abandonment is that there are candidates who want to learn a trade but who are only interested in practical exercises, so when training is overloaded with general and rather academic matters, they also abandon it. So, for these kinds of target groups you can “clean” the curriculum by removing all the general teaching material that they neither want nor need and in this way, allow them to quickly learn the essentials.

(7) What about internship – do you organise internships for the trainees in enterprises or local workshops?

Internship in a workshop in town is a high value element for the future employment or self-employment of the trainees as it allows them to get to know the *real* world of work. Compared to what other institutions do, we don’t organise internship after certification but before the end of the training. Currently, we organise several internship opportunities all along the training, as effective insertion into the world of work depends so much on this experience. At CAPA, internship is seen as absolutely vital and the feedback of the mentor from the internship is accordingly considered by the jury at certification.

(8) While considering the high number of trainees that CAPA has as well as some of the rather uncommon branches: do you always find internship opportunities for all your trainees?

In any case, internship is a must. At CAPA, we are able to find internships for everybody because we have a high number of former graduates who now have private workshops and who take our trainees in for internships. In other cases, we are able to negotiate with enterprises or workshops in town that they take in trainees for internship on a rotation system. As for the uncommon branches, there aren’t any possibilities for internship outside of CAPA. Thus we put the trainees into our own production units, as it was our concern to have own production and internship possibilities in these uncommon areas.

(9) You offer training opportunities to the apprentices of local workshops in town but you also have ‘on-the-job training’ in CAPA that is similar to apprenticeship. Why do you have this and what is the training programme for it?

In our mind, the training of apprentices in what we use to call “pedagogic workshops” (part of CAPA’s production units) is an important activity for a non-formal training centre.

Usually, the apprentices learning on the job are illiterate people looking for the opportunity to learn a trade. The training programme for them is a compressed form of practical exercises by objective, this means that they are trained through the fabrication of items or through services rendered. We just add ethics and a particular form of literacy teaching.

(10) Doesn’t the production interfere with the training objective?

We agree: combining training and production is a real challenge for any training institution. However, both activities are important for a training centre: it has to succeed in training and it has also to succeed as much as possible in self-financing. At the same time, training and production are complementary because vocational training is training for work (for future employment). Thus, it is very useful for graduates to have been trained in real activities. Training centres must therefore make an effort in order to combine both activities optimally.

What are the approaches, procedures and methods for creating a training programme at CAPA?

Our training programmes are created as follows:

- **The first phase** is marked by the research of information about existing professional publications on vocational training (like from government, UNESCO, ILO, development cooperation or other training centres).
 - If we don't find anything, we bring the trainers and practitioners from outside together to learn how they do the training, then we formalise that to the modules.
 - When it comes to the elaboration of the modules, this team also ensures that practice remains an important part of the training, usually around 70% for the regular training and about 95% for on the job training.
 - Then we go carefully through all the more "academic" and general matters and select what is really useful as a complement to vocational training and what we can leave out.
 - The theory for the trade (technology) is complemented with a few topics such as ethic, management of small enterprises or job applications.
- **The next phase** concerns internship. There we define the internship locations, the objectives, the durations and the terms of collaboration with the mentors who monitor the trainees during the internship. When we first devise the modules, they are considered as *initial documents* that will undergo modifications and amendments as identified by the department responsible for monitoring and evaluation, according to the results of the training.
- **The last phase** involves the design of the practical and theoretical tests according to the respective modules. The questionnaire is suggested to the jury before certification.
 - Monitoring and evaluation of the training is done across all the aspects, observing the theoretical and practical training according to the modules as well as the internship and the feedback given by the mentors tutoring the internship.
 - The feedback of the mentors during the internship leads often to modifications of the training programme, as the feedback highlights the deficits of our training. We then organise supplementary theoretical or practical training for the trainees before the certification.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>No models, material or publications may be available for certain training branches or courses.</p> <p>You will always encounter this problem when you offer a course that doesn't correspond to classic vocational training sectors.</p>	<ul style="list-style-type: none"> The only solution is sort of 'do-it-yourself'. The trainers of the centre should sit together with some practitioners doing the job in town (the fact that training centres don't offer training for certain trades doesn't mean that there isn't anybody doing it...) and they should try to define the procedures of learning this trade. Craftspeople in town do have their system of teaching a trade. This step by step procedure has to be written down and will be the basis for the future design of a training programme.
<p>Trainers may not be strong in pedagogy even if they are very good practitioners.</p> <p>Craftspeople and other practitioners are very good training staff for a vocational training centre as they know the trade best. However, they are mostly weak in pedagogy.</p>	<ul style="list-style-type: none"> A training centre should always have a ToT-system, that is: further training of trainers as part of its institutional programme. The main subjects of this further training for trainers who are practitioners are: "didactics of vocational training and andragogy". The trainers should adapt to these requirements. If they do not adapt, they should be transferred to another activity within the centre (i.e. production unit). They shouldn't continue as trainers within the training programme if they are not able to teach reasonably.
<p>For many trainers, breaking down a curriculum into modules isn't an easy task as it requires the ability to synthesise.</p>	<ul style="list-style-type: none"> For this purpose, you must have a team of trainers who have been instructed in it and who are working under the supervision of the pedagogic director. Integrate specific further training into the portfolio of the institutional activities.

<p>The State is the first and last responsible entity for all questions related to vocational training. This has to be taken into account whenever somebody wants to “touch” (modify) official programmes.</p>	<ul style="list-style-type: none"> • If you are a formal training centre, you may not have many possibilities to modify official curricula. However, small changes or adaptations can be introduced step by step. The most important thing is that the graduates succeed well at the final tests for certification. • We at CAPA have deliberately chosen to be a non-formal centre so as to have and to maintain a certain degree of freedom and the opportunity to experience different and new things. Thus we have been able to evolve well and with less problems from state authorities. • Our experience proves that it’s possible to become a model even if you don’t follow all the official procedures and programmes. CAPA is currently recommended by the responsible state authorities with regards to our results, effects and impact of training. Our graduates are among the best ones when it comes to the juries that we co-organise together with the State.
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Three examples of the development of a training programme



1) How to develop modules or a training programme when there is no documentation

If there is no documentation about a trade that we want to train for, we look for practitioners in the field. They tell us how they proceed until they get the product or the result. This information is considered as the basis for a future programme that will be completed step by step. This is exactly how we had to proceed when we started with the training for guitar making. We couldn’t find any documentation about guitar making. Thus, we gathered the two practitioners who had never been officially trained somewhere. They explained us how they proceed and today, on this basis, we train young men with quite good results. Every now and then when we follow up on this activity and when we evaluate the results or when we get a feedback from the graduates who are making guitars, improvements are suggested and are integrated into the modules. This is how we were able to compose the very first modules for this sector that is so unusual for training institutions.

2) Any training centre, how excellent it might be, will always stay behind the reality of the trade as it is practised in the world of work

Internship is a very important element for the success of training as well as for the future employment of the graduates. Therefore, the training centre has to take proper care of how the internship evolves for each trainee, because the feedback about internship reveals the deficits of the training and this is how you can iron out these deficits. Thus, internship of trainees in all sectors can be considered a marvellous “thermometer” to assure optimal results at the jury for certification.

We strongly recommend taking internship seriously and considering it as an excellent learning opportunity. We say this on the basis of our longstanding experience with internship in enterprises and local workshops.

We particularly learnt this when we started training in the hotel business. While we had been convinced that our training programme was good, the feedback from the hoteliers showed us that there were many deficits in our training courses. We then invited the tutors of the internship training to sit down with us and to tell us what should be modified. This has led to a comprehensive review of the whole training programme.

This is why at CAPA the department of monitoring and evaluation considers internship as very important for the improvement of the training programme.

3) If you are really good and if you are determined, you can convince the state authority to sign the certificates of your graduates even if you are a non-formal institution

It is true that we're a non-formal training centre. However, we have always struggled to get the state authority to sign the certificates for our graduates so that our graduates can have better chances for employment. Our strategy for dealing with this has been to co-organise the final jury for certification with the responsible departments of the ministry.

Before 2001, we issued the certificates by ourselves. This was in a time where there were only a few training centres in our region. But later on it happened that our graduates came to us saying that they couldn't get certain kinds of employment because they didn't have an official certificate: graduates from other training institutions showed official certificates and got the employment even if they might have been less competent than ours.

In order to convince the state authorities of the quality of our training, we invited some representatives of government department to provide some modular training courses at CAPA. Because of this, they knew better 'who' we are and how we work. They were convinced of the quality of our training and thus the ministry agreed to officially sign our certificates. The condition for this was that the jury for certification be composed of examiners from both sides: from CAPA and from the government department. This is how we have done it since then and the state also presides over the official ceremony of handing over the certificates.

Finally, this experience has inspired the state authorities and nowadays all private centres in the region are asked to organise the jury for certification together with the government department in order to issue officially recognised certificates.

Dos and don'ts



What to steer clear of

- Avoid stereotypes and prejudice with regards to training capacity, and don't say that a person who hasn't been to school cannot train others.
- Don't copy and paste existing curricula without questioning them, but rather adapt them to the target group and to the specific objectives of the training.
- Don't work all alone and separately without communicating with other actors in vocational training.

What facilitates success

- Be curious and creative in order to innovate and to even offer training courses that might be unusual for a training centre.
- Organise team work for the development of modular training, inviting practitioners in the field.
- For the development of a training programme it is good to be somehow “extroverted” and to have a learning attitude.
- It’s a good idea to listen to all the parties that are involved in vocational training and in this way to steadily improve the training programme in order to become more and more excellent.
- Train the trainers.
- Reflect continually on your training system.

The duration of training

Current issues

At any moment when it comes to reforming vocational training, the duration of training quickly becomes a controversial subject. The arguments against shorter training courses seem to be obvious, as many training institutions are like schools and they are used to classic concepts. The classic perception is that “any good teaching” requires a minimum of time. This minimum is fixed to 2 or 3 years, sometimes even 4 years. Secondly, the standard concept is based on a well-developed curriculum that is quite often very similar to the nature of a curriculum used in general education. As it is impossible to design a 6-month course in the same way as this kind of curriculum, the directors and managers of training institutions like this can’t even imagine shortening the training time.

These inflexible convictions are at the expense of vulnerable target groups as they have neither the money nor the time to sit through 2 or 3 years of training. The consequence is that they remain excluded from vocational training.

What is the specific challenge with regards to the concept of training duration?

The main challenge lies in the need to understand that vocational training is not general education and that it should be designed in a different way. This will make it understood that it’s possible to train somebody in a short time. There are two “secrets” that are inherent to the right understanding of shorter training. The first one is that everything depends on how the relation between theory and practice is managed. The second one is related to the output and to differentiation. It’s the specific *objective* of the training that defines quality, not the general designation of a trade: a helper doesn’t need to know everything that a skilled worker knows and a skilled worker doesn’t need to know everything that a technician knows.

What is the conception of training duration at CAPA?

In the past, we had training of quite long duration at CAPA, first 4 years and then 3 years. Today we have a range of different training durations: 3, 6, 12 and 24 months. There is only one training branch of long duration: marine training lasts 4 years but it can be done in several steps.

When the reform of our training system started in 1992, CAPA had been driven to change its perception and to listen more carefully to what the target groups want and need. This resulted in us questioning ourselves and our training system. We finally understood that the needs and therefore the objectives of those asking for training are different and that there are many people who don't want or who are not able to stay in a training centre for long time – particularly not in times of crisis and war.

Besides this, we also began to see that the requirements of the different trades were not the same. Taking this into account, together with the consideration of the different needs of specific target groups, we started to design training sessions of varied duration.

For example, the training duration for local soap making, for cooking and for barbers is 3 months, in computer skills, welding and plumbing it is 6 months and in car mechanics grade 1, dressmaking, carpentry and masonry it is 12 months. The training in car mechanics grade 2, hotel business or guitar making is 24 months. Marine training is the longest one with 4 years when it is done completely (there are four grades: crew member, sailor, mate, captain).

Graduates of the short courses of 3 or 6 months just get a confirmation of course completion; these confirmations specify the modules and the objectives of the training.

For the training branches with a duration of 12 or 24 months – like dressmaking, carpentry, car mechanics, computer skills, masonry or hotel business – we give a confirmation of course completion for each grade or for certain modules. The certificate is given when the graduate has completed all the modules or grades that are required for the official certificate.

This means that trainees can go step by step, which meets the needs of certain target groups. The courses of short duration (3 to 6 months, maximum 1 year) are usually applied for by poorer people who want to learn “something” in order to quickly earn some income for survival.

The short courses are effective even if there appears to be little time. The reason for this is that these courses focus on practice and on the essentials for a trade. This is what allows people to acquire the necessary competencies in less time and it has been well proven by the exam juries that we organise together with the state authorities.

It is therefore important to remember that the focus on practical exercise and on the essentials for the trade is the main and indispensable characteristic for a successful short course. Just reducing a curriculum, “amputating” it somehow in order to make it shorter will never lead to an effective result.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>There is a prejudicial idea that training courses of short duration cannot be of any value.</p> <p>This prejudice can often be encountered with trainers (or directors) who work in formal training institutions or who have themselves gone through the classical education system.</p> <p>Sometimes, the objections to short training may also come from parents who are afraid that their children might not get the “proper” training if the course is too short.</p>	<ul style="list-style-type: none"> • One should convince these trainers to experience short courses before criticising them. • Thoroughly discuss the consequences of long-term training with the involved parties – particularly with consideration of vulnerable groups and their need to gain access to a training system that is convenient for them. • Formulate specific objectives for the training. • Monitor and evaluate the short training courses to check if they’re well designed. • If the objections come from the parents, then you will have to explain to them that vocational training isn’t general education where you can assume that “more time is equivalent to more knowledge” and that in vocational training one can focus on technical aspects.
<p>Trainers might not be able to break a curriculum down to a modular course.</p>	<ul style="list-style-type: none"> • Such work should be carried out by a team that is composed by trainers, practitioners of crafts and/or former graduates. A staff member with pedagogic competencies should supervise the work.

<p>A training system that comprises courses of varied duration requires sharp management in planning and organising.</p>	<ul style="list-style-type: none"> • The training personnel should work in teams with pedagogic staff members. • The training modules should be planned in a participative procedure. • There should be a permanent department for monitoring and evaluation. • Use external competencies for advice and for pedagogic training of the trainers.
<p>Whenever a training centre wants to be accredited by the state authority in order to issue officially recognised certificates, there will be the obligation to adopt the official curriculum.</p> <p>This means that you are obliged to use a curriculum that in most of the cases is quite overloaded with general topics and subjects.</p>	<ul style="list-style-type: none"> • An official curriculum almost always includes a lot of classic topics of a general nature that can't be transferred to training courses of shorter duration. Then you try to reduce the content of these general subjects to what is necessary or useful for vocational training. • Generally, you only can experiment with new and adapted forms of training independently if you're a non-formal institution. Thus, if you really want to be of service to the population, particularly poor and vulnerable target groups, then it would be best to maintain a non-formal status. • If modular training is well designed, then the people who graduate from it will impress everybody with their exam results at examination and later on with their products and services. This may also convince the state authority to officially recognise the certificates.

Three experiences with regards to duration of training



1) When the general topics made welding trainees stay away

Before 2000, our training in welding took 12 months. But the young people who were interested in this craft didn't want to train for such a long period and they didn't like the general topics in this course, so they stayed away. This led us to review the training programme and to take out a substantial part of the general subjects. We were able to reduce the course to 6 months. As we have a follow-up system after training, we visit the workshops of our graduates: in Bukavu we have 18 workshops of graduates who have been trained in welding. Observing their services and products, nobody could say that they are of less quality than those of other welders. They also have apprentices whom they train. Whenever they ask for further training or upgrading, we are able to organise it for them.

2) Training “by grades” in car mechanics

Before the reform of 1992, the training in car mechanics lasted 3 years. We then decided to split the training into two grades: M12 and M24. Those in the first grade of M12 tend rather to be practitioners and they are not prepared to be trainers. Those doing the second grade M24 receive much more theory and are prepared to be trainers.

Besides this, we usually receive former graduates who come back to us to ask for upgrading in certain specialities like car electricity or fixing of cars with automatic gearbox. For instance, two of our grade M12 graduates had been employed by a training centre of the Catholic Church. As they had not done the complete training, they were sent back to us to do the M24 so they could become competent trainers.

3) Is it really necessary to make somebody go through several years of training in order to open a small restaurant or even a cookshop?

In Dem. Rep. of Congo, there is a classic technical education for gastronomy that takes 3 to 6 years, but you can't find many of these graduates working in the market.

At CAPA we have developed six modules to train candidates in cooking and in managing a small restaurant in 3 months. In this way, several women were able to get self-employed, opening small restaurants and earning a sustainable income from this. They even employ other people. This is the case of Ms. Charlotte who now has two restaurants with 12 employees.

Dos and don'ts



What to steer clear of with regards to the duration of training

- If possible, one should avoid adopting training programmes that are overloaded with general topics.
- Avoid wasting resources (time, material, money) by organising training of long duration that doesn't meet the need of the population.

What facilitates success

- Training centres should really become aware that there are some target groups in the population who neither have the money nor the time to endure long training.
- Instead of offering standard versions of vocational training lasting for years, it's more useful to organise it in stages. This helps poor people, in particular.
- While offering short courses, it's very important that they are practical and attention must be paid to the quality of the training.

Practice – a crucial element in all kind of vocational training

Current issues

When we look at the centres and schools for vocational training in Africa, we quickly observe one of the main problems: most of the curricula or training programmes are evidence that the importance of practice is not really seen. Particularly in the centres and schools with formal status who use an official curriculum, practical exercises take just around 20 to 30% of the whole training programme. Again, this is mainly due to the fact that vocational training is too often considered as a special form of general education and that therefore it follows the patterns of a school where very little importance is assigned to practice. Too many directors of training centres haven't got any contact with the market, enterprises or the local crafts sector, so their thinking and understanding is quite far away of the world of work they are training for. This makes them underestimate the importance of practising for a trade. If they recognise it one day, they will find themselves in the situation where they don't know what to do to raise the number of hours for practical exercise within a curriculum that is tight and fixed. They'll also state that in reality they would need much more equipment to be able to offer good practice. Young people who have been trained this way will leave these vocational centres poorly prepared for the real work as they have mainly seen the trade on paper.

What is the specific challenge with regards to practice in a training programme?

The real challenge is quite simple and demanding at the same time: it's the need for a deep and true understanding of the importance of practice in vocational training.

Once this is understood, you need to try everything to create and organise the maximum of opportunities for the trainees to practise what they learn in theory and to get experience of what we could call the "real world of work".

What are the approaches at CAPA with regards to practice?

As we have already highlighted, at CAPA we give a lot of space and much importance to practice, whether it's within the training programme at CAPA or outside through internship.

For us, the benchmark for practice is around 70% (95% for on the job training). Whenever the number of trainees is very high, we do it on a rotational basis. The practice is done in so called "pedagogic workshops" within our production units. This means that the material that we use is part of our production. In order to reduce the waste of the novice-trainees at the beginning of the training, we add some material for training purpose.

With regards to internship, we are convinced that it is an indispensable part of the training, as only internship can give an insight into the real world of work. It's also a good way to prepare for insertion. We have two kinds of internships: freely chosen internship and compulsory internship.

The first one is what we always recommend and what the trainees can do voluntarily: to search from the beginning for a workshop in town where they can be allowed to join in every now and then in order to practise what they have learnt at the centre. This means that we encourage the trainees to make friends with craftspeople - the

dressmaking trainee with a dressmaker in town, the trainee in car mechanics with a garage in town or with drivers and so on. While they are still learners, the trainees can get in closer contact with the real world of work in this way. They can observe, look, touch, get familiar with it. This will greatly help them when it comes to their professional insertion after training. It's another kind of "sponsorship": the crafts person who takes care of the young person and initiates him or her into the world of work.

Until 2012, we had only one compulsory internship, towards the end of the training. Today, we have two compulsory internships: one half-way through and one at the end. The respective duration depends on the trade.

During these two internships, the trainees are closely monitored by the trainers and by the staff in charge of monitoring and evaluation.

The first internship half-way through is the first contact of the trainees with the world of work. Usually they come back from there with all sorts of impressions and knowing what they are still lacking. We consider this as feedback in improving the training.

After the last internship, the trainee has to make a report that has to be presented in front of the class and an ad hoc committee for this purpose. He has to argue on the achievements of internship and this is one of the main conditions to admit him or her to the jury for certification. The mentor during the internship also provides a confidential report to the follow-up department. The difficulties and the deficits that have been noticed in the performance of the trainees during internship are then analysed and transformed into special theoretical and practical lessons for the trainees before they get to the final exam for certification. These lessons are given to the people concerned in particular seminars.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip in for overcoming the difficulties
<p>You may not find places for internship.</p>	<ul style="list-style-type: none"> • Sensitise your own graduates during the training so that they accept others for internship later on. • Practise close collaboration with the employers of your own graduates in order to have them as first guarantee for the internship of your trainees. • Identify master craftspeople and invite them to round tables in order to sensitise them to the need for internship places for the young. • A training centre should best have some of its own workshops for practice and production where trainees who can't be placed elsewhere could be hosted.

<p>Some enterprises or private workshops might refuse the idea of accepting interns because they are afraid of giving away “professional secrets”.</p>	<ul style="list-style-type: none"> • You could negotiate with these enterprises to accept interns for places in departments or services where there is no need to protect any secret. • Some of these enterprises or workshops might themselves have recommended candidates for training. Thus these particular young people should be sent back to them for internship. • In any case, it is useful to develop relationships and collaborate with managers of enterprises so that there is more trust and openness regarding the issue of internship. • If the problem crops up that some managers of enterprises are reluctant about the idea of internship, then they could be brought together with others from the same branch who host interns so that they might be convinced.
<p>Some mentors and supervisors ask for money as they are of the opinion that they are “trainers” and that they therefore should be paid for it.</p>	<ul style="list-style-type: none"> • Insist on making a contract of internship between the enterprise and the future intern and set out clearly in this contract what the roles and advantages for each party are. • You could show and explain to the master craftspeople or supervisors what the contributions of an intern in terms of services are and what value it has for the enterprise or the workshop. • Try to convince the supervisors or mentors that the interns can be a future workforce for them and that this would be a real advantage for their business. • Write thank-you letters to the mentors or supervisors and give public mention or awards to the best tutors. This will motivate them to do even better. • Encourage the interns to always show deference towards the mentor or supervisor during the training as well as afterwards when they are already working.
<p>There are some workshop owners who don’t take supervision of interns seriously.</p>	<ul style="list-style-type: none"> • The internship contract should delineate the specific needs of the trainee. • Formulate clearly and in collaboration with the workshop owner which the precise objectives of internship are. • The training centre should maintain contact with the intern and stay in permanent dialogue with him or her, which will enable it to know how the intern is being treated.

	<ul style="list-style-type: none"> • The training centre must assure a close monitoring of the interns' performance and of their relations with the mentors or supervisors.
<p>Sexual harassment of girls happens in male environment.</p>	<ul style="list-style-type: none"> • Prepare young women and advise them about a possible danger such as this and how to behave when it occurs. • Whenever possible, sensitise people through the media in order to fight against sexual harassment in professional environment. • The internship of female interns should be particularly monitored and they should be encouraged to defy fear and to break silence if harassment happens to them so that the training centre can intervene.
<p>Sometimes it happens that the intern doesn't come back from internship because he or she has been retained in the workshop or enterprise as an employee.</p>	<ul style="list-style-type: none"> • The trainees should be sensitised before their internship not to accept an employment without having obtained their certification. • If the mentor won't let the intern go (or the trainee doesn't want to leave), negotiate with the mentor or entrepreneur so that he can only employ the intern part time, letting the intern continue the training. • Another solution might be to include a clause in the tripartite contract of training that specifies a penalty if one of the parties abandons the training before it has been completed.

Three cases of internship



1) Making guitars – a quite particular trade where internship places don't exist...

Whenever you train in a branch or an activity where there aren't any workplaces for internship, you have the problem of how to assure the professional experience for the trainees. This is the case for our training in guitar making as there aren't any workshops in our region where guitars are produced. Thus, the only option left is to take in the trainees for internship in our own workshop at CAPA where we produce guitars.

2) When there is a lack of qualified workforce in some sectors, it quickly happens that enterprises don't let the interns go

As a matter of fact, there are sectors or branches where qualified workers or employees are lacking. In our region these are: the hotel business, plumbing and marine navigation.

When we started the training in marine navigation, we had 22 trainees, all of them immediately accepted for internship by ship owners, and 17 of them had been retained without giving them time to complete

their training. Only six owners finally agreed to let the interns continue the training. The others (former) interns would still like to be better qualified and upgraded at CAPA but they are afraid to lose their jobs if they do it.

3) An intern has been employed and forgets then that she hasn't yet got the right to get the certification

Ms. Odette is the widow of a soldier who was killed during the war. She came to CAPA to be trained in computer skills and she then got an internship at the Bukavu police station. The deputy commander of the police appreciated her performance so much that she was hired on the spot. She never came back to complete her training. When the commander was contacted by our follow-up unit, he declared that they would not let Ms. Odette go as they were satisfied with her performance. Ms. Odette was thrilled about this and she thought that she had the right to get the certificate as she was so well appreciated by her employer. However, we told her that she can only receive the certificate if she finishes all the modules of the training and has passed the exam with the jury. She always says that she will do it 'when she has some time' but up to now she has never come back to do so.

Dos and don'ts



What to steer clear of

- Don't put graduates who have never seen practice in the world of work on the labour market.
- Trainees should never be placed in an internship without being monitored by the training centre.
- Pay attention to the danger that interns might be used as cheap labour instead of learning something.
- Don't have blind trust in trainers who just show an excellent CV that proves theoretical mastery: check his practical competencies, too.

What facilitates success

- The training centre can contact the Federation of Enterprises in the region or city and ask specifically for places of internship.
- The centre should have alternative ideas for the branches where it is difficult to find internship places or where they don't exist.
- A training centre should always use the experiences and the feedback of internship to improve the training.

Vocational training and income generation for self-financing - how to succeed in combining them

Current issues

Usually, most of the vocational training centres also have some production as an income-generating side activity for self-financing. It's only the scope of this activity that makes a difference between the centres. Some of them have so few activities that the question of whether this activity has to be matched with the training objective doesn't even show up. Others, however, may have quite a lot of production activities and notice that this situation often becomes a problem and interferes with the training programme. While commercial production in a training centre can be a good opportunity for the trainees, as it is directly linked to the real market, it also can turn out to be a problem, hindering good diversified training. As an example, we can mention a problem frequently experienced in training centres that belong to a church. At these centres, you will quite often find that the carpentry and welding workshop gets big orders for pews and desks, coming from the churches and schools belonging to the church. When trainees are trained on this practical basis, in the end, they won't know anything other than producing pews and desks. In other cases, the centre may have a well-functioning commercial workshop, for example a garage. But then you may find the inverse situation: trainees are not allowed to go there and aren't allowed to even touch a single car because the management of the centre is afraid that they might damage something and spoil the good reputation of the workshop.

What is the specific challenge when a training centre tries to combine training with production?

In this case, the challenge is quickly described: it's the challenge of finding a good balance between the commercial activity and the training objective.

How does CAPA function with regards to the relationship between training and self-financing activities?

We think that any training system should try to combine these two aims as much and as well as possible. This conviction, which is even a recommendation from our side, stems from the experience that trainees who have been producing for the market during their training are better prepared for their future activity after the training. At CAPA we have been using this approach for a long time in metal work and welding. Production that includes training aspects as well is done with more accurateness, as all classical stages of the procedure are followed even if this might entail a certain waste of material. We have therefore created what we call "pedagogic workshops", which are entities within the production workshops but dedicated to practical exercises for training purposes. At CAPA, we don't have places for practical exercise like in schools where things are artificially produced just in order to trash them.

With regards to a good and useful relationship between training and production, at CAPA we proceed as follows:

- We allocate a staff member or workforce to each one of these two activities and give them specified training or production targets.
- The employees of these two units are strategically aligned so that they understand the utility and the complementarity.
- Each activity has a specific portion of time allocated to it each day and this is closely monitored.
- The trainees are involved in production and they get some money for this per piece, which is a way to motivate them and prepare them for their work situation in the future.
- As we noticed that from time to time disagreements pop up between the two units with regards to the use of tools, so we try to equip each of the units with its own tools.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Most of the training centres don't employ workers for production but use the trainers instead.</p>	<ul style="list-style-type: none"> • In this case, it is extremely important to define well the portion of time used for each activity. The hours per day that are used for training and those that are used for production have to be determined and defined. • In order to maximise the training opportunities for the trainees, they also may participate in the production work but they should then be closely supervised in order not to create too much material loss. • It is also very important to install a monitoring and control system that supervises the two activities in order to assure effectiveness and to avoid mutual blaming when things don't go well.
<p>There is often a lack of clarity with regards to the management of these two production and training units.</p>	<ul style="list-style-type: none"> • Management procedures must be designed for both aspects and have to be monitored daily to ensure that they are carried out accordingly. • The right approach that we recommend is management by objective, according to which the periodical objectives are stringently developed and closely controlled. • Install an internal control mechanism that is strictly observed and implemented, including respective penalties as well as rewards.

<p>There may be lack of diversity in production due to “one type” of orders.</p> <p>This mainly happens when the management of a training centre hasn't got enough business competencies and just “passively” accepts incoming orders.</p>	<ul style="list-style-type: none"> • When you usually get the same type of orders, you could try to produce diversified items by yourself to exhibit for sale. • You could also employ somebody (or qualify an employee) whose task is ‘business’, which involves looking for clients, and who is exclusively concerned with production. • You could also rent part of the workshops (if possible) to a private craftsman or entrepreneur so he can execute his orders there, but only if this is somehow useful for the training.
<p>There can be a prevalence of production over training.</p>	<ul style="list-style-type: none"> • This can be avoided by a strict time management: the time allocated to each of the activities has to be planned and then respected. • It's good to create some remuneration mechanisms that may particularly motivate the workers as well as the trainers. • It has to be checked carefully how much time production activities can occupy without affecting the training negatively.
<p>Conflicts may arise between the workers and the trainers with regard to the use of tools and machines.</p>	<ul style="list-style-type: none"> • Sooner or later, each activity has to be equipped with its own tools. • It is necessary to draw up and to apply a regulation on the use, the maintenance and the conservation of tools and machines; this should include penalties for theft, loss or unjustified damage. This regulation has to be part of the manual of management procedures that should be designed and shared with the employees and the trainees. • Each category of people involved has to know that they are responsible for the tools that have been allocated to them. Trainees should also be sensitised to this as they are quite often wrongly accused when theft, loss or damage occurs.
<p>Delivery time for products or services may not be respected.</p>	<ul style="list-style-type: none"> • The person who manages the orders should have two different “delivery times”: a real one for the client and an “internal” one when he receives the product from the workers. In order to always assure delivery, the real and later delivery time to the client should not be revealed to the workers. • As another internal procedure, there should be a contract of tasks with the workers that fixes the consequences in terms of penalty when the products are not delivered in time and in good quality.

	<ul style="list-style-type: none"> • When the centre gets big orders, some of them could be given to ex-graduates, with the conditions for this and the respective control mechanisms being contractually set. • The trainees can also be a useful workforce. Depending on their level, they can carry out certain tasks like preparing the pieces. In this case, they should be remunerated according to their work.
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Three examples of how training can be “combined” with income generation



1) The construction of a hospital serves for training on the job

To combine training and self-financing in an intelligent way, strategic thinking and sometimes tricks are required to guarantee that they are well-matched.

In 2013, CAPA obtained a big construction contract from *Doctors Without Borders*: the construction of nine buildings of a hospital. This was clearly a commercial activity for self-financing, but at the same time we used it for training purposes. This is how 39 young people became masons by learning on the job at this construction site. The time taken for this construction project and the different tasks that it comprised made real masons of these young people, who had started out as pure helpers on the job. They got their certificates, as it was proven that they had become real masons. This is an example how income generation and training can go hand in hand and satisfy both sides: the training centre and young people who are given a chance that they couldn't have had otherwise.

2) Brick makers at work – a training that is linked to production and inverse

In 2002, CAPA received an order from the Protestant University of Africa in Bukavu: bricks of good quality for the construction of their faculty of agronomy. As we were in contact with a consultant from Togo who is specialised in brick making, this was a good opportunity for us to get him involved in order to train brick makers. The training was the production and the production served the training. Through this order, the 67 workers who had carried it out, had been trained and today they train other people on three brick making sites in our region. CAPA now has two locations for training and for producing bricks of good quality. Brick makers from other regions in the province of South Kivu regularly come to us to be trained and at the same time they participate in the production, as the training is the production.

3) Production for sale and training instead of insignificant orders

Our training and production workshop for leather work and shoe making is another type of example of how production can be combined with training. In this sector, orders drop in one by one, a situation that is neither useful for income nor for training. Thus we decided to identify what type of product is mainly

asked for and to produce them for sale. The trainees are then learning and producing at the same time. This means that by producing they also get some income while being still trainees. Most of the trainees in this branch are on-the-job learners anyway, as this goes well together with production activities right from the start. At the beginning they cut and prepare the pieces, then step by step they learn how to assemble the pieces in order to become craftsmen in leather work or shoe makers. Production and training are like a symbiosis and the result is a good way to quickly make people into good craftspeople in quite an easy way.

Dos and don'ts



What to steer clear of

- If possible: avoid “virtual” practical exercise whose products just end up in the trash.
- Trainees should never complete their training and be certified without having been involved in some real practical work, producing the things that they have to produce later on as craftspeople.
- Pay attention to the danger that production can overwhelm training, affecting it negatively.
- Pay attention to the “temptation” for trainees as well: they might get so excited by “producing” that they may lose sight of the training.

What facilitates success

- For a really good vocational training result, it is indispensable to be involved with the market by producing goods and/or offering services to real consumers.
- If a training centre doesn't have any workplace for production, it's important to assure internships more often or more intensively.
- In any case, good vocational training requires that trainees get access to real production while they are still learning.

Note:

You will find more details about production for income generation in the chapter “Income generation for self-financing”

Pedagogy adapted to vocational training

Current issues

Whenever it comes to vocational training, pedagogy turns out to be a problem. This is due to the fact that on the one hand vocational training is ‘teaching’ but at the same time it is training for work. In most of the cases, training centres or vocational schools are not able to match these two ends optimally. The formal centres and vocational schools mainly have trainers who have a diploma from a pedagogical institute that qualifies them to be teachers at high schools (*Ecole Normale*) but they never had any experience in the real world of work. The others, particularly non-formal training centres, may employ practitioners, technicians or craftspeople, who have had excellent practical experience in the real market but who haven’t got any knowledge on how to ‘teach’ what they know. Sometimes, the management is well aware of this situation but doesn’t know how to master or to solve it. How do you make teachers get in touch with the world of work? And where can you send practitioners so that they can get complementary knowledge and aptitude in pedagogic skills?

Beyond this typical problematic situation of vocational training, there is another problem related to pedagogy as such. Too often, the educational system in Africa still uses methods that aren’t very participative and aren’t interactive enough. Now, in the same way that “learning lessons by heart and simply repeating knowledge” doesn’t create responsible citizens, the same “simple absorption of technical knowledge” doesn’t generate a good workforce or competent technicians capable of solving problems and innovating.

What is the specific challenge with regards to pedagogy in the frame of vocational training?

The challenge is a double one: it concerns the staff as well as the material.

With regards to the staff, the challenge will either be to qualify the practitioners or to find practitioners who have an inborn talent for teaching. If it’s not possible to train the trainers in pedagogical skills, then one should at least assure that they are able to present the topics well and that there is a good relationship between trainers and trainees.

With regards to trainers who are teachers with a strong academic background, there are no ways known to bring them more close to the real practice of a trade. You can’t “train” them for practice – while practitioners mostly accept being trained in pedagogy to be more competent as trainers, teachers will mostly be convinced that their academic knowledge also includes practical competency. The best solution for this would be if these teachers are (only) used for theory lessons.

What we are frequently asked about pedagogy



(1) What are your pedagogic concepts?

Our main principles are: to listen to the trainees and to involve them wherever it's possible or necessary. We apply an active and participatory pedagogy. As to the practice of the trade, we apply learning by doing for the on-the-job training. And with regards to the training of adults, we follow the principles of andragogy.

(2) Are particular pedagogic approaches needed in vocational training?

The didactics for vocational training are special. Beyond this general aspect, the training of particular target groups also requires particular approaches if you want to succeed with the training.

(3) Are special target groups trained with different pedagogic approaches?

We have developed specific approaches for each particular target group (these approaches will be presented in the chapter about inclusion of particular target groups).

(4) Do all your trainers master pedagogic aspects?

This is an ideal target that cannot quickly be reached. Our trainers are still struggling with this. It's a lengthy process with many challenges and problems that are related to the characteristics of the persons but also to the characteristics of the target groups and the nature of the respective trades. The further training that we offer to the trainers according to the difficulties that they meet is the bridge that we build to reach the target.

What do we do at CAPA with regards to pedagogy?

What is our pedagogic concept?

We have a specialised pedagogic department at CAPA. This department is in charge of all pedagogic issues before, during and after training. We use pedagogic approaches during the vocational counselling, in training, in the evaluation of the training and in the socio-professional insertion of the graduates. This department is therefore active at any stage, before, during and after training and they have to develop quite a lot of strategies, tactics and standards with regards to pedagogic aspects.

Before the training, i.e. before the training starts, the pedagogic department, which consists of trainers and some administrative staff, has to collect and analyse all existing pedagogic approaches. Pedagogic practices that are published and experienced somewhere or at CAPA are collected, documented, archived and shared so they can be used then.

During the training, i.e. while analysing the different training activities, the department identifies the characteristics of the particular target groups and then tries to find the pedagogic approaches that may be best adapted to them in the existing documents. If there aren't any, we have to invent them.

With regards to the contents of training, the curricula, the performance of the trainers and the internships as well as the examination jury and the certification are the main concern of the pedagogic department.

One all-encompassing issue for this department is the observation of ‘human behaviour’, that is: how trainers behave with the target groups and how difficult target groups can be monitored and tutored by the pedagogic department.

How does this department tackle its tasks? Through active listening to all parties, particularly the persons to be trained; regular meetings with the training teams to share and discuss pedagogic issues; the allocation of tasks; monitoring and evaluation of the training activities and the further training of the trainers according to the needs that have been identified.

The pedagogic monitoring consists of visits to training units (supervision of the trainers’ didactic performance), the development and verification of training programmes, checking the contents of lessons and monitoring the trainers to assure effective and efficient training.

With regards to evaluation, various procedures allow the pedagogic department to collect lessons learnt and exploit them for future improvement. Our trainees participate in the evaluation of the trainers’ performance (an uncommon procedure in Africa as it allows the young people to criticise the adults), the supervisors from the internship submit their appraisals, and the examination jury and the certification are organised together with the state authority.

After training, i.e. the follow-up of the graduates in their employment or self-employment. This follow up allows us to note the deficits of graduates related to their employment situation in the open market. The observations are reflected in teamwork and we try to find adequate pedagogic answers for the long term. Sometimes the deficits of the graduates in their practical work are the consequence of weak pedagogic approaches during the training.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip in order for overcoming the difficulties
<p>Trainers may not be competent with regards to the pedagogy of vocational training.</p>	<ul style="list-style-type: none"> • Identify the pedagogic deficits of the trainers. • Identify the needs for further training. • Have upgrading modules organised by independent consultants who are specialised in the field.
<p>There are target groups for whom specific pedagogic approaches may be lacking.</p>	<ul style="list-style-type: none"> • When pedagogic approaches are lacking for some target group: <ul style="list-style-type: none"> - Pragmatism is required, starting with training on the job. - There will be a need for the trainers to be creative in a process of trial and error until the objective of the training can be reached.

	<ul style="list-style-type: none"> - All the various strategies and tactics that succeed with this target group should be put together and archived so that they can be of use in the future. - Information can be obtained from craftspeople who may already have trained such people.
<p>Some trainers will not adapt to modern principles of pedagogy.</p>	<ul style="list-style-type: none"> • When trainers don't adapt to a pedagogic approach that is considered vital: <ul style="list-style-type: none"> - Try to have them further trained by experienced experts in pedagogy. - Initiate a peer to peer exchange between trainers. - Try to look for other alternatives and let these trainers choose the method. • If anything works and some trainers still don't (or won't) adapt, a decision has to be made to transfer them to other functions according to their aptitudes or to dismiss them so that the centre can hire other people who meet the requirements.
<p>Trainers might not be willing to accept being evaluated by the trainees.</p>	<ul style="list-style-type: none"> • There will be a need to sensitise all trainers to a feedback culture. • Having the trainers evaluated by the trainees is one of the very effective approaches in vocational training. Trainers who refuse this kind of assessment are often quite weak in certain areas and try to hide that away. • It is important to make the trainees assess their trainers while the latter are not present. • It's the task of the pedagogic team to report to the trainers what have been indicated as strengths on which they can build further on and what has been indicated as weakness that should be improved in order to be more effective.

Some experiences at CAPA with regards to the pedagogy of vocational training



1) An academic carpenter who doesn't know how to make a chair

When managers of training centres look for training staff, they shouldn't be deceived by diplomas and CVs with comprehensive academic descriptions. What's needed in vocational training is not to know how something *could* be done but to know *how to really do it*.

In the very beginning, we had employed a carpenter who had studied carpentry in a very good technical high school. He was strong in theory but he didn't know how to transfer his theoretical knowledge to the practice. His trainees came to us again and again to complain about his practical teachings and finally we had to dismiss him as he refused to improve on his practical competencies.

2) Excellent technical competency – zero pedagogic aptitude: what evaluations can tell us about trainers

Without adapted pedagogical approaches resulting from the trainer's soft skills and know-how, vocational training will be biased. At CAPA we once had a trainer in car mechanics who impressed us with his profile. He had a diploma from a technical school with a high reputation and he was brilliant as a technician. However, when it came to the capacity to relate to people, he was very weak. Apparently he was doing teaching quite well but, time after time, problems cropped up with the trainees, who complained more and more about his attitude towards them. All the evaluations that were done on him showed a rather mediocre picture of his personality and the pedagogic department reported negatively about him to the director. However, the director himself was convinced that this trainer was one of the best so he ignored the observations of the pedagogic team. Finally, not only did the trainees get rebellious but really negative characteristics of his personality became so obvious that the management was forced to make a decision. This was the end of his employment at CAPA.

3) No pedagogical qualifications but an inherent talent in dealing with young people and to teach them

We at CAPA can affirm that pure *knowledge* is not enough to be a good trainer and teacher. As we definitely know that we aren't wrong here, we can show it with a very impressive example.

We were once very surprised by a lady who came to us to learn metal work and welding. She was in her fifties but as we don't have any age limitations at CAPA, she was accepted. When she passed the final exam for certification with excellent results, we employed her as a trainer. This is when she surprised us for a second time. Without any knowledge about pedagogy, she managed to handle a very difficult target group with whom even our best trainers had experienced many problems: she trained demobilised soldiers and ex-combatants in metal work and welding. She is respected and, as a result of her natural authority, she is seen and accepted as a leader. Beyond that, she plays an important role in the centre as she has a moderating influence and can resolve quarrels.

Dos and don'ts



What to steer clear of

- Don't trust a trainer only because he is good and fluent in theory: check if he also has practical experience, otherwise he won't be able to explain things properly.
- Don't apply the copy & paste method with regards to curricula that you want to use: check if everything corresponds to the objectives of *your* training and if it is adapted to *your* target groups.

What facilitates success

- Whenever you have trainees who don't seem to have a good understanding of the training contents, check if the reason might not be the trainer's lack of pedagogical competency.
- Imagine and invent approaches, tactics and strategies that are adapted to your target groups.
- A good training centre should build up its own training staff because then you can be sure of having chosen people who correspond to the 'philosophy' of the institution, who are well known and who can be aligned with the criteria and principles of the institution.

Inclusion of particular target groups into vocational training

The heading of this chapter may appear quite strange, as a training centre generally doesn't have a "specific target group". Any young person who wants to learn a trade can enrol. Selection will tend to follow criteria like the level of schooling or the ability to pay the training fees.

Well, this is exactly what justifies the heading, as these two criteria quite often prevent certain target groups from accessing vocational training: it's about poor people, about vulnerable and marginalised target groups. It's about people who haven't been to school and who don't have money to pay for training. Paradoxically, they're the ones who would most need vocational and skills training in order to assure survival. A training system that has been reformed is able to give them this opportunity, as it is flexible enough in its programme and it is able to adapt to the needs of the population.

Who are we talking about when we say "particular target groups"? Well, they are all those people who don't fit into a "normal" pattern in social life and who are different to the young people you normally meet in a training centre. These are the people with physical handicap such as deaf-mutes or disabled ex-soldiers, the HIV carriers, the young single mothers, the traumatised people with posttraumatic stress disorder, the ex-combatants, the orphans and the social or ethnic groups that are marginalised, for example pygmies.

You can find most of these groups in any society and if there's one single word that characterises their situation, it's: exclusion. They are often excluded from "normal" life in society, people sidestep them, ignore them and abandon them, they are generally underestimated and disregarded – to make a long story short: a normal existence on earth is denied to them. For some of them it's really hard, for others it's slightly easier. Some of them find help, for instance orphans who are looked after by institutions like SOS-villages for children. Others, such as street children, might have the chance to find a home with missionaries. But generally, their life is always a "separate life".

Why is it like this? The answer is threefold. First and foremost, any person who doesn't look like what is considered by society to be "normal" will quickly be excluded, whatever his or her 'distinctiveness' might be. Secondly, society hasn't got the time or the resources or the will to care of such groups. Even those who think that they should help these people are not free from prejudices. There are so many training centres, even those belonging to a church or to public Social Affairs, where you will hear people say: "you can't train illiterate people for a trade" or "if we take in these little bandits (talking about street children), we'll destroy our good reputation". And finally, those who have less prejudices and who really want to help these people don't know how to do it, then they get quickly frustrated because these target groups are a real challenge for "normal" pedagogic approaches.

At CAPA, particular groups had been targeted from the very beginning. They were then young single mothers and young men on the way to criminal life. But it needed the reform of our training system in order to reach the objective of helping them effectively. Today at CAPA we are able to serve a large number of vulnerable groups or difficult target groups like street children, disabled people, HIV carriers, ex-combatants or orphans. We admit it openly: while accepting these particular groups for training, we experienced misadventures, failures, frustration, despair and even fear. But after a long learning process lasting 20 years, we have fi-

nally succeeded in managing most of these groups. These are the experiences that we would like to share with other training centres so that men and women who are marginalised in society can get a ray of hope in their lives.

Which approaches and which kind of pedagogy for particular target groups?

Here we won't just talk about "difficult" young people, as they are known in any training centre as young people who are undisciplined and rebellious or those who don't pay the training fee or the young people who have been forced into the training by their parents and who are therefore not interested in learning a trade. Here we're talking about other categories of people including:

1. illiterate people
2. "hungry" people who want to learn a trade as quickly as possible
3. disabled people and victims of stigmatisation
4. sick people in despair (HIV carriers)
5. street children
6. thieves and other young people in conflict with law
7. persons who have been traumatised by war
8. young ex-combatants and demobilised soldiers
9. sex workers

We would like to highlight that CAPA is *not* a specialised institution with regards to psycho-pedagogic treatment of all these different groups. Whatever we relate here comes from our *real experience*, from what we have been living through while dealing with these people and particular groups. We know that there might be specialised professional theories on these matters, and we don't pretend to possess the best pedagogic approach.

On the other hand, it's also known that in Africa we don't have many vocational training centres that specialise in these kinds of target groups. And it will probably be like this for many years to come. To summarise it: this means that the opportunities for these vulnerable groups are only based on what "ordinary" training centres can do for them. We think that our example can encourage other centres and make them understand that it is possible to succeed with such specific and difficult target groups even if your centre isn't specialised.

Generally, all the groups of people listed above have some sort of deficit or handicap with regards to a normal vocational training. These deficits can be physical or mental, and they can originate from character, motivation, behaviour or attitude, but what's common to all of them is that they can't be approached in the same way as you normally approach trainees and you often can't apply the same training programme to them.

The key element for success is in the fact that you have to understand what kind of deficit is behind the particular behaviour of these people – a behaviour that quite often manifests itself in strange and uncommon attitudes, to the point of aggressiveness.

What we are frequently asked about inclusion



(1) As you have so many really particular target groups : what has made you turn towards these people?

The concern for such vulnerable groups existed at CAPA from the beginning. Our church, the Baptist Church, had already targeted young single mothers and young men on the way to criminal life in 1982. Crisis and war have increased the number of marginalised people and have made their situation even more difficult. There isn't a chance for them anywhere. CAPA opened its doors to them in the name of compassion, humanism and solidarity.

Today, other institutions – local churches, NGOs, the state – bring such groups of particular people to us for training and we receive street children, children who are said to be “sorcerers”, HIV carriers or disabled ex-soldiers. Other training centres send us difficult young people, presuming that the necessary competencies for dealing with complicated cases and special circumstances exist at CAPA.

(2) How do you manage to train illiterate people?

We think that everyone has inherent intelligence even if he or she has not been to school. Furthermore, you can find natural talents in people that make them suited to certain trades. And just to say it the other way round: even if you are literate and you have had good schooling but you don't possess some natural prerequisites, you won't succeed as a craftsperson. With illiterate people we focus the on-the-job training on practical exercise and we add literacy courses.

(3) How could you manage the training for ex-combatants?

It was quite a long learning process for us and we stumbled through failures and frustration but finally we can say that we have a deep understanding of this target group. We first had to learn about their situation and their lives: their military style of organisation, their traumas, and their need to get trained and get access to money in a hurry. Then we were able to develop approaches and to try them out in order to tackle the problematic set of factors. When we understood that these young people who had committed cruel acts during war were not only perpetrators but also themselves victims of their own acts, we installed psycho-social monitoring and supervision for them during the whole training. Then we also had to understand that the lack of discipline that these young people showed could not be tackled with normal “school regulations” and we discovered that the right way was to involve the highest ranking ex-military among them to install a special “military in-house” regulation. Although they weren't in the army any more, they still responded to army commands. By the way, the plus side of their military discipline is that they then really did perform at their best.

Finally, the most effective approach with them is practical exercise and the training by objective as they are always in a hurry to finish training and get money by working.

(4) In your context, there must be many trainees who are traumatised by war: how do you succeed in training them?

We admit that it took us some time before we understood that traumatising can be a real obstacle to training. We recognised this thanks to the consultant who has provided us with expert support during the process

of reform. Before that, we had been dealing with traumatised trainees who for their part were challenging our trainers to the limits. When we finally recognised their situation and when we understood that our trainers could not handle this situation, then we asked for external support to train our trainers in how to deal with traumatised people. We then installed psycho-social assistance for them, too.

(5) What about disabled ex-soldiers: how do they behave in training and what kind of tactics are needed to handle them?

This target group came to us after the ex-combatants. This is how we were able to use the experience with the latter in order to deal with this quite special group. These people show particular attitudes like: traumatisa-tion, hunger, hurry to get ahead, despair of life and a real military kind of spirit and behaviour. Therefore, the same approach as for the ex-combatants is used: their own organising of themselves and the psycho-social assistance during the training. Their character and the fact that they don't have other professional choices to assure a living means that they are very hard workers in training and that they always choose short training courses.

(6) You are training women who were raped and people carrying HIV, are these groups not too delicate for a vocational training centre?

It's right, as long as they are haunted by their traumas, these groups are really delicate to handle. If you want to succeed in training these people, you first have to know them very well and to be able to put yourself in their position, which means: listen to them, understand them and get familiar with them. As with other traumas-ed people, there is a need for psycho-social assistance. It is particularly important that the other trainees don't become aware of their situation. For people with HIV this is important in order to avoid stigmatisa-tion. This target group is also hungry all time, so this is another aspect that a training centre has to somehow tackle.

(7) Is it really worthwhile making efforts in order to train such uncommon groups such as pygmies?

We think it is. In our milieu, pygmies are very marginalised. They are stigmatised and don't have any employment alternatives so that they can't have an income in order to live as fully fledged citizens like everybody. But if you want to deal with them, you have to know about their characteristics, how they are and how they behave. You should conduct profound research on an ethnic group such as this to know what their *real* needs are, as sometimes the needs might not be what you think and also not always what they express themselves. Particularly with the ethnic group of pygmies, you have to go very carefully, monitoring each step and not get frustrated if you've gone the wrong way, as this group is not always easy to read in its actions and they live a life that focuses the present. Vocational or skills training can only be something that is intimately related to the satisfaction of day-to-day needs.

(8) As you are training ex-combatants and female rape victims at the very same place, don't you think that this is quite delicate and contradictory?

It is true, at CAPA we often have target groups with opposing characteristics coexisting at the same place for training. It's like putting tormenters and victims together. Everybody knows that women in D.R. of Congo were raped by soldiers and combatants. We only manage to have these two quite opposed groups in our compound by handling their identities with extreme discretion. We take much care not to make it known that there are rape victims among the female trainees. We also take care that these two groups don't meet, this is why they are physically separated even with separate entrances and exit.

We learnt that the scars of traumatism related to sexual violence don't heal quickly and particularly not when there is no punishment on the one side and no reparation on the other side.

The illiterate

Current issues

One could presume that nowadays there aren't many people left, particularly not many young people, who can't read or write. However, there are still illiterate people, particularly in rural areas. Sometimes they might have been to school but only for few years and thus they are considered to be "illiterate" as they have difficulty reading and writing. Managers of training centres and directors of vocational schools quickly categorise these young people as "not admissible", as they are convinced that you have to be literate in order to learn a trade. Thus, the tests for entry usually don't try to detect the talent or the "manual intelligence" of the candidate but rather follow academic rules, presuming that a candidate is able to read and write. This blocks the way for illiterate people.

What is the challenge with regards to the training of illiterate people?

The first challenge is not a technical one but the need to overcome prejudice: the perception of vocational training as "academic", the prejudice that an illiterate cannot learn a trade. When we talk here of "prejudice" so it is because in Africa we have plenty of carpenters, car mechanics, masons, dressmakers or hairdressers who have become master craftspeople and do their job well without ever having been to school. When people make such generalised judgements about "trade and illiterate people", they are thinking and acting as if all trades are quite similar and should be seen as the same thing. However, there is a difference between electronics and masonry, between refrigeration and carpentry, and this difference also allows us to differentiate with regards to the prerequisites that someone has to demonstrate if he wants to learn the respective trade. Furthermore, there is a difference if a graduate wants to get a job in a big enterprise or if he wants to be self-employed in a village, and this difference largely influences the degree of knowledge that he needs to have.

When vocational training is regarded as "academic" then the perception of it becomes a pre-established pattern that is seen as the only alternative: a training of rather long duration, based on a curriculum that necessarily has to include theory and practice. The challenge with regards to illiterate people means, therefore, that a training institution should develop flexibility and be able to offer practical courses to this target group.

Which are the approaches at CAPA with illiterate people?

The approaches for integration and training of illiterate people follow several stages:

Admission: The candidates are received one by one, we listen to them and talk with them in order to know as much as possible about their lives and to encourage them to learn a trade. We've seen from their attitudes and what they say that they tend to have inferiority complexes and try to hide their illiteracy.

Usually, they spend a long time explaining why they are illiterate, blaming their parents, and they have a very angry attitude. When we are finally able to establish a certain trustful relationship, they ask if they ever can have a chance to learn a trade although they haven't been to school.

Meeting illiterate trainees and illiterate craftspeople: At the second stage of this process we make them visit other illiterate people who are learning the trade or practising it. Talking to these people gives them hope and encouragement and they start to trust in their own abilities to learn a trade and to practise it.

Vocational guidance: At this stage, the candidates evaluate their own capacities, for instance physical aptitudes, and reveal which kind of trade they would like to learn. The pedagogic department advises them and together a trade is chosen for them. Generally, the training courses that they choose are: masonry, carpentry, wood carving, leather work and shoe making.

The training: Usually, their training is on the job training that we complement with short theoretical courses in ethics and cross-cutting issues like environmental protection, peace building, awareness-raising about HIV/AIDS etc.

We also add some very basic “theoretical” instruction like numbers, money, mental arithmetic, the use of a measuring tape and so on. We also recommend that they join literacy classes that are generally offered in the region. The duration of training depends on the trade they have chosen but it normally doesn’t exceed 6 months with 1.5 months of internship.

If we were asked to describe the training attitude of illiterate people, we would say that they are really hard workers, they are extremely happy to have a chance to tackle the deficits in their lives and they show a high capacity for memorising things. In order to smooth integration, the pedagogic department makes particular efforts to sensitise the other trainees so that they accept these “different” people and won’t discriminate against them because of their illiteracy.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>The main problem is the prejudice that trainers show towards illiterate people.</p>	<ul style="list-style-type: none"> • The best way to tackle this problem is to show them cases that have succeeded. Such cases should therefore be highlighted in order to eliminate prejudices. • Always allow some space for trial and error as you can also learn a lot from illiterate people.
<p>Trainers who never have been in contact with such a target group</p>	<ul style="list-style-type: none"> • Usually, these trainers are convinced when they see the high capacity of illiterate people to quickly absorb information and to memorise verbal instructions very well. • Trainers should be prepared for this particular “mission” of the centre.

	<ul style="list-style-type: none"> • Bring these trainers together with their colleagues who succeeded well in training illiterate people so that they can discuss teaching experiences. • Encourage the trainers to experience, to analyse obstacles in this kind of training and to search for solutions how to overcome them. This will increase their capacity for intelligent problem solving. • Incite trainers to come together and to identify obstacles so they can find solutions as a team. • Make sure that the trainers are monitored and assisted so that they can get advice if necessary.
<p>Sometimes it turns out to be difficult when literate and illiterate people are close to each other in training.</p>	<ul style="list-style-type: none"> • It is advisable to separate the groups, particularly with regards to theoretical subjects. • Sensitise all parties in the training centre to living peacefully together and to accept differences; highlight the value of moral support to the weak. • Bring out the best of both, the literate and the illiterate, and their contribution to the training centre and to society because in life the weak need the strong and the strong need the weak.
<p>It happens that literate trainees deride the illiterate ones and that this creates sort of separate “castes” within the centre.</p>	<ul style="list-style-type: none"> • You can smooth things out by raising awareness among the people making fun of the others and by encouraging the other ones to reply with jokes so that it rather becomes a game instead of generating conflict. • Another creative solution: “Award” the names of illiterate people who have succeeded well in life to the illiterate trainees, highlighting the similarities. • Organise situations where literate and illiterate people have to work together completing each other such as sports, cultural events, church services etc.
<p>You may encounter the problem of language in training as most of the time illiterate people only talk local languages and trainers might not be familiar with these dialects.</p>	<ul style="list-style-type: none"> • In any case it is very important that trainees understand the “training language” well. • Training modules should only be allocated to trainers who speak the same language as the illiterate trainees and who are able to communicate well with them.

	<ul style="list-style-type: none">• The training centre should have all modules that are written in official languages translated so that illiterate trainees have the same chance to learn well.
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Be well aware that the training of illiterate people can be very successful



1. Becoming a plumber at the age of 61 – and an excellent one at that!

As flexibility is one of the main characteristics of our training centre, we are of the opinion that age doesn't matter. Depending on the specific needs and the personal motivation of a candidate, anyone can be enrolled. Thus, when we were enrolling the candidates for plumbing, Mr. Etienne appeared, aged 61 years. Considering his advanced age, the enrolment committee tried to discourage him. But he didn't let up and went to see the director. The director was curious to see how such an experience would turn out and accepted Mr. Etienne as a trainee. Notwithstanding all the remarks of the young people who were steadily teasing him to go home and to rest, he stuck to the training and showed that he was quite good in practice.

When it came to the practical part of the jury for certification, Mr. Etienne turned out to be the best trainee of his year. To celebrate his success and his courage, he received a tool kit for free from CAPA and from the state department.

Today, Mr. Etienne has the reputation of being one of the best plumbers in the city. He is honest in his work and very much in demand. He has a team of four plumbers and receives our trainees for internship.

2. A desperate widow without any knowledge or schooling becomes a great dressmaker

One day we received Ms. Rose, a widow with nine children who was quite desperate because of her situation in life. She wanted to learn dressmaking. We accepted her but everyone was convinced that she would not complete the training.

Without any schooling as a basis, Ms. Rose had been taken in for an on the job training. She set to work and got her certificate. At the ceremony for certification, CAPA gave her a sewing machine and so she started to work on her own.

Today she possesses eight (8) machines and she has two employees. She also trained two of her daughters who were single mothers. Today she is quite fine, and she has an income, looks happy and is courted by men, although nobody had taken any notice of her before.

3. A difficult situation with literate and illiterate trainees “being together” at the beginning then turns into a good experience

In car mechanics you'll normally only find literate trainees, according to the requirements of this trade. Despite of this, we accepted three illiterate adults for training on the job five months ago. They performed quite well in practice. Despite this, the young literate trainees were teasing and deriding the older illiterate

trainees all the time during the practical exercises. At the beginning, the illiterate trainees felt bad and kept silent. But then one of the trainers encouraged them just to reply. From that day on you could hear words flying in the garage: the “anti-blackboard” was replied to with “French language doesn’t produce money”. Some time later, a football match took place at CAPA, with the opposing team being a higher medical institute. At half time and even in the second half, the score was zero and the CAPA team became desperate because they really wanted to win the game. Four minutes before the end, it was Mr. Tomis, one of the illiterate trainees, who scored the decisive goal. He became the respected star. From this day on, all teasing of illiterate trainees came to an end and there is now peaceful coexistence. This taught us the importance of bringing together people with different characteristics at events where they can experience team work and common objectives and become closer to each other.

Dos and don'ts



What to steer clear of in dealing with illiterate people

- Don't fall prey to the prejudice that only people who went to school can learn a trade.
- If possible, the fact that they are illiterate should not be revealed to others.
- Avoid putting literate and illiterate trainees together in a class.

What facilitates success

- Illiterate people feel more free and learn better when they are trained together with other illiterate people.
- It is helpful to sensitise literate people to accept illiterate people.
- Convince literate people and encourage illiterate people by highlighting cases of successful craftspeople who haven't been to school.
- Organise common events with literate and illiterate trainees.

People suffering from trauma or with other psychological problems

Current issues

In training, you might always have some individuals who have psychological problems but here we are talking about a mass phenomenon that is a situation where you meet a large number of traumatised people. This is mainly the case in war or post-war regions or after a natural disaster. You might then have people who have survived genocide, women who were strategically raped in civil war or survivors of a volcanic eruption or of a tsunami.

Such traumatic events affect the human being deeply to a degree where his pure existence might be questioned. Some of them manage to get out of it, while others will be disoriented for a long time and then there are those who will never overcome it. It seems, however, that the destructive power of this phenomenon is rarely taken into account and you will find only few projects that have been initiated to tackle this severe problem, in particular. While some people don't perceive that such persons need psychological assistance and help, others may be aware of it but they don't know what to do. This means that the social and public life that these persons have to live will be the same as before but in reality it cannot be like that for most of them. Sad to say, the degree of awareness for this problem is not really much higher within the development community than it is in the general population. For instance, incredibly large amounts of money were invested in *material* reconstruction projects after the tsunami in 2009, but people who suggested projects to assist traumatised people who had not only lost their houses and their businesses but their whole families barely received any money.

In the east of the D.R. of Congo, many women and girls were raped by militias, as a strategy of war. The brutality and humiliation that these women had to suffer can't even be put into words. How can one imagine that these girls or women are able to sit down quietly in a training room to learn their lessons just like anybody else?

What is the specific challenge with regards to vocational training of people who are traumatised or who have other psychological problems?

The challenge is to recognise a traumatised person, that is: to be able to interpret the signs of traumatism. Then you should search for specialists who may give advice and assistance so that the training centre can respond to this problem in an adequate way in order to help these people in rebuilding their lives.

Which approaches are used at CAPA in order to help traumatised people or people with psychological problems to complete their training?

The main approach and the one that appears to us to be the appropriate solution is professional psycho-social assistance that remains an all-encompassing aid during all the stages of training.

Quite often such target groups are brought to us by NGOs or institutions that reveal the delicate situation of these persons to us. Often it's the issue of rape and/or of women who have been abandoned by their husbands. What's even sadder is that these women have very often become HIV carriers as a result of these

acts. Other times we receive officially demobilised ex-soldiers or young men who deserted the army. We then listen to them individually and carefully to learn about their life and to get an idea about the degree of the problem. We can only do this because the staff at CAPA has been trained in this.

When we've come to our conclusions about their mental state and about the degree of their troubles, and before starting with the training, we sit with them to do what we call "debriefing". This is a procedure that we have learnt as a tool to fight against traumatisation. It's a special kind of intensive listening to the person within an appropriate setting after enough trust has been built that the person can express all the distress and suffering.

The psychosocial assistance runs through the training from the beginning to the end. It even reaches the family of the traumatised person. There should be (must be) talks with the relatives who also have to play their role in it in order to help these people in reintegration.

When it comes to the choice of training, we listen to their wishes and try to find an adequate solution for each one of them. Sometimes this even can mean that we don't train a person because his or her condition doesn't allow for it.

These traumatised people shouldn't be separated from the other trainees, as this helps them best to overcome their troubles and to reintegrate into life. But this certainly means that you need trainers who know how to deal with this target group. At CAPA we asked for professional support from specialists who trained our trainers. See appendix: "A few principles of psychosocial assistance for traumatised people".

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>These people may sometimes show a hostile or even aggressive behaviour that is not always quickly understood.</p>	<ul style="list-style-type: none"> • As this unknown behaviour has its origin in their particular condition, you should just try to put up with it and to tolerate it. You might only overcome this problem by getting familiar with them in a sort of a "friendship by objectives". • These people need intensive listening so that one day they can trust the staff assisting them and the people training them. • When they are in this kind of "hostile" period, they should not be left alone but be assisted in order to prevent extreme behaviour.
<p>Sometimes these kinds of people with psychological problems can misbehave and can even damage things in the centre or belonging to other people outside.</p>	<ul style="list-style-type: none"> • Everybody working at the training centre should be sensitised to the special mission with regards to these persons and should be told that they need help even if their acts may not make it seem like this. • When they misbehave, they should be reprimanded individually and with lots of delicacy so not to worsen their traumatism.

	<ul style="list-style-type: none"> • The training centre has to bear the damages if there are any and repair it; their sponsors, who quite often are their parents or guardian, can also be asked for help.
<p>Another phenomenon of traumatisation is that the person acts passively and doesn't appear interested in anything.</p>	<ul style="list-style-type: none"> • As long as a person is in an acute state of traumatisation, training cannot succeed. The training centre has to integrate psychosocial assistance into its actions, because that's the only way that the training of people with exacerbated traumatism can be handled. • The staff and the trainers must be trained in how to deal with these kinds of people or groups. This isn't just important to get on with these persons, it's also important to avoid trainers themselves getting traumatised as a secondary effect. • The "debriefing" and the psychosocial assistance must be individualised according to the respective cases. • Whenever possible, the training centre should have a psychologist among its staff, this would be the most qualified solution with regards to this kind of psychosocial assistance.
<p>People who are HIV carriers are always hungry and they don't have physical endurance.</p>	<ul style="list-style-type: none"> • People who are HIV carriers are another difficult and quite delicate target group for training. To manage the question of them being hungry all the time, you have to ask them to come to the training with some food so that they can share it during recreation time. • For those who haven't got anything, we at CAPA found the solution was to give them to eat; we use our small restaurant where the cooking training is done for this.
<p>Quite often trainers don't like these target groups and reject them directly or in an indirect way.</p>	<ul style="list-style-type: none"> • There is some hard work to be carried out to make trainers accept these target groups and to make them work effectively with them. • There has to be strategic planning before the training in order to identify the different target groups. The staff at every level must be strategically aligned with regards to the relationship with these groups and adequate behaviour. Intellectual lobbying is not enough. A sort of "institutional vocation" must be created, and even an attitude of love towards these persons, similar to the vocation that characterises medical staff. • During the training, the monitoring and evaluation unit has to observe the relations between the staff, the trainers and the target group in order to assure that there isn't any rejection and that everything goes the right way so that the training objectives can be achieved.

Assistance, training and awareness-raising in favour of traumatised women



1) How a rape victim who had been rejected by her husband could be rehabilitated after training and could get back home

In 2004, we experienced a sad case that fortunately had a happy ending. A woman came to us asking to be trained in dress making. Her name was Julienne. She had been victim of rape in her village by the armed militia and her husband had chased her away as he didn't want a wife who had been raped. Consequently, she fled to the city in order to hide the humiliation that she had experienced in her village. We took her in and she was trained. As we saw that she was really good in dressmaking, we supported her with a sewing machine at the end of her training and we gave her some material so that she could start a small business. When she was already autonomously active in her workshop in Bukavu, we went to see her husband. We sensitised him with regards to the fact that his wife was innocent in what had happened to her. As a result of this and also due to the fact that his wife was generating income, he took her back to the village. Today, this woman has a quite big workshop in the Ruzizi plain, in South Kivu.

2) A woman who is an HIV carrier is assisted with regards to her condition, then she decides to reveal her condition and to raise awareness in other people

Ms. Bijou was an HIV carrier. She asked to be enrolled for training at CAPA but her condition was that nobody should know about her being HIV carrier. We usually have sessions for sensitisation about HIV/AIDS for all the people working and learning at CAPA and once Ms. Bijou attended one of these. We were then very surprised when she herself revealed her condition publicly. It was an effect due to the psychosocial assistance that she had benefitted from during the training.

She started to get involved in sensitising young people about how infection happens and she always talked about her own situation. Everybody was very impressed by her courage and since then we always invite her to these types of meetings and events. It is obvious that she has overcome her traumatic situation and she now wants to be helpful in society.

3) A widow of a military officer becomes a mason

Ms. Mamie had been an officer in war and she also had been the wife of an officer. Her husband was killed in war. After having been demobilised from the army she showed strong signs of traumatising, as well as being a widow with nine children to feed. This made her come to us asking to be enrolled in masonry. The psychosocial assistance with her was successful and she became a good mason. Her example made other widows of military people come to CAPA asking to be trained on the job in masonry. We kept her as a trainer on the job and she helps us in the psychosocial assistance with cases similar to hers. She is a well-known mason in the city and is in high demand.

Dos and don'ts



What to steer clear of when dealing with traumatised people

- Don't be in a hurry with them. Even if they come for training, this is secondary – first of all it's their state of mind that should be healed.
- Avoid, by all means, traumatising this kind of a person even more.
- Don't chase traumatised people away if they misbehave or if they damage things: they don't do it consciously and if you punish them, their condition will get worse until it could be irreparable.
- Pay attention to not using people as trainers who are traumatised themselves.

What facilitates success with traumatised people

- It's absolutely necessary for the psychosocial assistance to reach out to the family members in order to sensitise them and to get their support.
- In any region of crisis and war, psychosocial assistance should be a permanent and sustainable part of a training system.
- According to the specific context (like after war), it turns sometimes out to be useful to first “de-traumatise” the trainers who have to work with traumatised target groups.

Demobilised soldiers and ex-combatants

Current issues

It isn't a secret in Africa that children and young men are used as combatants in militia. So many cases are known in Congo, Uganda, Central African Republic, Liberia, Sierra Leone or elsewhere. The effects are horrible. The fact that they haven't had any childhood or joyful adolescence appears to be less sad compared to the physical and emotional destruction of these young people. The exhausting life in the jungle, alcohol and drugs affect the body. Guns and the brutality of war damage their souls, sometimes for ever. Young men who had been captured and then forced to bear arms are scared, disoriented and frightened, while those who joined the militia voluntarily come back as little bosses, drunk from the power that the guns in their hands have given them – those guns that allowed them to get anything what they wanted at any time, immediately. Aside from these effects, both groups are traumatised – the one lot because they had been forced to follow militia, the others because they can't get rid of all these horrible pictures in their heads that show them the cruel, barbaric acts that they have committed.

The first group of people have to be treated gently and carefully, but they are generally quite docile, while the second group are extremely challenging for the whole institution. Everybody wants to help the first group who are considered as victims. When people decide to help the second group, however, it is because everybody is afraid of what they could become in society if they don't somehow find their way. And this is true. Young men who are rejected by society, had been accustomed to guns and who don't have any perspectives in their lives, are pure "social dynamite".

What is the particular challenge for the vocational training of demobilised soldiers and ex-combatants?

First of all, the challenge is to understand how demobilised soldiers and ex-combatants think, to know what guides their acts and to understand that you can't deal with these young men like you do with others. Managing these young men can be compared to a psycho-pedagogic masterpiece: you have to adapt without following, confront without provoking, hold off without surrendering.

To make it short: you have to tame them while they themselves have to feel completely autonomous and convinced that they've gotten one over on you.

What main approaches have been used at CAPA with regards to demobilised soldiers and ex-combatants?

At CAPA we had to deal with young soldiers who had been officially demobilised as well as with young men who themselves have left the army or militia and whom you could also call "deserters".

To help them get on board with vocational training, we first try to find out what their individual needs are. As with other candidates, we give them a tour to show them the different training options and after this, we then counsel them according to their wishes, their aptitudes and their background.

Before starting the training, we regularly apply the procedure that we use with traumatised people, listening to them and doing psychosocial debriefing. Psychosocial assistance is planned for this target group’s whole training period.

Before their training starts, we “prepare” the trainers as well as the other trainees at the centre to accept these quite particular “newcomers”. We also sensitise the ex-combatants and try to make them understand that they have to adapt to a life in community with the people they’ll meet at the centre.

The trainers sit together to discuss what kind of pedagogic approaches they should use with these new candidates in order to get the best result.

As we had experienced in the past, this target group doesn’t respect rules that are not theirs, so we apply a quite particular procedure with regards to them: they are asked to design their own code of conduct that regulates their behaviour within the compound to guarantee that the training goes smoothly and everyone gets on well in the centre. They themselves will choose their “commander”, assuring that the discipline that he establishes will be implemented and the rules will be observed. They don’t even need any guidance in this, as they always know who to select for this: it will always be the one who had the highest ranking when they had been in the army. By establishing this order, based on their own responsibility, you will find that this target group is extremely disciplined.

People who have been in the army or with a militia are characterised by a very particular attitude: having been used to the fact that a gun in their hands gives a whatever they want right away, they want to see immediate results even in training. It means that for this target group you only can offer short courses that allow them to learn the trade quickly and to practise it as soon as possible in order to have “immediate income”.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
Violent attitudes and aggressiveness of this target group	<ul style="list-style-type: none"> • Just tolerate it at the beginning. • Then try to get familiar with them through a kind of “friendship by objectives”. • Make them establish a code of conduct that is controlled by the “highest ranking” officer among them, who will assure discipline and respect.

	<ul style="list-style-type: none"> • Immediately integrate psychosocial monitoring that includes all the steps used with traumatised people and assure psychosocial assistance during the whole training.
<p>A target group that hasn't got any patience to endure regular training</p>	<ul style="list-style-type: none"> • The best method to handle those who are impatient is to challenge their own performance by telling them that everything depends on their own capability to learn quickly and to make the products. The trainer should just give them the task, let them try and observe together with them how it goes on. They will finally notice by themselves that extreme hurry doesn't lead anywhere. • As a rule, target groups who want to learn a trade quickly should be oriented towards skill training for trades and activities that are easy to learn and easy to practise.
<p>Their sense of superiority: they always consider themselves superior to civilians</p>	<ul style="list-style-type: none"> • At the beginning, they should just be accepted as they are. • The more they have to face the challenges of training, the more their sense of superiority will be reduced. • You should put up with this for a certain period of time and wait until the military habits and the memories of the time in the army have become "a distant memory" for them. • During training they should consciously be "mixed" with civilians so that working together will make them gradually feel like civilians, too.
<p>The socio-professional insertion of graduates belonging to this target group often fails.</p>	<ul style="list-style-type: none"> • For ex-combatants, follow-up has even to be closer and more intensive. • Measures targeting socio-professional insertion have to be developed before and during the training in order to assure integration into the practice of the learnt trade.
<p>The community is suspicious of ex-combatants, which also hinders successful insertion into professional life.</p>	<ul style="list-style-type: none"> • A twofold sensitisation is needed: on the one hand, the demobilised young men have to be prepared for what they will encounter in the community and for what society is thinking about them. You have to help them by telling them how they can act in order to tackle this mistrust in society. • On the other hand, the community also has to be sensitised to make them accept these young men and to understand that they are no longer military people but civilians who are looking for integration into society. • The psychosocial and professional follow-up should continue until these young men are really inserted into society.

Three cases of ex-soldiers/ex-combatants who were trained at CAPA



1) How vocational training changed the recalcitrant attitude of a former sergeant, making him become a useful aid in handling ex-combatants

Mr. Hermann was a former master sergeant. He was quite difficult and recalcitrant at the beginning of his training in leather work. However, what happened later on is worthwhile relating. Initially, he lorded it over everyone and he acted like he was better than the trainers. This attitude appeared to be unwavering when he started his training.

Later on, during the training, when he noticed that he had to work hard and to be persistent, he forgot more and more about his military career. He then became disciplined and kept his trainee colleagues in order. When we noticed that he had become a very useful helper for us by contributing to the discipline of other ex-combatants, we decided to employ him as a trainer. Today, he helps us in our efforts in integrating this target group and we employ him as a permanent staff member.

2) A young ex-combatant asks the community's forgiveness for having raped women and he succeeds in restarting his life

Mr. Bosco was an ex-combatant of the Maï-Maï, a rebellious militia of that time. He had asked to be trained in carpentry and we accepted him. During the debriefing, he had admitted to raping many women, and had even been called "Baker", which is a local slang name for a rapist, by his companions. One day when we were doing some public sensitisation activities to fight against gender-based violence, he suddenly started to cry and wanted us to let him ask for pardon. He then started to talk about what he had done in the militia and that he had raped so many women. He publicly asked the women who were present for forgiveness.

The psychosocial assistance during the training also helped him and he became a good carpenter. This made it possible for him to organise his wedding, which he celebrated in 2013.

3) The socio-professional insertion of demobilised young men doesn't always succeed

Mr. Emmanuel had been demobilised from the army. We then trained him as a tailor and helped him to settle down for self-employment. But soon after this, we were very surprised when we met him again wearing his military uniform, as he had returned to the army. We asked him why he'd done this. He declared that as a civilian he earned money but he was no longer as respected as he had been when he was in the army. Today, he still is in the army but he also spends some time in his workshop where his wife works as a dress-maker.

Dos and don'ts



What to steer clear of in dealing with demobilised soldiers or ex-combatants

- This target group cannot be handled by “school discipline”.
- Physical separation of this military target group from traumatised trainees and particularly from women who have been raped is a must.

What facilitates success with demobilised soldiers or ex-combatants

- There has to be a more intensive follow-up of this target group because their insertion fails more often.
- They should be oriented towards crafts and trades that are really profitable.
- The insertion of ex-combatants should be professional *and* social.

Disabled people

Current issues

Generally, we can distinguish two groups of disabled people: those who have a physical handicap and those who have a mental handicap. In contrast to other continents, like Europe, where particular systems for vocational training of people with mental handicap do exist, in Africa, these people are not seen as a target group for training. Therefore, this chapter just treats the case of physical handicaps.

The most frequent cases of disabled people are mutilated or partially paralysed people as well as blind people and deaf-mutes. In war and post-war regions there are also people who are disabled due to war. If you visit vocational training centres, it is still rare to meet disabled trainees there. Usually, it's the NGOs that reach out to these people who are then trained somewhere else. You might say that it's hard to train a blind person or a deaf-mute. But who says that a blind person can't be trained? And who says that somebody in a wheelchair can't become a tailor, designer or secretary? Sure, barriers do exist for these people but these barriers are not insurmountable. Sometimes it just depends on our own limited vision of what a trade can be. At other times, it's just the limited vision that we have about a disabled person. In Asia you can find blind people who were trained to be massagers. At Goma, in North Kivu, you can find people in wheelchairs who are in the business of transport – something that even appears paradoxical, the wheelchair being a symbol for reduced mobility. But through the ingenuity of some disabled people, this symbol of reduced mobility turns into the opposite: professional mobility.

What is the particular challenge with regards to vocational training of disabled people?

The first challenge is that the feasibility of vocational training for disabled should be analysed with an open mind that is free of prejudices. After this, you need to examine how to insert them into training, finding the balance between: taking into account the particular handicap but not overstressing the importance of the handicap beyond what is necessary.

What main approaches have been used in the training of disabled people?

At CAPA, most of the disabled people are deaf-mutes. Often they are traumatised and cannot express this. In order to work with this group, we use somebody who understands them and who knows their language and is able to listen to them. They are guided towards training according to their aptitudes and wishes. While looking back on our experiences up to now, we can say that the men are really good as carpenters and masons and the women in dress-making.

The training is always quite practical and is done on the job, although some of them are able to read and write. The interpreter is very useful when it comes to some small theoretical lessons during the training. In order to facilitate their integration, we sensitise the other trainees as well as the trainers on the issue and call for a good co-existence and mutual help. In return, the disabled trainees are also sensitised about living together with non-disabled people.

People with physical handicaps are a challenge to a training institution and this challenge starts with the simple fact of inadequate infrastructure. At CAPA we also don't fulfil all the prerequisites for this and sometimes we are obliged to send disabled candidates to other training centres. This happens in cases where the barrier is a staircase or when we don't have adapted toilets.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
Quite often, training centres don't have adequate infrastructure.	<ul style="list-style-type: none"> • One solution for this might be to have some volunteers who can help the disabled people to enter places that present barriers and to get them out of there. • Whenever the resources allow it, infrastructure should be adapted to the necessities of disabled people. • At the planning, the acquisition or the construction of infrastructure the needs of disabled people should be taken into account.
Lack of trades that are compatible with the requirements of disabled people	<ul style="list-style-type: none"> • Identify the trades that are compatible with the particular handicap and let the disabled person choose. • Search for training centres that offer training for these trades and send the disabled candidates to them. If there aren't any centres for this, try to organise it yourself just to give a chance to this target group who have so few opportunities.
The social integration of this target group can be a problem.	<ul style="list-style-type: none"> • The staff of the training centre as well as the other trainees should be sensitised so to help the disabled people and to facilitate their integration. • Within the training centre there should be some people who can follow up the integration of disabled trainees. • Listen actively to people with handicaps, try to identify their needs and problems and involve them in making decisions that affect them.

Three cases of disabled people who have been trained and integrated



1) Barber training added to the programme for people disabled by war

Disabled people are quite often marginalised with regards to professional activity, as training centres rarely offer training courses that are compatible with what they can do.

At CAPA, we experience this situation when people who have been disabled in war are recommended to us for training. Some of them really don't know what to do because of their physical inaptitude. Often there isn't any other centre where they could be accepted. This is how we had the idea of starting training courses for barbers, a craft that is compatible with their condition. Nine war-disabled people went through this training. They are practicing it and other people also became interested in this trade.

2) Dressmaking for deaf-mutes

When it comes to disabled people, you sometimes need particular strategies and pedagogic approaches to succeed in training them and to insert them professionally. Thus we invented a strategy for training deaf-mutes in dress making: We supported a dress making workshop where a deaf-mute person is working so that he can take care of the training of other deaf-mutes. What have the reasons been for this strategy? First of all, the fact that he is able to communicate with them. Secondly, the fact that integration is easier because they're free from complex and from stigma. Finally, the solidarity among them makes everything smoother because they understand each other.

This workshop has become a fine training place for deaf-mutes who go there to learn on the job. They get more and more clients and have recently started to produce ready-made clothes that they deliver to sellers who work together with CAPA for selling.

3) A group of disabled people who were beggars are now earning an income through crafts

At Uvira, a city not far away from Bukavu, there is an association of disabled people called CEPHAD that had been initiated by a local Church. Once, this association came to us to ask if we could train their members for some trade or activity. The particular handicap of these people is that they don't have feet. When we visited the association, the women wanted to learn how to weave baskets. Three of our female trainers went there twice to train these women who could barely move. With just a small amount of working capital to buy yarn, these women were able to produce baskets and they always have clients for this. These women always work together and they earn some income to satisfy their first needs. Now they already have six new trainees brought by their families to the group. Quite often they repeat that they are happy to know each other and to know that they are not the only ones with these kinds of problems. They like to work together and they feel more and more integrated and useful.

Dos and don'ts



What to steer clear of when working with disabled people

- You need to overcome the prejudice that disabled people are not able to learn a trade and to practise it.

What facilitates success with disabled people

- Identify what the requirements are for the trades that are compatible with a handicap.
- Invent and apply methods and approaches that adapt to the conditions of disabled people.

Street children

Current issues

In many big cities in Africa you can see children, young boys and also girls, living in the street. In post war time they will even be more numerous. But compared to other candidates from particular target groups, street youth will rarely come to a training centre by themselves. Usually, they are taken to a training centre by an NGO or another social initiative. But even this doesn't happen too often. So why mention street children in this manual? We do it just in order to show that it is possible to train "little bandits" – which is how society and most of the training centres view these children and young people. There aren't many cases where somebody asks to train these young people. Denials of such requests are, however, quite frequent. Training centres don't like this type of young people as they fear disruption, lack of discipline and theft.

What is the specific challenge with regards to the training of street children?

The two main challenges presented by these young people are: their instability and the insertion. This target group is used to an extremely agitated and unsteady life. A training centre has to take these attitudes into account and has to know how to tackle this problem for successful training. Beyond this, most of them don't have any support from their family. This means that there has to be a close follow-up and comprehensive assistance with their insertion.

What have CAPA's main approaches been with regard to training street children?

Generally, the training of street children is requested by an organisation or institution. One reason for this is that this target group can't be trained if they don't have a shelter where they live or where they at least go to eat and to sleep.

We receive them and we make a rough note of the organisation's request. Mostly, the organisations come to us with a specific idea about the training of these young people. However, we use the introductory procedure of giving the young candidates a tour, to show them the different options and so they can express their individual choice. After this, we check their wishes against their aptitudes as we understand it (it sometimes differs from what the organisation had in mind) and we communicate the result to the organisation. In most cases they accept it.

For street children, we apply all approaches that we use for particular target groups and traumatised people. Mostly, these young people disclose experiences that are unbelievable and shocking. The disruption of family links already being a trauma for a child, their abnormal life with its traumatic experiences adds largely to this.

The trainers are prepared to receive this target group that is trained by objective. With them, it usually is on-the-job training of short duration as this group is one of those that is always in a hurry in order to survive.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>There is a particular characteristic of this difficult target group: a certain “anti-social” tendency (petty thefts) and this is a problem for training centres.</p> <p>Society considers this behaviour as “criminal”. It may be. But in reality, for street children it is a way to survive.</p>	<ul style="list-style-type: none"> • There should be sessions of sensitising about pacific co-existence, about social ethics and living together with others. • The trainees, themselves, could be asked to design their own code of conduct with regards to the behaviour in the workshops and to regulate the infractions and respective penalties in it. • All those who come in contact with this target group should know about the risk that petty theft can happen, so that they guard against it. • Don’t chase away the “little thieves” because in the long term, when they practise their job, these little thefts nearly always stop happening.
<p>This target group always suffers from hunger and they don’t always have something to eat, which affects the training and leads to petty thefts.</p>	<ul style="list-style-type: none"> • The only solution for hunger is to eat. If possible, these trainees should be allowed to bring food if they are able to find it (e.g. when they live in a shelter). • Reduce the hours of daily training. • Schedule the most important lessons or matters of the training for the first hours in the morning when they’re not yet hungry. • Try to find support for food at some organisations like CARITAS, PAM, etc...
<p>Notwithstanding all measures of caution, you won’t be able to stop thefts and losses.</p>	<ul style="list-style-type: none"> • The training centre should be prepared for such small losses of tools and material. Consider this fact in your budget planning. • Try to make the trainees feel responsible for the equipment and to understand that it should be safeguarded. • If possible, you could also give a tool kit to each of them and make them responsible for it and for possible losses.

	<ul style="list-style-type: none"> • The training centre could design a rule that regulates the trainees' behaviour and which also specifies the cases of theft and losses and the respective penalties. • Apply the code of conduct that they themselves might have developed.
<p>With regards to this target group, trainers are nearly always very sceptical.</p>	<ul style="list-style-type: none"> • The scepticism of the trainers towards difficult target groups can be mitigated and solved when the management aligns the staff strategically on this commitment of the training centre. • The strategic plan of the training centre should be developed, discussed and shared with all members of the staff. The trainers should know the vision, mission, vocation and all objectives of the centre and should adopt them. • The trainers should know what kind of target groups will be trained. They should be sensitised to accept them and to try their best in order to find or to devise adequate strategies to assure successful training. • When scepticism is ongoing, then the trainers should sit together and discuss, collaborate and complement each other with regards to the methods and approaches that have succeeded. • When trainers still don't (or won't) adapt, it requires courageous decisions to transfer them to other services or to terminate the contract.

Three cases of “street children” who partly succeeded with regards to re-insertion



1) A young man living in the street becomes a welder and gets back to his family

One of the young men who have been picked up in the street to make them learn a trade is Papy. He had been brought to us by a pastor in 2003 when Papy was 17 years old. At that time, he already had been on the street for more than seven years. Having never been to school, he chose welding. He learnt this trade for nine months and during this time we never saw any parent or relative appear. Whenever we tried to find out where he came from, he lied to us, telling us that he was from a village far away and that he even couldn't remember its name, as he had left it many years ago. He was hard working and disciplined and the head of the metal workshop liked that, so he kept Papy for a long period of internship. During this internship period, he was paid so that he could subsist and he could afford to buy nice clothes. He acted like a responsible adult.

When eight months of internship had gone by, suddenly a lady appeared at CAPA, declaring that she was his mother. This lady appeared to feel ashamed that she had abandoned her son on the street. She was now attracted by the change of her son and by the fact that he was earning money. When Papy was invited to the director's office to meet the lady, he recognised her. But as his mother was greeting him heartily, he showed a hostile attitude and started to accuse her of being irresponsible. "CAPA is my mother", he told her. "Go home."

We then organised a reconciliation meeting and it ended with the mother and son repairing their bonds again. Two weeks later, a delegation of the family together with his mother came to get Papy back. Today he works as a welder at Uvira and contributes to the income of his family and his mother.

2) Eleven years on the street and nineteen times in prison – but still change is possible

Here again, it was a priest who took this young guy to CAPA to be trained. Tyson had been on the street for 11 years. He was quite known for regular punch-ups and petty thefts, so that he had been to prison 19 times. As he was well known in the city, everybody identified him immediately when he came to CAPA for training and he was considered to be a permanent danger for CAPA with regards to theft and losses. Many staff members and also trainees at the centre warned us not to take him in. But we stuck to it and he was shown the different training options. We were somehow surprised when he chose panel beating and spray painting. He then was taken to the director's office where we talked with him, asking him if he was aware of what people were saying about him. He admitted to having been on the wrong course in his life and promised to behave well in order to change his bad reputation.

Through intensive spiritual guidance and psychosocial assistance, Tyson became one of the models of how a young man from the street can be transformed. He finished his training, having become a really good and hardworking panel beater. We kept him in our workshop for three years. Then he left and he works now in a garage at Goma. His life has completely changed with regards to everything and this motivates us in our commitment to continue believing in what is possible with this target group of street children.

3) A young man living in the street has been trained – and returned to the street

We once had a visitor from Belgium and while we were taking him around in our car in the evening, his small bag was stolen with his passport and money in it. We were as frustrated about this as him. We then contacted one of our graduates who had been living in the street before and asked him to help us to find at least the passport. He was indeed able to find some traces of it and after a small amount of money was "invested", the passport was finally "found". A young man living on the street brought it to us. We thought that it would be a good idea to offer him a training opportunity as sort of "gift". He replied that he would think about it.

He indeed came back and started his training in carpentry. But when he had done half of the training, we heard that he went back to the street each night, although he had been accepted in the house of a priest to stay there and to sleep there. Thus, finally, when he had nearly finished the training, he went definitively back to the street. Whenever we meet him, he repeats that he will come back to finish the training but this never happens.

Our conclusion on this case is that learning a trade has to be a wish coming from the heart and the person has to have real will and real motivation.

Dos and don'ts



What to steer clear of when dealing with street children

- It's not a good idea to take somebody directly and individually from the street for training. There must be somebody who is mentoring him, otherwise reinsertion will not succeed.

What facilitates success with street children

- Ongoing and strict control. But also pay attention to the possibility that others could utilise the presence of this target group to steal things and have then street children blamed for it.

A very special target group: pygmies

Current issues

In this case it is really a very particular target group, in the sense that in many countries it doesn't even exist. Why then address it here? We think that it is worthwhile presenting the situation of this type of trainees because these kinds of populations and ethnic groups exist everywhere. They are ethnic minorities who have a very particular way of life which separates them quite often from society and who find themselves in most of the cases at the very bottom of the social scale. In our country it's the Pygmies, and in other regions it might be the Fulani or the Massai or other minorities.

Therefore, this chapter is not so much meant to give useful tools on how to succeed with the training of Pygmies. The intention is rather to show this case as an example on how one could approach a minority such as this.

What is the specific challenge with a group like the Pygmies?

As the word "minority" tells us, it is a small group. However, the challenge is big. It is big because these kinds of cases challenge our way of thinking and our standardised way of acting. If you want to get close to this kind of group, you need an open mind and lots of understanding. It requires flexibility, tolerance and adaptation.

How did CAPA approach this target group of pygmies?

Well, our experience is with pygmies of our region. We neither are anthropologists nor ethnologists, and we've only had some experiences with this target group as practitioners of vocational training. Therefore, we don't know if our experiences can be generalised with regards to this particular target group.

The pygmies are among the poorest populations. They are very connected to their region, to the forest and to their villages. They should therefore be trained in their own environment and if possible in the types of trades that are based on natural material. The training can also help to improve the crafts or activities that they practise by tradition and give value to what exists in their own context.

This target group is not used to taking "detours" to find food. What we mean by this is that they should not be trained for an activity that requires a whole set of planning, organisation and efforts, before finally earning an income from it. They are used to a direct link for the most essential thing: finding food in order to survive. Thus, all the trades that are quickly learnt and that have a direct impact are the most appropriate ones, for instance basket weaving or raising small animals.

In summary, we must state that this ethnic group thinks and lives very differently to the rest of society. There are many obstacles and the frustrations of people who want to "bring some help" are numerous. We admit openly that even after our longstanding experience with this target group, we haven't really succeeded with them.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>They are mainly nomads, which means instability.</p>	<ul style="list-style-type: none"> • Training should rather be organised for settled pygmies, that is for those who have already been living at the same place for a certain time. • It's the food situation and survival that makes nomads of the pygmies. Food is therefore the most important element for them. As long as they get food during the training, even if it is once a day, they will stick to the training. • You should try to invent and design all kinds of strategies and tricks to make them finish the training so that they can practise the craft and get income from it. This will motivate the others who are still in training.
<p>Ethnic minorities have often got social complexes, they assume that nobody likes them and that they are neglected.</p>	<ul style="list-style-type: none"> • Put the pygmies together with trainees from other ethnic groups or tribes (preferably those to whom they are accustomed) for common learning. • Whenever there are these kinds of ethnically mixed groups, there has to be close monitoring in order to assure peaceful co-existence. • Organise events where pygmies come together with people from other tribes.
<p>In their social relation with others, pygmies can show a high degree of dependency to the point of a begging attitude.</p>	<ul style="list-style-type: none"> • The issues of dependency and its negative effects should always be treated as integrated matters. • Organise group visits to pygmies who have succeeded in self-sufficiency with regard to food, schooling, clothing etc.

Instead of showing some examples, we would like to describe our experience with this target group over the years



The experience of our church, the Baptist Church CBCA, reaches quite far back to the past. It was in 1985 when the CBCA settled about three hundred pygmy families for free on an area that was given to them. In order to stabilise them, they were also given a school and a health centre. They participated in the assemblies of the church and then asked for vocational training. But at CAPA we didn't believe in the success of their training and so we didn't offer it to them. It was only in 2002 that we had some experiences training pygmies.

In order to prevent them from migrating, a workshop for carpentry was built in their own setting. But then we started to notice deteriorating behaviour and training them did not turn out to be easy at all.

- a) The 37 pygmies we were training turned out to be hungry at all time. They asked for food during the whole training period and this was something that we hadn't foreseen. Thus, 18 of them abandoned the training for this reason. It was only after a small kitchen where they could get some cooked maize with beans had been installed beside the workshop that those who had left returned to the training.
- b) They were in too much of a hurry to learn the trade in no time. Some of them wanted to get money from carpentry in the very first week of training, others after one month. Whenever we tried to explain them how long it takes to get solid training, they would get frustrated. After many efforts involving trial and error, we finally agreed to fix specific objectives for their training together with them and specific items were identified that should be made. They immediately started to do it, believing that they would be able to produce these items in no time. But then they found out for themselves that this wasn't possible. They finally had to admit and to experience themselves that it needed the time that we normally plan for it. Even though they recognised this, quite a number of them abandoned the training. Out of 37 just 17 finished the training. We learnt through this that target groups who are in a hurry to learn the trade should be trained for activities that require very little training time. Thus, we succeeded with a group of pygmy women whom we had trained in basket weaving.
- c) The pygmies in training didn't really trust the trainers. They had a lot of complexes about social and ethnic differences. They were convinced that the trainers didn't want to train them quickly because they wanted to exclude them from society. This inferiority complex resulted in them steadily interpreting the attitudes and actions of the trainers and of trainees with different ethnic origin as if they were disparaging them. In order to assure good co-existence, the trainers tried to make friends with them, sharing things and making small gifts.

Besides the carpentry training, a group of pygmy women had received some pigs on basis of rotating micro credit to start animal raising. But this was the worst of our ideas and an immediate misadventure. Pygmies like meat and thus, they just were eating these pigs one by one and telling us that the pigs were dying of some illness.

- d) At any rate, the training had some positive effects with regard to the social cohabitation of pygmies with people of other ethnic groups or tribes. This happened through public and common events. For instance, we once organised a football match between the pygmies and a Bantu team. The pygmy team lost, but notwithstanding this result, the pygmies were celebrating the event: it was the fact that they had been playing with another tribe that made them feel proud.

Summarising our experiences with the pygmies of our region, we can say that the following are our “lessons learnt” at CAPA with regards to this target group:

- (1) Pygmies are a group that is marginalised in society and somehow forgotten. They also need to have an access to economic activities in order to have income opportunities and to have a decent life.
- (2) The pygmies have natural talents that can be promoted through practical training of crafts and trades.
- (3) If any, only train pygmies who are settled.
- (4) Just go for short training courses that can immediately be converted into income opportunities.
- (5) Assuring food during the training is a motivating element.
- (6) The training of pygmies must include activities that lead to social integration, mutual acceptance and peaceful co-existence.

Dos and don'ts



What to steer clear of when dealing with ethnic target groups who are nomads

- Avoid all kind of attitudes that can stigmatise them.
- Don't focus on real (organised) self-employment.
- They can be cunning.

What facilitates success with ethnic target groups who are nomads

- Before starting an initiative with them, it would be wise to get advice from an ethnologist.
- If you want to really serve them, learn to get familiar with them.

Socio-professional insertion and self-employment

What is needed in order to succeed with self-employment of graduates?

Current issues

In most of the African countries, the economy is characterised by three factors: an informal sector that largely dominates economic activities, a mass of young people with a low educational level and vocational training provision that doesn't even reach a fraction of this large number of young people. Furthermore, the formal vocational training with official diploma prepares people for jobs, that is, for dependant and paid employment. But these kinds of jobs are scarce as they are to be found in the formal sector (industry, enterprises) and this sector is mostly quite small. Thus, many young people are obliged to become self-employed but they are rarely prepared for it.

What is the specific challenge with regards to training for self-employment?

Experience shows: when you ask directors of vocational training centres what they consider to be the determining element for the success of self-employment, they will answer: resources. While it is true that resources are an important element, they are not the main challenge for successful self-employment. The main challenge is to recognise that a training system leading to self-employment is not the same than training for wage employment, that it is more demanding. Any training centre who knows that its graduates will rather end up in self-employment has got a certain responsibility with regards to the training concept that is offered. The challenge is therefore to recognise this responsibility. To train people for self-employment *requires from a training centre that the main factors for successful self-employment are known*. And these factors go far beyond the need of resources: it's about the personal profile of the trainee and the preparation on how to operate a business (that also goes beyond a simple course), it's about savings and the follow up of the graduates' start up activities. This means that the management of a training centre *has to know what is business and how it works* in order to be able to develop training concepts that respond to the specific requirements of self-employment.

What we are frequently asked about self-employment



(1) Isn't the question of insertion for self-employment too difficult for a vocational training centre? Yes, and no. It is difficult for trades that require heavy investment and it is difficult for all graduates who are not prepared to self-employment and who don't have a minimum of natural aptitude for business.

Generally spoken, self-employment is not too difficult but it really requires that the graduates show some entrepreneurial characteristics and that they are prepared for the world of work through practice and internships.

(2) With regards to your difficult economic situation in the East of Congo: how do you succeed in helping graduates become self-employed?

First of all: by training them in crafts and trades where self-employment is feasible. Then we also ask the parents or guardians to assure the minimum requirements for self-employment, before, during and after the training. Finally, we help the graduates with a tool kit and they can also get micro-credits from a savings and credit cooperative. We also recommend to the graduates that they may form small associated groups or that they try to join existing workshops.

(3) Doesn't support towards self-employment require too much money?

Self-employment requires much money if you want to do all of it at once. For insertion via self-employment you need to proceed progressively. When the burden of self-employment is shared by all the parties involved (the graduate, associated groups, the parents or sponsors), then it becomes less heavy.

(4) How do you organise the follow-up of the graduates who are self-employed?

At CAPA we have a specific task force for this task of follow-up. We don't do that for everybody, as some graduates might have migrated or are living too far away. We also limit the duration of follow up and the number of workshops that we are able to follow up according to the resources that are available.

(5) For how long do you follow up or assist graduates?

The duration depends of each case. Some of them are assisted for up to three years, and it even can go up to five years.

(6) Do particular and difficult target groups also succeed in becoming self-employed?

Some of them do, but not all. It depends on the trade, on their aptitudes and on their preparation to it.

(7) What about the graduates who don't succeed?

Those who fail in self-employment get a job somewhere or are searching for one. Others join the small enterprises that their colleagues have successfully set up.

(8) What are the indicators that show successful self-employment?

Self-employment is considered successful when the graduate practises the trade that he has learnt in a profitable way and when he gets income from it that satisfies his needs. Furthermore, self-employment has been successful when the graduate has created a small enterprise where he employs others and when he has apprentices whom he trains.

(9) What should a training centre do when graduates can no longer be inserted?

When a training centre is no longer able to insert its graduates then it's not fulfilling its vocation any more. It then becomes a waste of resources for the training centre and a waste of time and money for the trainees. One should then stop the training activities and start to reflect about it. Generally, this situation happens when a training centre doesn't consider the market demand and/or the needs of the society. In this case, action should be reoriented according to the feedback from the market and all parties involved.

Which are the criteria and the main strategic elements for the success of training for self-employment?

The basic principle is that you have to reflect on and take action towards self-employment before, during and after the training. You shouldn't start to reflect on self-employment and how to insert graduates only as they're finishing their training.

If candidates envisage being self-employed after the training, then the training contract should already include aspects of future self-employment, particularly the responsibility of the parents and guardians with regards to their contribution to insertion (model of contract: see appendix). Their responsibility often consists of assuring tools or work space.

The preparation for self-employment should be assured by training courses that build up and reinforce key competencies for small business and that address business management and tax issues.

Discussions of trainees with self-employed graduates should be organised and intensified. Through these exchanges, the trainees will already get to know what the challenges of starting up a small business are, and they will be prepared to tackle these problems. During this preparation for self-employment, those who want to can already join a small associated group with the vision of setting up a small business together. Thus, self-employment starts before the end of the training.

In order to give the trainees and graduates access to micro credits, we set up a savings and credit cooperative within the CAPA compound. The trainees and graduates are encouraged to open an account and to build up some small savings. On recommendation from the centre, they can also get micro credits (model of a tripartite agreement: see appendix).

At the end, start-up is done individually or in group. According to our possibilities, we give tool kits to the graduates.

The follow-up is organised as follows. At CAPA we have a special unit for this. This unit coordinates four staff members and four sector heads; they share the number of workshops that have to be followed up and the respective tasks.

The follow-up by the staff members comprises the organisation of the workshop, all questions of associated business and advice for business management to ensure that the graduate has a solid small business. A solid small business is the requirement for getting credits. The follow-up by the heads of sector concern technical advice.

We plan a follow-up duration of 3 to 5 years with a minimum of one visit per trimester. For difficult cases the follow-up can be more intensive. See appendix: "Follow up sheet for graduates".

Currently, we are able to follow up 36 associated workshops of a total number of 176 workshops. With regards to the total number, one has to consider that quite a lot of graduates are "mobile" (they are not installed in a workshop). This is the case with masons, electricians and plumbers, with whom we don't follow up due to the nature of their work. Others migrate quite far away to the inner province, to other provinces or even to a neighboured country. Those who work as employees aren't either followed up.

What kind of difficulties could appear and how can they be overcome?



Self-employment for graduates is one of the major challenges for training centres. For this reason, the following table will be more detailed than in other chapters.

Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Quite often, vocational training centres are not aware of their role and their responsibility with regards to successful socio-professional insertion of their graduates.</p> <p>Most of the training centres don't really observe the market in order to know if there is still a demand for the trades they are training for. Often they also don't think about the requirements for self-employment in these trades or crafts (e.g. heavy investment makes it rather impossible for graduates to start up).</p>	<ul style="list-style-type: none"> • One of the responsibilities of a training centre is to train young people only for crafts and trades that offer employment opportunities. In order to do this, it is necessary to observe the market, with regular assessment of the economic situation and the real demand for products and services. • On the other hand, you should pay attention to choosing training for crafts and trades for which you can quite easily find material and raw material. Difficulty in accessing material is one of the main obstacles for profitable small business. • Another responsibility of training centres would be not to train for branches that require heavy investment for self-employment as graduates generally don't have much capital and cannot start up in these kinds of branches. Therefore, if self-employment is envisaged as a main strategy, one should offer training for crafts and trades where the cost of start-up is accessible, otherwise the graduates will remain unemployed and the objectives of training will not be achieved. • If trades requiring high investment are demanded on the market, one should offer training à la carte while assuring that those who ask for the training (the family of the candidate or his guardian) are able to support the trainee in his start-up business after training.

Too many training centres neglect the differences between wage employment and self-employment and they also don't distinguish between the different types of self-employment.

Training centres are rarely “insiders” as to the realities of the market. The differences between self-employment and entrepreneurship aren't often seen, nor is there a clear perception of the difference between “basic knowledge in management” and “book-keeping”.

- If you're in the lucky situation that there are as many opportunities for wage employment as for self-employment on the market, then you should know who among the trainees is looking for wage-employment (and has an aptitude for it) and who wants to be (or has to be) self-employed. Therefore, management training is offered for self-employment on a case-by-case basis, while those who are looking for wage-employment will be trained on how to write a CV and how to present themselves for a job.
- When you are in an environment where self-employment is the only option, then it would be good to know what kind of self-employment you want to (or have to) prepare the trainees for (the range goes from basic craft to entrepreneurship). This analysis or canvassing will guide the preparation for insertion as well as the follow-up.
- Staff members in charge of insertion must be aware of the different types of independent economic activity. Too often, self-employment is understood and treated as if it were a uniform type of entrepreneurship but this doesn't correspond to the practical exercise of an independent activity. For the follow-up of graduates, it is important to distinguish if it is rather self-employment for survival, more stable self-employment but still a basic sort of activity, self-employment with potential of growth or a self-employment with entrepreneurial perspective.
- The first criteria that helps to determinate the type and degree of economic activity is in the profile of the graduate himself, in his or her motivation, determination and capacities: What does he or she want to achieve? What will he or she be able to achieve?
- It's very useful to bring trainees together with graduates who are already self-employed so that they can exchange experiences.
- It is rather useless to initiate graduates into entrepreneurship if their personality doesn't show the characteristics that are indispensable for entrepreneurship. It is also useless to make comprehensive business plans with graduates who will later on produce nothing more than basic items because that's what they are able to do.

<p>The problem of limited resources: trainees who are not challenged enough with regards to their own efforts for the future self-employment</p> <p>Arguments about self-employment are usually about “financing” start-up. Measures that precede start-up are often neglected.</p>	<ul style="list-style-type: none"> • Whatever the envisaged self-employment project might be, there is one condition that should never be missed out: trainees should be challenged to make their <i>own</i> efforts with regards to resources, even if these efforts are rather insignificant. It is a big error to give credit and financial support to graduates who haven’t taken any effort to make some savings or who don’t present any support from their family. • The concept of “own efforts” should be challenged from the very beginning. A training centre can offer small jobs to trainees as opportunities for earning some money. It’s not the amount that counts most, it’s the will and the mentality that should be fostered. • Training sessions in the form of discussions or exchanges about the question of what can be done to put together start-up capital should be organised and should form part of any management course. • It’s also good to activate the responsibility of the parents so that they contribute to the insertion. • A tripartite training contract that is signed by the involved parties (the candidate, the parents/the guardian and the training centre) will help to make all parties be responsible with regard to their contributions. • One can even be stricter and ask the candidate to present the recommendation of somebody and to request that these people assure the required capital for insertion.
<p>The problems of weak institutional competencies with regards to business and economic issues, the lack of procedures and the lack of experience of the staff in charge of insertion</p> <p>Certainly, it would be optimal if the staff in charge of insertion and follow-up of the graduates had a certain degree of experience in economic issues.</p>	<ul style="list-style-type: none"> • Any vocational training centre should have staff members who are exclusively in charge of the socio-professional insertion of the graduates after training. • It is strongly advisable that this staff has some solid knowledge on market mechanisms and on how business works. It would be even better if they had practical business experiences of their own. • This unit for insertion has to work closely together with the trainers because they know the trainees’ personalities best. • In order to assure the best results, it would be good and even necessary to develop and to share the procedures and politics of professional insertion with all the staff members. The ideal form would be a manual that puts together the steps and prescriptions.

	<ul style="list-style-type: none"> • It may also be useful to exchange experiences with other training centres and other organisations that deal with professional insertion. • For the capacity building of staff members dealing with follow-up and insertion, you can also ask for support from specialised organisations. However, you should make sure that these people, in turn, haven't got their knowledge from books. Success in business is for those who really <i>know</i> about business.
<p>Errors in following up</p> <p>Generally, it can be said that follow-up of graduates is one of the areas where training centres are not so strong and less competent.</p> <p>One of the biggest errors with regards to self-employment is to neglect the follow-up of the young craftspeople who started their own business. Usually, the argument for not doing it is that there is no money for it.</p> <p>Often, centres understand follow-up as sort of “friendly visits” to say hello. The objectives of it aren't always clear and it's not always considered or handled as serious business support.</p>	<ul style="list-style-type: none"> • If a training centre hasn't got enough resources for comprehensive follow-up of its graduates, then it needs creativity and a good selection strategy: one might then follow up less people, but make sure they are those who most need support. • A similar problem can be experienced when a training centre that knows quite well how to organise good follow-up but that it trains a large number of people. In this case, too, it won't be possible to do a comprehensive and close follow-up of all graduates in the same way. • Beneficiaries will take follow-up measures more seriously when there is a contract about it that specifies what kind of support is needed and for how long the follow-up is being planned. • In order to avoid “stumbling” and errors, follow-up strategies have to be thoroughly conceived, detailed step by step and laid down in a working manual. • A training centre has to assure that the follow-up of graduates is handled by the staff in a very committed manner: there must be files about each graduate being followed up and the staff must regularly provide a record of the visits. • For graduates who are employed in enterprises or other work places, follow-up can be useful to get feedback about the effectiveness of the training but it is not so necessary with regards to the graduates. For them it's enough to know where they're working and to offer further training and upgrading to them in case they need it.
<p>Sometimes it happens that financial support is misused.</p> <p>This mostly happens in training centres where there is less experience in this area.</p>	<ul style="list-style-type: none"> • The “recipe” for this is: Don't give any financial support before having checked the situation thoroughly in order to reduce any danger of misuse as much as possible. • A special recommendation as sort of “safeguard”: Avoid as much as possible giving cash support. Support in form of service (advice) and material is more important (and more sure) than money in cash.

	<ul style="list-style-type: none"> • Whenever you have given financial support in cash, close and regular monitoring is definitely a must. • It's useful to include this matter of financial support into the lessons about business ethics and social ethics. • Credits should only be given and handled by professional agencies (financial institutions) to assure professional management and maximise the rate of payback.
<p>Administrative requirements and taxes don't often encourage graduates to start up business.</p>	<ul style="list-style-type: none"> • A training centre should advise graduates with regards to these administrative issues and help them to get all the official permissions for start-up. • Training centres may also help federations of craftspeople in negotiating fiscal relief for start-up. • The very first support for graduates and their start-up business has to be the support of the "business establishment" as such, with all its requirements.
<p>Exaggerated taxation suffocates self-employment and entrepreneurial initiatives of graduates.</p>	<ul style="list-style-type: none"> • Training institutions can help while organising lobbying activities in order to fight against exaggerated taxation. • One should try to negotiate particular conditions for crafts promotion with the fiscal authorities.
<p>Groups who have been financed collectively for start-up dissolve when there isn't a real link or close relation among the group members.</p>	<ul style="list-style-type: none"> • Development organisations as well as training centres that care about socio-professional insertion of their graduates often consider the "collective formula" as an ideal solution for start-ups and crafts businesses. However, "group business" isn't always ideal and the prerequisites should be examined quite thoroughly. Most of all: Never give financial support to graduates <i>that requires as a condition</i> that they be associated as a group! • When you are convinced that group business is a good or ideal formula, then pay attention to the important element of "affinity". Graduates who are recommended to set up a business as a group should <i>feel</i> as a group. They should come together because they like to do things together or because they are friends. • As a strategic decision you may recommend that a group which is quite strong accepts weaker members in order to help weaker graduates. • As in business, even friendship may sometimes come to an end, so it is advisable that group rules and regulations be elaborated in order to have guidelines for conflict situations.

	<ul style="list-style-type: none"> • In case of such group business, follow-up also has to monitor the working atmosphere and the mutual respect to be upheld during professional cohabitation. • In case of conflict and when mediation doesn't succeed, one should not persist in keeping the group together. If members of a group are not on good terms, their work performance will suffer from this and consequently so will their income.
<p>Money and its sharing or distribution in the group is one of the main points of conflict that leads to breakup.</p>	<ul style="list-style-type: none"> • A group that is doing business together needs a "concept of business regulation". This regulation has to state clearly how the profit realised by the group will be distributed. • The best system of profit-distribution is to pay each member of the group according to the order that he has executed or according to the item that he has produced.
<p>It also happens that conflicts arise about leadership when it comes to the question of who should be the representative of the group.</p>	<ul style="list-style-type: none"> • In a group of ex-graduates there isn't a boss with employees but all of them have the same status. Thus, representative leadership could be organised as a periodic and rotating system.
<p>Common goods in a group (like tools and equipment) are often used, handled and cared for irresponsibly. When something belongs to everybody, it is sometimes felt as if it doesn't belong to anybody.</p>	<ul style="list-style-type: none"> • There is the need for specifying work procedures and management in a regulation that also defines responsibilities. • Such a regulation that has to be developed by all members of the group must also cite potential faults and appropriate penalties. • The best way to assure responsibility in this sense would be for each member to get his own tools that he has to care for.
<p>Adequate guidelines for the management of crafts business are often lacking. The classical and academic forms of business management are sometimes too complicated and not adapted to grassroots realities.</p>	<ul style="list-style-type: none"> • Encourage the graduates and other craftspeople to develop their own regulations. They will be more responsible in the use of their own documents. • Don't require too classical and academic forms of management. Craftspeople will not have the capacities nor the will to do so. • Observe their own way of managing things and go along with them as long as this doesn't generate conflicts and it contributes to motivation and to the growth of their business.

Five experiences of self-employment



1) People who are real entrepreneurs don't like "collective" forms of business that much

Ms. Lucie was a single mother who had been rejected by her family. She was trained in dressmaking and as she was among those whom we wanted to support for their professional insertion, we recommended she join up with two other dress-makers. When they were a group working together in a workshop in town, they didn't really get on with each other. Several years went by and they still didn't progress. Thus, one day, Ms. Lucie came to us and said that she no longer wanted to continue with this collective work, that she wanted to have her own business in order to realise her own visions of life. The unit in charge of insertion and follow up refused her idea and tried to show her all the benefits of collective work, as we usually believed in it. Completely fed up, she then decided to do it on her own, breaking up with our support. Only four years later, she owns 16 sewing machines and has 9 employees working with her, whom she regularly pays. Her workshop has grown into a real business and we had finally to recognise that collective work is not the best form for everybody.

2) Practising the craft together – a good option for construction work

Grouping graduates together for work can be a good way of insertion, but it all depends on the case and on the economic environment. In 2011, CAPA had received the request from 38 masons who wanted to upgrade their competencies as they were still just working as helpers. They had been trained by us to get certificates and when it came to the jury for their test, they performed very well. At the moment of the delivery of their certificates, in front of a large audience with many contractors present as well, the 38 graduates surprised everybody by announcing that they had joined together to form an association named AMKA. One of the contractors who was present at the ceremony promised to contract them for the construction of three buildings in a military camp. Since the day of the ceremony, they have worn badges showing that they are members of an association. CAPA had given them some tools and they themselves also acquired work material. They work well and quickly. As they are a group, the construction owners trust them and so they're never short of construction orders. Today, they already have 68 helpers in their group.

3) Too much follow-up of graduates finally ends up defeating the purpose of follow-up, particularly when the graduates themselves don't need it

In 1998, we were waiting for an external team to evaluate our training programme. Therefore, the members of our follow-up taskforce were working even more intensively with the graduates who were self-employed. Particular attention was then given to their bookkeeping. Convinced that it was absolutely indispensable for a good business to have some classic bookkeeping, we had trained the graduates in this and we wanted them to keep these documents regularly. But we had always been frustrated by reality, as the graduates only started to do their books when they knew that the follow-up team would visit them. Thus the documents were never complete and our taskforce always had to listen to the most incredible stories why this was the case. As this reality had always been the same over the years, the graduates had become suspicious of our follow-up team. Our staff was frustrated, considering this task as a complete failure on the part of the training centre.

But when the evaluation team had arrived, evidence showed up: the graduates explained that they didn't want to keep books and the consultant sent by the donor added to our surprise that it wasn't always a good idea to oblige craftspeople to keep books. We sometimes underestimate craftspeople while thinking that they can't manage their affairs well when they don't keep *classic* accounting systems, but in reality they sometimes know how to do it in an appropriate way. After this experience, we now try to find out what the real needs of the graduates are with regards to the follow-up of their small business.

4) Giving financial support in cash turns out to be a temptation when there is no regular follow-up

In 1998, we had a graduate of carpentry, Mr. Claude, who was practising the trade well in his village. He had impressed the follow-up team by the fact that he had taken in 9 apprentices into his carpentry workshop. He had then asked us to support his workshop with all these apprentices and to give him some money for tools and material.

We gave him \$380 for the purchase of tools at Bukavu. He was asked to buy the items and to show them to us before going back to his village located at a distance of 52 km from Bukavu. But we never saw him come back as agreed. One of our staff members told us then that he had seen Mr. Claude in the city: he not only had been drunk but he also had a big new radio with him and some other things that he had bought. When our follow-up team went later on to see him in his workshop, they never met him and obviously, nothing had been bought for the workshop with this money. We knew later that he was always hiding when he knew that our staff was coming and he just came out when they had left.

We have learnt a lot from this experience and since then we rather give money "in kind", that is as tools or material and not in cash, and we follow up such a support quite intensively.

5) How financial support for a blacksmith's shop was "transformed" into a living house

We would like to describe another case of "misuse", as we think it is important to recommend caution when it comes to financial support. When the needs of an applicant are not thoroughly analysed and when support is given without being intensively monitored, then deviation and misuse are inevitable. This was our experience with Mr. Stop, a blacksmith.

Mr. Stop was working together with other blacksmiths and helpers in his shop that was thatch-covered. He insisted all time to the follow-up team and even to the director of CAPA that he needed a good solid workshop covered with a metal sheet roof. As we considered him as a good role model for the craft of blacksmithing that is nowadays dying out as a trade, we agreed to support him. We let three months go by without visiting him, which was quite an error. When we then arrived one day, we found him and his family comfortably installed in the newly built "workshop", while his former thatched hut had become his workshop. We were all shocked by this behaviour and Mr. Stop was ordered to appear in order to account for his action. However, Mr. Stop didn't show any sign of remorse. He said that it's unacceptable for people to live in a hut when material is well protected in a house and that we should understand that. Again we had learnt our lesson but until this day, Mr. Stop and his family would not move out of the "nicely built workshop".

Dos and don'ts



What to steer clear of when supporting self-employment

- One should never “put together” graduates to a group if they themselves don't have this idea and don't feel it.
- With financial support, one should always be cautious because misuse can easily happen.
- Don't do follow up according to your own ideas of what *could be* needed but find out what graduates *really* need.
- Training concepts should take into account what the intentions of the future graduates will be – to look for a job or to be self-employed – and should prepare them accordingly.

What facilitates success in the support of self-employment

- Insertion and start-up for self-employment should be treated as a concrete issue before and during the training, so they can be implemented after the training.
- Check well who among the trainees and graduates has got an entrepreneurial profile or at least some of the main characteristics of it as this will be the best guarantee for successful self-employment.

Vocational training and gender

Current issues

When it comes now to vocational training with regard to gender, the situation can be described in one sentence: generally, vocational training is there for men.

This statement could appear as polemic but it's nothing more than the truth and the reality. Wherever you check what kind of vocational training is provided, you will find that the number of training branches considered to be "for men" goes far beyond the amount of those intended to reach girls. This situation is not only due to the common stereotype that tells us what's suitable for girls and what's rather for boys, it's also a result of what we could call "conceptual will": there is less attention paid to the issue, there are less efforts made to change something and often this is due to a lack of will to deal with it. The training branches offered to girls can be listed quickly. They are: dressmaking, cooking, hairdressing & beauty and office technology. With regard to the trades "for men", some training centres are willing to accept girls in these, while others are more reluctant. However, the reluctance on this side doesn't result in further efforts being invested into finding out what kind of vocational training could be offered to girls. All these elements together result in vocational training for girls being rather stagnant.

What is the specific challenge with regards to gender?

The first challenge for a training centre might be not to consider girls as sort of annex to boys.

With regards to poverty alleviation, women are more likely to use income for the household than men. This is a common experience in development and should also have importance with regards to vocational training opportunities for girls.

The second challenge would be to make some efforts in order to find out what kind of opportunities do exist for girls and to then increase the range of training offered.

The third challenge finally is to accept that there are girls who really like the so called "trades for men" and to encourage them in this.

What we are frequently asked about gender



(1) How do you consider gender at CAPA?

We are located in a cultural context where it is common to distinguish what kind of trade is suitable for women and what are trades for men. After having experienced many different cases, we at CAPA are convinced that there are no trades for women or trades for men: women can practise any trade and they even

can excel in so-called trades for men. At CAPA we have a special unit for gender & trades and we have also employed female trainers in branches that are so-called male trades.

(2) Is there any problem with regards to integration of women into vocational training?

Yes, still there are problems. There are obstacles from outside but also inside our centre. Women still encounter problems when they want to join a course that is considered in our region to be for men. We even observe these kinds of attitudes in our centre: we notice that men don't behave in a way that facilitates integration. Unfortunately, prejudices and stereotypes are not easy to eliminate.

(3) What could one generally do in order to foster vocational training for girls and what do you do at CAPA?

What is needed is that the directors and managers of training institutions get the stereotypes about what girls can become or cannot become, out of their heads, because this is the prerequisite for the will to do something in favour of girls.

At CAPA we try to diversify the training branches and to offer more training options for everybody, for women and for men. When girls choose a so-called trade for men, then we assist them in a particular way in their integration during the training as well as after the training. One of our strategies that is thought to awaken interest in girls for "male trades" is to employ competent female graduates in these branches as trainers at CAPA.

(4) What do you do in order to aid the integration of women who want to learn so-called male trades?

In order to integrate women into so-called trades for men, we act on three levels. First we listen to girls and women about their individual choice. Then we act on all the involved parties in the centre and sensitise everybody to good co-existence between men and women without any discrimination. Finally, we organise conferences and also talk about this issue on the radio to sensitise the whole population so that habits and traditional thinking that are discriminating women and suffocating their potential can be banished. All the positive experiences are highlighted and we invite everybody to foster talents and skills without any regard of sex and gender.

What are the strategies that CAPA develops to foster gender awareness in crafts and vocational training?

We have dealt with this gender aspect since we started reforming training courses. At CAPA we began to dream about a society where men and women could practise crafts and trades without any gender distinction. It's not about forcing men or women into certain trades: it's about promoting men and women with regards to their wishes and inherent talents, so that everybody can have the same chances without exclusion.

Up to now we have observed that society treats women who choose so called male-trades in a different way. Often they are stigmatised and when they get married, their husbands sometimes don't allow them to practise the trade. When they apply for a job, companies might assign them functions that don't correspond to what they have learnt.

Even in our centre we experience daily that these girls or women have to endure all kinds of remarks and comments, verbal derisions and even harassment. All this discourages those girls and women who are weak or less determined. This has shown us that it's a problem of society and that it's not one that's easy to solve.

Nevertheless, we have also noticed that women are gradually starting to integrate successfully into so-called trades for men.

With regard to practice, at CAPA we try to act in a way that attracts girls and women to trades. We have added training branches that are considered suitable for women. In the past, the only trade offered to women was dressmaking. We then added batik, cooking, hotel business, basket weaving, hairdressing and the fabrication of ecological ovens. Women are also asking for food processing and for sales training, so we are planning to add these training branches too.

Whenever a girl or a woman presents herself and wants to learn a so-called male trade, then we encourage her. Thus we have female trainees in car mechanics, masonry, carpentry, welding and in marine training.

With regards to administration, we have installed a department for gender & trades that is headed by a female manager whose task is to sensitise people about gender issues and to assist the staff in dealing with them.

We must say that the employment of women as trainers in the so called male branches has turned out to be a real success, as it makes women join these branches. We have one female trainer in welding, two in carpentry and one in masonry.

We have also integrated women into the sports activities of the centre. We are therefore proud to have a female football team that also contributes to providing a different perception of women in society.

CAPA also tries to propagate a different view of professional women through conferences and radio broadcasts. We rely heavily on role models such as successful female entrepreneurs in order to sensitise society and to encourage girls and women.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Cultural obstacles: stereotypes and prejudices about female professional activities</p>	<ul style="list-style-type: none"> • First of all: sensitise all players and all parties who are involved in training activities to all questions related to the promotion of gender issues. • Itemise all cultural taboos that devalue women and men and that retard development and fight against them. • Identify those women who broke with these cultural limitations and who have succeeded in professional activities. Use these cases when discussing experiences. • Use media: theatre, banners, graphics, music, etc. ...to fight against retrograde cultural behaviour.

<p>There is not much diversity of trades for women.</p>	<ul style="list-style-type: none"> • Listen to women and to their needs. • Visit other countries and observe what women do there. • Devise other kinds of trades that can be practised in the region and that would be good for women.
<p>It happens quite often that girls abandon the trade when they get married.</p>	<ul style="list-style-type: none"> • Sensitise men and women through the media to respect each other and to respect their professional choices. • Sensitise the female trainees during the training to defend their choices and to defend their future professional life. • Initiate a female association of all women who are practising so called male-trades in order to foster exchange among them, as well as joint advocacy for their challenges. • Invite men who are being obstacles to the professional life of their wives to the centre or go to see them and talk with them.
<p>Girls and women can get discouraged more quickly than men when it comes to professional insertion.</p>	<ul style="list-style-type: none"> • Prepare all of them during the training, girls and women as well as men, to endure the vagaries and difficulties of training and of professional insertion. • Invite former graduates to talk about their professional career from training to insertion (the difficulties, problems, risks and how they could overcome them).
<p>With regards to infrastructure, training centres often are not equipped and adapted for girls (like changing rooms and toilets)</p>	<ul style="list-style-type: none"> • Regardless of expense, the respect of gender and of intimacy of men and women in the training and work environment has to be a particular preoccupation for directors and managers of training centres. • Women and men must have their own changing rooms and sanitary facilities.

Three experiences of gender issues



1) A mother wanted her daughter to learn dressmaking but the daughter chose masonry

We notice that in the environment of CAPA the so called male-trades are losing their mysticism more and more. One day a mother came to us with her daughter, a single mother, to enrol her for dressmaking. But when the daughter had been given a tour and shown the various training options, she decided to become a mason. Her mother and other women tried to discourage her as much as possible but she set a high value on finishing her training and on practising the trade. As she was a sort of “curiosity” as a female mason, people were curious to see her on a construction site, so she got quite a lot of work orders. She then joined a group of masons and worked with them on construction sites. In 2014, she met a fellow mason, who was also a former graduate of CAPA, and fell in love. They got married in 2015. She says that beyond love, there was the particular motivation for her: the fact that with a mason as husband she will surely continue with her work. Otherwise there are many men who don’t let their wives continue working after marriage.

2) Fighting a double stereotype: over 50 and mother of seven children, she becomes a welder

Being over 50 and having seven children, Ms. Fify is no longer what people would consider a “normal” candidate for vocational training. She had been working in a Catholic parish of Bukavu to help vulnerable people, but one day she just decided to enrol in welding at CAPA. Already during the training, it became obvious that she was quite a particular personality, showing very positive attitudes and helping other trainees. When we noticed her responsibility, her organisational capacities and her competencies in explaining lessons to fellow trainees, we decided to employ her as a trainer. Thus, today she is in charge of training and production in the metal workshop of CAPA.

3) Marine training – a woman wants to be different

There was once a girl named Georgette who was determined to do something different, by choosing a training branch where there were no women. She wanted to be trained for navigation so she could become a captain. When asked why she had chosen this training, she always answered that in her life it has been very important for her to be “different” and that she wants to show to everybody that there is no trade that is exclusively for men or for woman. Currently she is in her third year, which is the grade of steersman. She is doing an internship on one of the big ships on the Lake Kivu called “Emmanuel”. She has already started to steer the ship and the reports from her supervisors are very positive.

Dos and don'ts



What to steer clear of with regards to gender issues

- It has to be highlighted even if it might not be welcome: the managers and directors of vocational training centres must be aware of their own cultural prejudices with regards to crafts and trades for women and must try to overcome these restrictive attitudes.
- If a training centre is willing to foster the presence of girls in male trades, it should not be “proposed” to girls, just let them choose themselves.
- Sexual harassment in training and in the work environment should be resolutely combatted.

What facilitates success with regards to gender

- When you sensitise people on gender issues, you should begin with it in your own environment, as trainers in a vocational training centre are not automatically free of stereotypes and prejudices.
- Employ female trainers, particularly in so called male trades.
- Sometimes training and insertion of girls and women requires specific assistance or follow-up, particularly for male-trades, as the social environment can put pressure on women in an attempt to discourage them.
- It's a very good idea to organise discussions between female trainees with women who have succeeded in so called trades for men.

Results and effectiveness of vocational training

Indicators of successful vocational training

Current issues

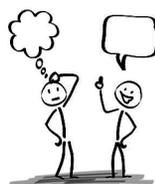
In the past, 20 or 30 years ago, a training centre was congratulated when a high number of young people had been trained and when they had simply “passed the exams”. Nowadays, this is no longer enough as indicator for successful vocational training. The reason is that it has become obvious that a high number of trained people is not automatically a synonym for “useful training”. Donors and other actors in development started to ask questions about the employment of these young people and in many cases it became clear that training had not provided any employment opportunities. We therefore have to repeat what has been said right at the beginning of this book: vocational training is not the same thing as general education. In vocational training, you can’t just be content with “having trained” people. The relevance, quality and utility of vocational training must be reflected in its result and this result is called “employment”.

All indicators of successful vocational training are therefore aligned towards factors that are related to employment: the number of graduates who are employed or self-employed, the number of those working in their speciality, the time that it has taken them to get employment and the question of whether their income is improving their living conditions.

What is the specific challenge with regards to the indicators of success?

The specific challenge regarding indicators is easy to explain and less easy to tackle: it’s vital to be informed on the work situation of the graduates and to have answers to the questions and key factors cited above.

What we are frequently asked about the results of vocational training



(1) What indicates that vocational training has been successful?

The main indicator of successful vocational training that should be considered by anybody is the percentage of graduates who are practising the trade that they learnt either in wage employment or in self-employment. This work situation should appear as sufficiently sustainable and should procure substantial income compared to the regional “basket of goods for households”.

(2) Generally, we rather believe that the certificate is the indicator of success?

Certification and the occupational title that graduates get are not synonyms for successful training. A certificate just says that the trainee has successfully finished his training. This kind of certificate is nothing

more than a paper that carries the assumption of competency. You can compare it to a cheque that becomes a completely useless piece of paper when there are no funds in the bank. The real value of a certificate becomes manifest in the cognitive and technical competencies and in the life skills that graduates *show while practising* their trade, whether they work for an employer or they're self-employed.

(3) Do your graduates easily find employment or become sustainably self-employed?

In a region like ours where the private sector is very small and where good jobs are rare, the graduates find jobs in local crafts workshops. Most of the graduates, however, become self-employed.

Compared to other training centres, we have a rate of employment that is quite good: about 80%. The rest of 20% covers those who change their trade, those who are unemployed and those about whom we don't have any information.

(4) Do you always know what has become of your graduates?

Currently, our statistics of end of 2014 show a total number of 7 214 graduates and we are informed about the situation of 6 812 of them.

We are able to give such exact figures because we have two units at CAPA that are in charge of this work: the unit for professional insertion of graduates and the monitoring and evaluation unit.

(5) Could it be that you've succeeded because you have external financial support?

It is true that external support has an influence on our results. However, too many people think that this financial support is the main factor for our success. This is not true. The financing that we receive goes to a large number of trainees and to vulnerable target groups who are not even able to pay for training. The success is mainly due to the "will" and operational capacities as well as external advice and consultation that has stimulated the management staff. We started with very low external financing. The amounts were growing in proportion to our commitment and to our success. And by the way, there are training centres that are heavily financed without producing noticeable results.

(6) What is it, then, that has led to your success?

The key to our success lies in the reform process that started in 1992, and which was inspired by external advice. The "pillars" of this reform are teamwork by managers and employees, characterised by motivation, decision, determination and discipline; a training programme that is based on the demand and the needs of the market; active listening to the population; taking into account of the trainees' needs; trainers who are practitioners; high percentage of practical training; the flexible concept of different training durations; serious commitment with regards to the follow-up of graduates and their insertion.

Which are the approaches and methods at CAPA that facilitate the verification of the success of training?

Obviously, the results of any vocational training can only be checked after the training, by examining the employment situation. The main indicators are therefore the percentage of graduates who practise the trade that they have learnt and the income that they can get from it monthly and annually.

At CAPA, we can demonstrate an employment rate around 80% (currently 78.9%). The stronger the market demand in the respective branches, the higher the chances of employment for graduates. We can cite

the case of the marine training where the demand and needs of ship owners are so strong that in about 60% of the cases, they just keep the interns as employees.

In order to show evidence of the employment rate, a training centre has to have statistics. At CAPA, we understood this with the reform of our training system that began in 1992. Since then we have invested much effort to learn about the employment situation of our graduates. If a training centre doesn't know anything about its graduates' work situation, it will never be able to know whether the objectives of the training have been achieved.

At CAPA we have a department that is in charge of getting information about the employment situation. This is the "unit for professional insertion of graduates". Its work is supported by the unit for monitoring and evaluation of the training, which works like an internal audit of our activities, its functions comprising the compilation of the various statistics on the trainees and the work situation of the graduates as well as the verification of whether the living conditions of graduates have improved.

The improvement of the living conditions is the indicator that tells us if the income that graduates generate by their activities is solid; this is also compared to the regional "basket of goods for households". The changes in the living conditions as a result of income that has been generated are with regard to feeding, housing, health care and schooling of the children.

Beyond these main indicators of employment and income, we have gradually learnt to observe other indicators as well:

- information about the satisfaction of the graduates' employers
- the observation of the workshops and businesses of self-employed graduates in order to check if they could develop towards real entrepreneurship
- multiplying effects produced in the graduates' workshops like job creation for other people (employed by graduates) and the quality of training for apprentices (young people who are trained by graduates)
- suggestions that graduates make to us with regards to improvement of training as well as their wishes for upgrading or further training
- the degree of satisfaction of the population and the market that can be verified by the demand and by the feedback of consumers.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Most of the training centres consider good exams and certificates as main indicators for the success of vocational training.</p>	<ul style="list-style-type: none"> • Passing an exam isn't the final objective of vocational training. It's just the route that leads to the real objectives. • It always has to be kept in mind that the final objective of vocational training is the totality of effects and positive changes that occur in the lives of the persons who have been trained.
	<ul style="list-style-type: none"> • The impact of training on the life of the graduate can be defined by three aspects: employment, decent income and competencies for professional life. • The improvement of the graduates' living conditions is the criterion that serves to measure the success of vocational training; employment is its basis. However, this employment can only be considered as real success when it generates decent income. Competencies for the professional life (soft skills) also are among the criteria of success.
<p>Training centres don't always consider an institutionalised monitoring and evaluation system to be necessary.</p>	<ul style="list-style-type: none"> • A monitoring and evaluation unit should be integrated into any training centre so that the training activities can be observed and analysed in order to achieve the objectives. If a training centre doesn't have this kind of unit, it may have illusions with regards to its success. • A monitoring and evaluation unit has to act like an internal audit of the activities and the objectives of training. • A unit such as this will also help the training centre in its result-oriented management, as the objectives are developed and shared with all involved parties. Thus the results and effects that have to be achieved are clear to everybody and can be analysed and controlled at any stage of the work.

<p>Training centres often might not succeed in getting graduates employed because there aren't enough job opportunities (formal wage employment) in their economic environment.</p>	<ul style="list-style-type: none"> • Whenever you are in an economic environment where there aren't many formal jobs available, you will have to deliberately focus on crafts and trades that offer opportunities for self-employment. • In this case, the ideas and principles of self-employment described in the respective chapter may guide the action.
<p>One of the elements of failure is when graduates just abandon the trade they have learnt to do something else or to remain unemployed.</p>	<ul style="list-style-type: none"> • First of all, we want to say that this is somehow "normal". There will always be some graduates who change their ideas after training and abandon the trade. But there should only be a few of these. • The measures that we have detailed in the chapter about self-employment will help to prevent people abandoning their trade: it is mainly the contract with the parents or guardians that will assure the support to the practice of the trade and the follow-up of the insertion of graduates. • Whenever a training centre determines that graduates are abandoning the trade they have learnt, someone should go to see them and listen to them to find out the reasons for this. Abandonment can be due to the personality of the graduate himself but it also can be due to faults on the part of his family or of the training centre. • Whenever there are many people abandoning a certain trade, this is an indication that it's the responsibility of the training centre. In this case, it might indicate that you are providing training for a trade that is saturated on the market or that self-employment for this specific trade is too difficult, with too many requirements. Abandonment might also signify that the training is too academic. In all these cases, the training centre is called on to reflect deeply on how to change these conditions. • When graduates have abandoned their trade because they don't have enough money to get set up, the centre could help them to find other ways, like forming a work group or getting them join an existing group.

<p>Training centres often say that they can't keep statistics as they aren't able to locate their graduates.</p>	<ul style="list-style-type: none"> • Statistics about the work situation of graduates are an indispensable element for any vocational training centre. Statistics are also required more and more by donors. • Statistics on the employment situation are intimately linked to the follow-up of graduates. If you follow up your graduates, you normally won't have problems presenting statistics. Or, to put it the other way round: if a training centre has problems with statistics, it might also have to think about following up. • Having effective statistics means having files for each year and each candidate and graduate and updating them regularly. • At the very least, you need the personal data (addresses, phone numbers) of your candidates and your graduates. • The standard method for gathering this data is to sensitise your graduates so that they inform you about what they are doing after training and where they are located. • Always try to have some addresses of the graduates' family members. If you aren't able to locate graduates because even their families don't know where they are, you can also ask their former classmates who often know about them. • Another way to keep in contact with graduates is to support an association of former graduates and to provide the opportunity for their meetings at the centre.
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CAPA's experience on how to guarantee the verification of results



1) How we succeeded in locating our graduates and in institutionalising statistics of graduates

Assuring the achievement of our training objectives has become a real preoccupation of the leaders at CAPA. When we initiated the reform of our training system, we had plenty of problems determining where our graduates would be and what they would be doing. We then started to conduct comprehensive tracer studies between 1992 and 1994, visiting the graduates' villages and also craftspeople in town to find out if they could tell us something about our former graduates. The graduates that we were able to find helped us by indicating where their former colleagues could be found. We now have an institutionalised system for locating our graduates so we can get a complete picture of their situations. We know who practises the trade and who has abandoned it, as we now register the addresses and phone numbers of the graduates and of their parents.

We now observe the whole chain of results, i.e. the data on those who have been trained, their employment situation as wage employment or self-employment, the income that their activities generate and the changes in their living conditions compared to the starting point before the training and before being in employment. We also collect all this through visits at home and by listening to people who know the graduates. It's on this basis that we evaluate the achievement of our training objectives.

2) Observing the results of the training is of strategic importance

Well-analysed quantifiable results aren't just an administrative requirement or for showing off your "success": they are indispensable as foundations for effective management decisions in a training centre. One of these important consequences is the reorienting of action.

We experienced a situation in 1999 that demonstrates this quite well. At that time, we noticed that there were less and less candidates for carpentry and we also noticed that graduates of carpentry came back to us to be trained in another trade. This situation made us alert and we started to check this craft sector in town. We then found out that there were plenty of carpenters in Bukavu and that many of them didn't practise the craft because there were no clients. Our monitoring and evaluation unit analysed the situation as follows: there was an oversupply of carpenters, as quite a number of training centres were offering carpentry and local carpenters also had many apprentices in their workshops. This situation was "topped" by the fact that right after war, people don't need furniture, as they first need to survive. We therefore decided to suspend training in carpentry and we only continued with further training and upgrading for carpenters who were already practising the craft as well as with qualifying apprentices from local workshops.

Three years later, a new situation showed up. When the volcano near Goma erupted and destroyed half of the city, the market there suddenly asked for carpenters and many craftspeople of Bukavu moved to Goma. Others migrated to Kigali. Thus, the woodworking sector in Bukavu suddenly lacked manpower. We therefore started again with the training in carpentry.

The follow-up of graduates to gain knowledge about the employment situation is therefore a very good indicator for the achievement of training objectives. Analysing the data that you get from this will provide a solid foundation for strategic decisions.

3) Efficiency – one of the evaluation criteria in vocational training

When a training centre doesn't pay daily attention to the results of its work and doesn't analyse them or learn from them to be guided in its work, it acts like a traveller without a destination.

Whenever a training centre receives external financial support, the external evaluations that will be carried out will address the question of efficiency – an issue that should be of interest for any centre anyway. In fact, among what we consider to have been failures of our work is a whole decade of activities when our training did not produce good results. During that time, which was the first decade of our existence, CAPA worked like a school, our training courses were classic and rather academic and nobody cared about what would become of our graduates after training.

It was the donor who "obliged" us to initiate a reform process, as financing had been approved under condition of reform. At that time, in 1992 to 1994, as we tried to find out what had become of our graduates, we were quite shocked of the results, as the number of people whom we had been training over years was quite small and the rate of graduates practising the trade was weak.

It was only some five years later when the management of CAPA started to get interested in analysing

the efficiency of that decade. While comparing the budget with the number of trainees and graduates, the result showed a high disproportion: too much money had been used for few results. During that time, the cost of training, per trainee and per year, added up to \$580. Today, after reform, we are able to train somebody effectively with a budget of about \$207 per person and per year.

This gave us a reality check about the losses that CAPA had produced in the past, as we have to call it “loss” when you could do much more with a budget than what you are doing in reality. What’s more, we’re not even taking into account the losses of time and money for the people we’d trained. When you’re being reform-oriented and considering aspects of efficiency, you also get the chance to have a rational look at your management practice. It is indeed possible to make more efficient use of a budget.

Dos and don’ts



What to steer clear of

- Don’t consider exams as the only and best indicator of successful training.
- Never start any training activity without thinking of what the possible employment situation after training will be.
- Don’t be afraid of mistakes and failures and don’t hide them away. You just punish yourself by doing this.

What facilitates success

- Steady reflection and attention to the results of your training activities.
- Integrate monitoring and evaluation into your concept.
- Having statistics and analysing them as this helps to make good management decisions.
- Be open to the feedback from all involved parties: the mentors in the internship, the employers of graduates, the graduates, the clients of self-employed graduates etc.
- Apply the principles of result-oriented management.
- Accept failures and learn from them.

Institutional issues

Current issues

Institutional problems linked to the management of a vocational training centre are rather general and are usually well known. As we highlighted in the introduction to this manual, we are a training centre which has undergone a comprehensive and longstanding reform of its training system. Therefore, we specifically focus in this guide on questions that have to do with a reformed system and with new challenges in vocational training. We don't address aspects of generally known management issues of a training centre here. With regards to a reformed training system, autonomy plays an important role. Some private training centres are autonomous, while others belong to an institution or organisation. You may find organisational structures that are strictly hierarchical and others that allow certain latitude. In institutions with strong hierarchical structure it will usually not be easy for a director or the management team of a training centre to introduce reforms, as there will be resistance or even interdiction. In contrast, they may have certain possibilities if their institution allows greater latitude.

In our first book "Guitars, bricks and sailors" we talked much about institutional issues, about obstacles, constraints and conflicts. We also talked about the struggle that is sometimes needed within the centre but also with regards to the responsible institution, to defend reform ideas and to realize them. We don't want to repeat in this manual what we have already detailed in the first book. Any person who is interested in reading about it can ask us for a free copy of the first book.

In particular, we have deliberately chosen three main institutional aspects that we want to address in this chapter: human resources management, trainers and self-financing or income generation.

What is the specific challenge with regards to institutional aspects when it comes to a reform?

Our experience has shown us that the understanding and the commitment of an institution (a training centre as institutional entity) are key elements for any reform process. It is true that any reform will start with a person who is the leader and who wants to initiate improvements and who is pushing things forward. But if this person doesn't succeed in gathering a hard core of "regulars" around him who support his ideas and if the responsible institution hasn't got the minimum of comprehension of the cause, then any reform will not be successful.

What we are frequently asked about institutional issues



(1) What have been or what are your institutional challenges?

Our institutional challenges are: weak rate of self-financing, which means external dependency ; lack of qualified local trainers for some new training courses; limitations in work space; lack of resources and qualified personnel for insertion of graduates.

(2) Are there any challenges between CAPA and the responsible institution you belong to?

There had been challenges and conflicts in the past but most of them could be solved. One of the main challenges was interference in human resource management. The church that we belong to just took competent personnel and key staff out of CAPA to transfer them elsewhere in their structure.

(3) Does the government (the state) interfere in your activities?

The state (the ministry in charge of vocational training) recommends certain curricula. They also participate in the certification process. Financial state authorities raise taxes and dues.

(4) What is the nature of your relationships with other training centres in the region?

We initiated a network with all the training centres of South Kivu. We act as a resource centre offering internships for their trainees and further training for their trainers.

(5) What are the qualities and competencies that a manager (director) of a vocational training centre should have?

The ideal profile of a manager of a vocational training centre would be that of a technician who has had work experience in the open market. At the least, he should have an affinity for technology and the world of work. Certainly, beyond that, he should have the classical competencies of a manager. Whenever the centre has the vision and the objective of training vulnerable target groups, social competency will be a must.

(6) Which departments or functions are the most important ones within a vocational training centre?

A training centre should have production units in order to assure the effectiveness of practical training. Moreover, there should be a person responsible for insertion of graduates and a person responsible for monitoring and evaluation. When vulnerable target groups are trained, there should be a social service in the institution.

(7) What is the professional profile of your trainers?

They must somehow have practised the trade that they will teach and they should like teaching people. With regards to the classical trades, they must have a professional certificate that at least corresponds to a technician or master's degree. For all other trades like new crafts or small businesses, it is required that they have practical experience in it.

(8) How do you manage to get good trainers for the different branches and to keep them?

Currently, in 2014, we have a team of 18 permanent trainers (employed staff) and a trainers' pool of 28 independent trainers whom we engage for modular training courses on a fee basis. We ask our train-

ers and even the trainees for advice in order to find good trainers. We are not always able to keep good trainers.

(9) What do you do in order to assure that the trainers are able to handle the training of difficult target groups?

We train them for this through special further training and they then have the knowledge they need to deal with difficult target groups.

(10) How do you monitor their teaching and training competencies?

We do this in various and different ways: class visits for theoretical teaching; monitoring of practical exercises in the workshops; evaluation of the trainers by the trainees; analysis of the feedback from internship; assessment of the graduates' competencies.

(11) How do you manage to cover the expenses for the salaries of this big number of trainers?

One main strategy has been to reduce the number of permanently employed staff and to engage independent trainers who work temporarily on a fee basis. For the workers in the production units, it's the income of the production that covers their salaries. The biggest share of the expenses for salaries is covered by the budget that is subsidised through external financing.

(12) What do you do when you lose one of your specialised trainers?

We have always had this problem: NGOs and other organisations are headhunting. They offer better salaries to specialised workforce. In this case, we try to negotiate with the trainers, and this is sometimes successful, while at other times it doesn't work. As managers of a training centre, we always have to keep in mind that in a competitive environment you always risk losing good manpower. Strategically you therefore have to plan two specialised trainers per training branch in order to assure continuation in case of some departure.

(13) How do you handle failures and misadventures?

The reform of our training system has taught us not to consider failure as a bad thing but to perceive it as a learning opportunity. We learnt that you shouldn't hide it away and you also shouldn't blame anybody for failures but take it as a possibility of reflection and learn from it.

(14) Being a training centre, where should we start and what would be the most important elements to be considered if we also wished to carry out a reform of our training system?

The most important thing is to know or to find out if the training that you are offering provides the trainees with the necessary competencies for an economic activity in the labour market. If you don't know it yourself, you should carry out a tracer-study of your former graduates. If you can't do this or if you aren't able to find your former graduates, then try to find out on the labour market if the training matches with the real market demand and to what degree it provides practical experience that is required.

(15) We would like to open a school for vocational training, so what advice can you give us?

Before opening a training institution, you should identify the market demand to find out what products and services are needed and what the opportunities for employment or self-employment are and you should also find out who your target groups are and what needs they have. Then you should start thinking about where you can find the trainers and if you will be able to assure good practical exercises. If you don't have enough resources to equip workshops for practical exercise, you should think about collaboration with enterprises or workshops in town.

The staff

Current issues

The staff of an institution, in this case a vocational training centre, is the key factor for the success of any action – from the top to the basis. Beyond the technical competencies that all actors should have according to their specific function, motivation, comprehension and loyalty count a lot. To be director of a training centre, member of a management team or technical trainer generally requires commitment and responsibility, but the same functions within a reformed training system require even more. They demand real commitment, deep understanding of the approaches that are necessary in a reformed training system and loyalty in the face of tempting competitive offers.

What is the specific challenge with regards to personnel in a reform process?

The challenge regarding the personnel is not just the fact that you have to find qualified persons for the respective tasks, as you also have to assure that they feel an integrated part of this kind of reform process and that they are really willing to contribute to this particular experience. With regards to the responsible institution of a training centre, the challenge is to ensure that it doesn't interfere with human resource management.

What are CAPA's approaches and reactions to the management of human resources?

With regards to human resource management, CAPA functions on three basic principles: participative management, team work and being a learning organisation.

By *participative management* we mean that in most of the cases, decisions are jointly agreed upon by the management team and the trainers. We also take the opinions of the trainees, who are mainly adults, seriously into account. They make suggestions with regards to the training process and professional insertion. We avoid unilateral acts and always try to seek mutual accord.

Team work means that the management team works together with the trainers, pursuing the same vision and the same goals. Objectives are set in common agreement and success or failure is owned by all of us.

To be a *learning organisation* means that in all meetings of management and trainers everybody is encouraged to talk not only about success but also about things that haven't worked well. We see these things as learning opportunities that lead to improvement.

At CAPA we are lucky to have some staff members who have been with us for a long time, which also has contributed to success. In a reform process, the stability of some regular staff as "institutional memory" is most important. The responsible institution of a training centre should have a great interest in contributing to it, assuring that core staff is retained and closely bound to a centre. CAPA has been quite engaged in institutional dialogue with the responsible structure in order to assure this.

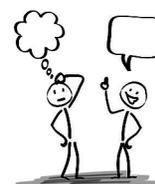
What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Any training centre that wants to tackle a reform process of its system needs personnel that is willing and able to follow. This is not always obvious for everybody.</p>	<ul style="list-style-type: none"> • General and quite common measures are: further training of personnel, exchanging of visits to other institutions, classical training courses. • If some staff members can't be (or don't want to be) further trained for reformed training, then you should try to move them to other functions (e.g.: trainers could become employees in the production units of the centre). • If nothing is possible and you can't retrain them or move them somewhere else and if they still aren't willing to follow the reform process, there remains only the last option, which is to pay them off and to dismiss them.
<p>A management that is too strict with technical staff and which punishes the smallest irregularity will probably lose personnel they need for the sustainability of the institution.</p>	<ul style="list-style-type: none"> • It's sad to have to mention this, but experiences in our milieu have demonstrated again and again that technical staff members too often commit irregularities that an institution cannot tolerate. We're talking about petty fraud, lies and similar things. But if we start to punish all of these acts, we'll soon be short of technically competent staff. • What should be done in this case is to lock down any kind of financial management, and beyond that to be tolerant to a certain degree and not to terminate staff members too quickly. • Ethical rules have to be integrated into the management of human resources and have to be regularly brought up. Trainers who are technically competent but morally weak should be closely monitored. • When there are recalcitrant employees who can no longer be tolerated, don't dismiss them before you have found their replacement.

<p>There can be dishonesty in financial affairs.</p>	<ul style="list-style-type: none"> • All financial management has to be secured by means of procedures that define possible infractions and respective sanctions. • Dishonesty and fraud have to be treated according to the regulations. • If you have dishonest employees that you don't want to lose because they have been good staff members with regards to their work, then there should be particular follow up and quite close monitoring to help them not to relapse.
<p>Transfer of personnel as “one-way decision” of the responsible institution</p> <p>It can happen that the responsible institution a training centre belongs to, interferes by transferring the best staff members to its own organisational structure.</p>	<ul style="list-style-type: none"> • A training centre that wants to go far in its visions should advocate for a certain institutional autonomy. • Thus, the management procedures of a centre should have some regulations that protect the centre against transfer of personnel. • If you don't want to be negatively surprised by one-way decisions by your responsible institution to transfer staff, you should advocate to ensure that any transfer of personnel is subject to your agreement. And sometimes you should also be courageous enough to say no to certain decisions that do harm to your centre. Certainly, this requires good arguments and convincing defence. • It is very advantageous to have a seat in the assembly of the responsible institution that is in charge of making such decisions.

Three of our experiences with regard to personnel



1) All the staff members resist the decision to transfer a staff member

One of the impressive strengths of CAPA that has also always been highlighted by external consultants is the cohesion of its personnel.

One day, it was in 2004, all of us were surprised by a letter from our responsible institution that announced the sudden transfer of our bookkeeper, a person everybody appreciated due to his good work. There had been no prior consultation with us, even though our management procedures require this. The letter just arrived one day in the afternoon. The director was not present but the news quickly spread around CAPA. When the director arrived the next morning, the whole staff stood there, in front of him, refusing to start their work, unless they were informed about the reasons for this transfer. The director, who also disagreed with this unilateral decision, then decided, together with the staff, that all of them would go on strike until the decision was reversed. A real sit-in was then organised and the whole church institution was alerted about the suspension of the activities at CAPA.

Due to this revolt and the complete stoppage of all activities at CAPA and considering that the decision had been taken without any agreement on our side, the President of our church suspended the decision and we started working again.

Since this event, the responsible institution has never again decided to transfer personnel without our agreement or without informing us in advance. In order to avoid these kinds of unpleasant surprises, the management of CAPA observes any intention of transfer quite closely and collaborates with the hierarchy so they can be involved in time.

2) Two people who had been prepared for institutional tenure at CAPA, and at the expense of CAPA, have been taken away by the responsible institution

If you form part of a big institution, unfair competition doesn't only threaten you from outside but also within the responsible institution you belong to, as big bosses at the top of this kind of big institution don't care about possible negative effects that their decisions might have "at the bottom".

Concerned about competent succession in case of his departure, the director of CAPA had been preparing capable successors all 15 years of his time at CAPA. But he ultimately feels quite frustrated because the management of the responsible church structure doesn't share this important vision of continuity. Thus, during this period, two staff members, one after the other, had been coached for succession and had been sent to university for upgrading and supplementary studies, one for 2 years, the other for 5 years – and both have been transferred by the church institution.

The first one had been solicited for the top management of the Church where he was assigned an important function due to his competencies. For us, it was an enormous loss because this person was really capable and we felt that he somehow owed us what we had invested in his capacities, which had been meant to serve CAPA.

In the second case, it was even worse because he had been sent to university for 5 years and the director of CAPA was sure that he had found a really good and competent right hand and successor in him. But then one of the big church projects that was lacking a director commandeered him, saying that they would "bring him back" when succession at CAPA became reality. We found that this was just bluffing us and we resisted to the decision. But then, the person himself began to see a better chance in this and we felt that he himself wanted to leave us. Now, knowing how psychology works in a person, we knew that if we insisted on keeping him, he would stay unwillingly and he would perceive us as an obstacle to his personal promotion. Thus, we finally let him go.

This issue is one of our sad stories. We just have the impression that the leadership at CAPA is considered as sort of "seedbed" for competent top executives who are needed within the Church structure. This makes us lose resources, is blocking our motivation to assure continuity and frustrates us more and more with regards to the preparation of competent succession.

3) An employee started to polarise the staff for his own benefit

People at work have the power to promote work or to damage it. As a manager, it's vital to be cautious and it's wise to monitor the actions of your employees in order to assure that they are still demonstrating positive behaviour and attitudes towards the institution.

We once had an administrative staff member who was considered a sort of model for effective and competent work. He served our centre very well for nine years but in his tenth year he suddenly changed his

intentions. He became obsessed with the idea of making the director leave so that he could become the top manager of CAPA.

He started to divide the staff, giving advantages to whoever would follow him and making false promises to everybody. In this way, he managed to get about a fifth of the employees behind him.

When the director found out about this, he started to internally transfer everyone who had sided with this disloyal staff member. As this behaviour had completely damaged the trust between this person and the director and as the disloyal employee felt ashamed of his actions, he asked to be transferred to another function within the responsible church institution and he left CAPA.

Since then, the management of CAPA has been vigilant and engaged in a sort of social audit to assure that everybody is strategically aligned towards the mission of the centre.

Dos and don'ts



What to watch out for:

- Pay a lot of attention to the management of human resources, otherwise the institution could break down when important people leave - even if people like to think that no matter who leaves, an institution will exist for ever.
- Try to assure stability of your staff, particularly the regular ones, so as not to lose valuable experience.
- Ensure further training of your employees to tackle the professional challenges at any moment.
- Pay attention to preserving institutional experiences by collecting and compiling the successes as well as the failures. This will serve the organisation in the future.

What's advisable:

- All the parties involved in reforming an organisation or a system should share the same vision while being open to a learning process. In order to tackle the challenges and reach the objectives, they should appropriate the “four management Ds”, which are: desire, decision, determination and discipline.
- If a training centre decides to start a reform process, it should have some autonomy, but without any cult of personality.
- Any reform has a leader and this leader has to be the top manager. An institution should watch that carefully while choosing somebody and should also be careful to keep him.
- If you have to engage somebody who hasn't got all the competencies that are required, then you need to analyse what can be strengthened by further training or coaching and what probably isn't possible.
- There should be a culture of ongoing self-reflection in a training centre, feedback should be considered as normal and everybody should be ready to question their own attitudes and actions.

How to find good trainers and keep them

Current issues

Finding really good trainers is a big problem for vocational training centres, and so is keeping them. In the previous chapters we were already talking about two important elements with regards to the profile of a good trainer: they should be practitioners and they should have a minimum of pedagogic competencies. In this chapter we will now have a look at how to find this special manpower for different training branches. The more specialised or new training branches are, the more difficult it will be to find trainers for them. Unfortunately, even if a training centre has found good trainers like this or it has succeeded in qualifying them for their tasks, it's still not on the safe side. There are so many directors of vocational training centres who are extremely frustrated because some day they always lose their best employees. Frustration will be even stronger when the training centre has invested in these staff members to qualify them further.

What is the specific challenge with regards to trainers?

On the one hand, the challenges are linked to the specialities of the training branches. On the other hand, there is the difficult and quite delicate issue of what kind of working conditions you need in order to keep the best trainers.

What “policies” does CAPA apply with regard to trainers?

Before we decide on a new training branch, we first try to find the trainers for it. We don't blindly trust tests or what's in their CVs, and we prefer individual contact and personal impressions. This means that we have trial periods for the candidates and we observe them for the requisite period before employing them.

We observe three competencies in a candidate:

- Technical competency: what is the quality of his practical abilities?
- Cognitive competency: what is his theoretical knowledge of the trade?
- Finally, and most importantly, the competency in human relations: the desire to teach, to share, to be with young people.

We know from experience that the technical diploma (engineer, superior technician etc.) on its own, is not what makes the candidate a good trainer, particularly when it comes to practical competency. Being an excellent theoretician doesn't mean that somebody has the knowledge or capacity needed to transform this theoretical knowledge into practice. However, practice is a key element for vocational training.

Furthermore, we attach importance to the interpersonal skills of our personnel. We prefer to employ somebody who is not yet perfect as a technician but who is good with people, instead of taking somebody who is an excellent technician but who doesn't have this interpersonal competency.

The trainer’s work is monitored and evaluated as follows:

- with regards to theoretical training: class visits, done by the director
- with regards to practical exercises in the workshops: monitoring by the heads of sections
- the trainees’ assessment and evaluation of the trainers, done by the director
- the analysis of the tutors’ feedback after internship about the trainees’ performance
- the results and effects of training observed through the products and services of the graduates after training (the feedback from employers, craftspeople, consumers).

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or tip for overcoming the difficulties
<p>Sometimes there are trades that you can’t find any trainer for.</p>	<ul style="list-style-type: none"> • In this case, you have to collect all documentation that can be found about it and just use practitioners who are practising this trade in town, by imparting some pedagogic knowledge to them. • After that, you can keep some of the first graduates of this branch as trainers and train them further in pedagogics. • You could also consider the possibility of getting trainers from outside the country to train local people as trainers.
<p>When it comes to a reformed training system, some trainers might show limits in adapting to it.</p> <p>It happens more often than you think that training centres don’t dare to carry out comprehensive reforms only because they are afraid that they then have to tackle the issue of staff members who can’t adapt.</p>	<ul style="list-style-type: none"> • If it’s not possible to get the trainers to adapt to the concept and the requirements of a reformed training system, then an attempt should be made to move them to another function within the centre. If this also isn’t possible, then the only solution will be to legally terminate their contract. • Dismissing personnel is often considered as a “socially unacceptable act”, and other directors might be more afraid of the financial consequences. However, the guiding issue should be the mission of the training centre: the need to reform the training system in order to serve the youth and the population in a more effective way. Thus, it is about one person (his destiny) related to hundreds of trainees (who would benefit from an improved training system). The indemnities that you would have to pay for dismissing a trainer have to be compared to the “losses” that a trainer who is incapable of adapting will cause by being a hindrance to a needed reform.

	<ul style="list-style-type: none"> Engaging new trainers who understand the vision and who are strong in certain needed areas will definitely help you to succeed in a process of reform.
<p>Trainers may not adapt to certain target groups.</p> <p>Training centres that decide to train particular target groups (e.g. marginalised people or local craftspeople) might have to deal with the problem of trainers who don't have the capability to handle these particular groups.</p>	<ul style="list-style-type: none"> The first step would be to strategically align all trainers with regards to the specific characteristics of the particular target group and to the objectives that have to be reached. At the same time, their weaknesses with regards to the relation to these people should be identified. Organise further training to tackle the skills gaps. It is also useful to bring the trainers who haven't adapted together with those who manage it well for a peer to peer exchange of experiences. Give the trainers some time for this new kind of work with these target groups to see if they'll adapt later on. As well as this, do some work on the target group to facilitate adaptation on both sides. Trainers who have difficulties adapting to some specific target group should be coached by the institution (the management). If none of these strategies has worked on trainers who aren't adapting, then they should be let go.
<p>Usually, training centres with a formal status (and non-formal ones that want to pass to a formal status) are officially obliged to only use trainers with a certain professional profile and diploma.</p> <p>This makes training centres "obey" by dismissing good practitioners who don't meet the official requirements.</p>	<ul style="list-style-type: none"> Really good trainers are a treasure for a training centre. Don't throw this treasure away only because the government formally "obliges" you to do so. If you have really good trainers who just don't have the required diploma, you should make every effort to keep them. The best solution would be to help them to get the required qualification. If this isn't feasible, you could use other strategies: you could have them continue in modular courses that you offer "in parallel" to the official courses. Or you could "subordinate" them to staff members who have the required diploma and who are supposed to "supervise" them (independently to what might happen in reality).

<p>Good and competent trainers are “headhunted” by other organisations or by competing training centres.</p> <p>The issue of how to keep really good trainers when they are offered better conditions somewhere else is an ordeal for any training centre.</p>	<ul style="list-style-type: none"> • You should always carry in mind that your best trainers are in high demand and that head-hunters will be trying to make them leave. If you bear this in mind, you will develop solutions before this can happen. • You should always try to maintain very good relationships with key staff and your best trainers. In this way, you’ll find out pretty quickly when competitive temptations show up for them and you may be able to react in a way that prevents you from losing them. • You should use all kinds of possible tactics for motivating and retaining competent trainers because they are the hard core of your centre. Some ways to do this include credit accommodation, further training, bonus payment and participation at management level. • You could also try to make specific contracts with them that fix a certain duration for their employment at the centre. Of course, this has to go with some specifically beneficial conditions, otherwise it won’t work. • Laws might also help in combating the head-hunters. • At any rate, you should avoid having only a single highly competent person for a training branch, as headhunting is not the only thing that can make the person leave. Illness and death could also take people away. • Place highly competent trainers quickly into a ToT scheme: make them train others in your centre who can be successors in case they will leave.
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Three experiences we’ve had with trainers



1) Trainers who show reluctance toward the requirements of a reformed system (experience from the early days)

Starting a process of reform brings up challenges and obstacles that require uncommon solutions in order not to block the process. Our reform that started in 1992 is a telling example of this. The changes that our donors required had been well accepted by the management of CAPA, who considered the reform to be relevant for our training system. The trainers, however, were quite reluctant about it but they never expressed this in front of the external consultants who came to help us with the reform. Thus, each time when the management of CAPA wanted to install a reform-oriented approach or practice,

it caused a negative atmosphere and resistance.

The reform had been a condition for the external financing and the management was afraid that we would lose the subsidies when the donor found out that the trainers were rejecting many of the new ideas. Thus, we felt obliged to tell some minor lies, assuring the partners that the reform was going well.

The director who was in office at that time always tried to convince the staff in a peaceful way, in the hope that they would appropriate the new ideas and approaches. But they informed the hierarchy of our church, the responsible institution (which also wasn't interested in the reform), and he was threatened with dismissal. We went on like this for six years with barely any progress in the envisaged reform due to the resistance of the trainers. When a change of director took place, the new director analysed the situation quite well and knew that the reform process wouldn't progress unless the trainers supported it. He then suggested that all the contracts with the trainers be dissolved, but obviously the hierarchy didn't accept this unpopular decision. The situation didn't improve.

Then one day, when the high-ranking superintendent of the church was absent, the director worked up the courage to do things single-handedly. He informed the labour inspectorate of the province and dismissed the whole staff, which was 13 people. As this was an irreversible decision, CAPA was then free to find competent trainers who were a good fit for the reform ideas and they were engaged for modular training courses, as was required by the reform. The duration of the training was reduced and within one year the number of trainees had doubled. This, then, was the real beginning of the reform.

The effects of this decision and the progress of the work convinced everybody then, and today the results speak for themselves.

This is why we highlight how necessary courage is in a reform process. Even if it sometimes requires harsh decisions like the dismissal of staff, this should be done if this staff has become an unremitting obstacle. It's true that at the beginning you'll be standing alone when you dare to take such decisions but at the latest when the results and successes confirm your decisions, everybody will applaud you.

2) When our best mechanic was headhunted

In our world, where the environment is so competitive, the best manpower who are the most needed hard core for an organisation are often sought after by others and headhunted by them. We have been victims of this on several occasions.

When we were looking for a good car mechanic as head of our garage, we had tried out three people within a period of two years. We finally hit the mark with the fourth one, a person who not only was technically very competent but who also had cognitive capacities and competencies in human relations. We were really glad to have found this person who was so excellent in his job and who brought many trainees and many clients to us. We used all tactics and strategies we could in order to offer him the best work environment and the best conditions to make him stay. It was in vain. A British NGO had headhunted him by offering him four times the salary that we could offer him and some other benefits that we never could have dreamt of. We were really shocked when we knew that he was leaving us and that there was nothing we could do to make him stay. Within only one month we lost half of our clients at the garage and the trainees also started to complain about his successor's abilities. Up to now, we've never again been able to find someone with his qualities, skills and competencies.

3) Destiny also can “take away” a competent staff member

It is an error when you focus all your efforts of further training and coaching into a single one of your employees, as the continuity of the work will seriously be affected if something happens to this person. We made this error and we paid severely for it.

During that time, we had an external expert in ceramics from Togo who came several times to train us in this speciality. One of our trainers was the only real counterpart for this expert. He was the best choice for this, as he was competent and accurate in his work.

Unfortunately, however, some years later he died in an accident. We hadn't prepared anything for his possible succession nor had we made him train somebody in this speciality. He had been the only one who knew about this technology.

Everything was lost, just like that – all the specific training that had been invested for this branch disappeared with him. Until now we haven't been able to replace him and the only thing we can do is to have that expert come to us again to train other people, and this will cost us a lot.

The lesson we learnt here is that we will never ever again have only one person trained in a speciality for a training branch.

Dos and don'ts



What to watch out for:

- When you're evaluating the competencies of a candidate applying to be a trainer, don't just trust his diploma or his academic knowledge.
- Don't neglect to monitor your trainers and evaluate their performances regularly in order to maintain the quality of training.
- To assure continuity and quality, you always should have two competent people for each important section, so that it doesn't ruin your work when one of them suddenly leaves you.

What's advisable:

- If you build up your own trainers within the centre (like former graduates), they will be more loyal to the institution.
- You should try your best to keep good trainers.
- One of the really effective ways to assure good quality of vocational training while also reducing the risk of losing competent trainers is to have modular courses held by independent trainers who are engaged on a fee basis.
- For practical exercises in vocational training, you should engage competent practitioners, like craftspeople whose products and services have good reputation.
- The assessments of trainees regarding the capacities and attitudes of their trainers are very useful in the evaluation of trainers.

Income generation for self-financing

Current issues

The issue of financing vocational training is a difficult and grievous question, particularly for non-formal training centres that don't receive state subsidies. In contrast to a school for general education, a vocational training centre can't finance itself through the trainees' fees – particularly not if it wants provide really good training that needs well equipped workshops for practical exercises. Best practice examples of self-financing are quite rare. Most of the training centres are in one of the two following situations: either you limit your training provision to branches and courses that don't require expensive equipment and material or you try to find external subsidies from donors who then take the place of the government and assume its responsibilities.

As we described it in the chapter “Vocational training and income generation for self-financing – how to succeed in combining them”, vocational training centres usually have only two ways of financing themselves: the training fees and some commercial production from their workshops. If the centre is located in a rather small town, then this commercial production can quickly become its own graduates' harshest competitor.

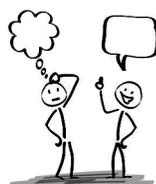
Besides this, you'll scarcely find training centres that have developed other strategies than this way of income. Even fewer centres are driven to be technological innovators.

What is the specific challenge with regards to self-financing?

The most obvious answer by any manager or director to this question might be that the challenge of self-financing is to find more clients for their workshops' products.

However, this answer is a bit too simplistic. The real challenge of self-financing for vocational training centres goes further: it's the challenge of combining the need for income generation with being a role model for creative entrepreneurship as an inspiring example for the young trainees. What you'll almost never find in vocational training curricula is active challenging of the trainees' creativity and innovation. It's somehow obvious: if a vocational training centre itself isn't able to serve society with innovative technologies, problem solving services or advanced products, then it definitely won't be able to inculcate this spirit to the young people it trains.

What we are frequently asked about self-financing



(1) How much do your trainees pay for training?

We avoid training for people free, as experience has shown: what people get for free is less valued. We know the *real* cost of our training: it's about \$256 for a year and \$389 for two years. But our trainees are rarely able to pay more than \$60 for one year and \$120 for two years.

(2) What percentage of self-financing do you achieve?

According to our financial analysis at the end of 2014, we achieved a self-financing rate of 27.8%. This is our local income related to the global budget for a year.

Over a period of five years, from 2009 to 2014, we were only able to increase the rate of self-financing by 4.8%, as the rate at the end of 2008 was 23%.

(3) What are your self-financing activities?

Over the years, we have developed a dozen activities for income generation; these activities will be detailed later on in this chapter. Aside from our production units, we have created a construction service, a hardware store and a small restaurant, just to cite some of them.

(4) Do the training fees and the income that you generate through self-financing activities cover the charges of your running costs?

The fees cannot be considered as a substantial contribution. In contrast to other private training centres of a more “commercial” character, we are a training centre with a social vision. We want to give to marginalised and poor people access to vocational training. What our trainees are able to pay can therefore never make a considerable contribution to self-financing.

The income from our self-financing activities also isn’t enough to cover the running costs. No matter what efforts we make, we never reach a rate of more than 30%. The dependence on external subsidies will remain our main challenge.

(5) What financial contribution do the government and your church make?

As far as money is concerned, we’ve never received anything from the state. Instead, we are hassled by 13 state departments who demand excessive taxes and duties from us.

Ever since, we have been engaged in negotiations with them to ask for reductions or for some exemptions without any success. Public officials show constant appreciation for the service that we render to the nation but they don’t make any contribution to it, despite their deceptive promises.

Our church doesn’t contribute financially either but some of its contributions can be converted into money. We’re talking about work space, i.e. the infrastructure and the estate that we received from the church. As far as the flow of money between the church and CAPA is concerned, we have to state clearly that it’s CAPA making financial contributions to the church and not the other way round.

What are CAPA’s self-financing strategies and income-generating activities?

Training fees – a limited means of self-financing

We have evaluated the costs of training and we know exactly what we *should* ask as training fees. But as a training centre with a social mission that intends to enable marginalised populations to access vocational training, we have created the following categories of candidates:

- a) Target groups in a really difficult situation of poverty who don’t even have a guardian, like street children, full orphans and ex-combatants: they don’t pay in cash.
Before training, they agree to “pay in kind”, that is to work for CAPA after the end of the training, producing items that we can sell. Others can be helpers in the workshops during the training.
- b) Target groups who are not extremely poor below the poverty line: they pay 5\$ per month, that is \$30 for a 6 months’ training course and \$60 for 12 months.
- c) The “normal” people, whose parents or guardians pay \$10 per month.

- d) All candidates who are recommended by organisations, development agencies or enterprises that have a budget for these purposes, get “a la carte ” training. In these cases, we require payment of the real training costs: \$256 for one year and \$389 for two years.

This means that in contrast to “commercial” private training centres, we can’t consider the income from training fees as a solid basis for self-financing.

How CAPA’s self-financing works

Training centres should include the economic aspect in their social vision of vocational training, while mitigating financial dependency and reducing the focus on external subsidies as any aid will come to an end one day. Beyond that, our philosophy is that income-generating activities should have a link to the objectives of vocational training in the sense that we should be a role model of entrepreneurship for the trainees and graduates. As most of our graduates become self-employed, it’s important that we show them how business can be done by being creative and managing our production units well.

Based on our experiences, we can recommend the following:

- The training activities should be as separate as possible from production – and with regards to everything, for instance, human resources, management and equipment. Certainly, trainees must have access to the production units for the purpose of practical exercise.
- If a training centre hasn’t got enough human resources, equipment or work space to separate these activities, then the time allocated to each activity should be strictly adhered to.
- The training centre could look for big commercial orders and carry them out in collaboration with graduates and local craftspeople.
- Products and services provided by trainees (who are cheaper manpower) can contribute to income generation. Thus, practical exercises focusing on real products/services generate income.
- A training centre’s self-financing activities should not compete with the graduates’ work on the market. Whenever possible, a training centre should create production units or services that are profitable while being different from what graduates do or are able to do.

The management of self-financing

With regards to organisational structure, CAPA has separated the department for income generation from the training department; we wanted to have staff to deal with the issue of financial autonomy on a daily basis. This means that the director is assisted by two big departments: the training department and the institutional development department. The latter is in charge of human resources, infrastructure and equipment and of the production units.

The head of this institutional development department is assisted by the head of the production units who is known as the MORELO (“mobiliser” of local income) as well as by a bookkeeper who is exclusively in charge of the income flow from local production.

We have a second bookkeeper who is only in charge of separate financial books for the external subsidies from our donor.

CAPA's self-financing activities

Our income generating and self-financing activities are listed below in the order of their financial significance:

- **CAPA BATIR**, a group of local builders (112 masons, plumbers, carpenters etc., most of them graduates of CAPA) that is managed by an agency within CAPA. This association receives orders for construction sites and we get a quota of the pay, which goes towards self-financing. We also use this service for trainee internships.
- **The hardware store**: This is a small shop at CAPA that serves our graduates, local craftspeople and CAPA as well. They all can get material and tools at good prices and it serves as an activity for income-generating.
- **A small restaurant**: This is a modest gastronomic service for our staff and workers, as well as for employees and workers in the environment of CAPA. Aside from that, it also serves as workshop for the practical exercise of the trainees in cooking.
- **The garage and the welding workshop**: open to the public, it repairs private cars and receives metal work orders.
- **Carpentry and wood carving**: they also receive orders from outside and produce small carved items for sale.
- **The dressmaking workshop**: aside from the training activities, they receive private orders and produce ready-made clothes to be sold in shops in town.
- **Office work**: this is for the course in Computer Use but it also serves private customers who are requesting copies, typing or printing.
- **The guitar-making workshop**: is used for training and for making guitars ordered by different sort of clients.
- **Leather work and shoe making**: they produce items to be sold.
- **A multi-purpose hall**: we use it for any type of ceremonies and we also rent it out from time to time to private individuals.
- **The transport service with our lorry**: this is rented out to the brick makers when they need transport.

What kind of difficulties could appear and how can they be overcome?



Problem, difficulties, obstacles	Strategy, method or ruse in order to overcome the difficulties
<p>Generally, one of the problems is that too many training centres focus on external financing. This does not promote the centre's own efforts and does not assure sustainability, as some day external aid will dry up.</p>	<ul style="list-style-type: none"> • First of all, managers of training centres should ask themselves to what degree they want to depend on external subsidies. • When a director/manager of a training centre is determined to put as much effort into self-financing as possible, then he should sit together with the staff and discuss the issue of institutional sustainability, of "self reliance". To make the challenge clear, it can be quite useful to simulate the worst scenario: the end of external aid.
<p>Trainees who are not able to pay training fees</p> <p>For many training centres, the training fees are the main self-financing strategy. Some rather commercial training centres function exclusively on this basis: looking at how trainees can "bring in more money" is their only strategy of self-financing.</p>	<ul style="list-style-type: none"> • Don't chase away trainees who are not able to pay the fees. Try to find some small jobs for them within the compound so that they can "pay in kind". • A training centre could also try to find private sponsors or scholarships for poor trainees. • When the training fees are not enough to assure your running costs, don't immediately think of raising the fees: this would punish the poorest people. Try to find other solutions. • Raising the number of trainees to get more money isn't the best solution either. It often turns out to be a trap. The effect of this is usually a reduction in the quality of training.

<p>Services “free of charge” for the responsible institution</p> <p>Quite often when a training centre belongs to an institution, it is considered as “normal” that all services of the training centre should be for free for the institution. You will then hear: “This centre is ours anyway”.</p>	<ul style="list-style-type: none"> • Stand up against this and try to explain that services for free have negative effects that will also hit the responsible institution when the training centre gets into financial problems. • Put a price on any service that you render and to any product that you deliver, invoice any use and collect the money.
<p>Quite often, training centres are not able to separate training activities from production.</p>	<ul style="list-style-type: none"> • You should try to allocate to each service and department its personnel, its own equipment, time and management tools. The access of trainees to both services has to be planned correspondingly.
<p>Some training centres become the main competitors of their graduates on the market, forgetting that their first objective is to train young people so that they can make a living from this.</p> <p>Graduates as economic operators will always lose out compared to the social and economic power of a training centre.</p>	<ul style="list-style-type: none"> • For most of the training centres, it appears to be the best idea and the “most logical thing” for production to come from its training workshops, but this isn’t mandatory. A training centre can (and should) develop entrepreneurial creativity and try to innovate instead of carrying out just the same standard activities that graduates also will do. • When the standard service/production appears to be the only possibility for a training centre, then try at least to locate your production or services in areas that are more difficult for graduates as individual economic operators (e.g. services on big equipment that graduates will never possess). • Another possibility is to have graduates take part in orders for the training centre.
<p>At a training centre there might be a lack of orientation and guiding with regards to self-financing activities.</p>	<ul style="list-style-type: none"> • Create a manual of procedures that includes a code of conduct for self-financing activities together with the respective penalties. • Develop a strategic plan for the training centre that includes the projection of self-financing activities. • Devise business plans for the production units.
<p>There might be a lack of working capital and equipment for production</p>	<ul style="list-style-type: none"> • A training centre should act as a business entity and save money in order to gradually build up working capital. • You can also try to get micro credit from financial institutions if the repayment guarantees are fulfilled.

<p>Some dishonest workers and employees working in the production units defraud money while claiming that self-financing is an “impossible thing”.</p>	<ul style="list-style-type: none"> • Apply the code of ethic conduct. • Production units should be closely monitored and regularly controlled. • Pay the workers in the production units in relation to their output in order to motivate them. • Be courageous and dismiss employees who are committing fraud with regards to income from production and who are, moreover, blocking the progress of these activities.
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Three of our best examples of self-financing: creating activities that provide income to CAPA without competing with graduates but, on the contrary, benefiting them, too



1) CAPA BATIR – a successful economic initiative that benefits everybody

At a certain moment, there was a demand for training in masonry, as the market was offering good job opportunities for it. We started with this new branch and many candidates without schooling were enrolled. But quite soon it became clear to us that for this training branch, we needed construction sites, as it is only there where trainees can get practical experience. And our graduates had the problem that they couldn't get any significant construction contracts as long as they were acting as individuals who weren't attached to an organised structure.

However, the market for construction was really good, as there was a sort of a post war construction boom. So this was a real opportunity not only for the young people but also for us as an income opportunity for self-financing. This is when the management of CAPA had the idea of creating the agency “CAPA BATIR”. The purpose of this agency was to search for construction contracts and execute them with graduates. The objectives were then threefold: provide practical experience to trainees, promote professional insertion of graduates and raise income to increase self-financing. Through this agency, which works with 96% of our graduates, we were able to generate good income for self-financing. The graduates also look for clients and notify CAPA when they submit quotes.

Today CAPA employs 112 graduates who earn their income through CAPA BATIR and who also, at the same time, provide real added value for CAPA. It's a good way to foster professional insertion and to contribute to the sustainability of the training activities.

2) The hardware store – income and support

The hardware store at CAPA was created because we needed an economic activity that would benefit the centre as well as the graduates.

When we analysed the situation of our workshops at CAPA as well as that of our graduates, we realised that all of us were buying tools and material at the central market, which only benefited tradesmen and retailers. We then thought that we could also make a profit by opening our own hardware store at CAPA. We would

also buy wholesale where those merchants were doing it and we could sell material to graduates at preferential rates.

This income, as well as the saving that we have been able to achieve by buying the material for our workshops directly at the supplier, contributes to our self-financing.

3) A small restaurant – “feeding” everybody

The director of CAPA was constantly observing the trainees and the employees of CAPA as well as staff members of organisations nearby the centre going to eat at the small restaurants in the vicinity, which gave him the idea of opening a small restaurant at CAPA. After he shared this idea with the management team, the project quickly sprang into life.

This restaurant has become a real treasure for CAPA as it serves several purposes. The trainees don't go out to eat somewhere in the town and sometimes we can even feed some of the most vulnerable and hungry target groups when we have the means. The restaurant has also become a training location for cooking. People from outside like to come to the restaurant as well and the income from this activity now pays four people who work there.

Dos and don'ts



What to steer clear of when it comes to self-financing:

- Production should never be prioritised at the expense of training activities.
- The performance of a training centre should not be judged by its internal financing.
- Don't consider trainees as a “source of income”, and enrol a large number of candidates in order to assure financing, as this will have negative effects on the quality of training.
- Whenever possible, a training centre should avoid becoming a competitor to its own graduates.

What's advisable with regards to self-financing:

- Take care of your mission as a training centre: your first objective is training, not production.
- Production should also be considered as one kind of training activity providing opportunity for practical exercise.
- Trainees should participate in production activities as part of their training.
- Try to devise inclusive activities that are profitable for all parties: the trainees, the graduates and the centre.
- Always remember to separate training and production activities with regard to equipment, human resources, management and bookkeeping, but give the trainees access to both departments.

Appendix: Sample documentation

Contents

- **Tripartite contract for vocational training and professional insertion** between the trainee, his or her parent (guardian or sponsor) and the centre CAPA
- **Concept for vocational training and professional insertion: pedagogical steps or procedures to be followed**
- Some examples of **subjects for retraining and further training of craftspeople** and other professional people
- A few **principles of psychosocial assistance** for traumatised people in training
- The job description for **the head of the “gender” department**
- The job description for **the head of the “monitoring and evaluation” department**
- **Monitoring sheet for the evaluation of lessons / modules of trainers**
- **Follow-up sheet for graduates** (working visit)
- **Internal tripartite agreement** between the centre CAPA, the COOPEC and the graduate **concerning the financial savings for his or her professional insertion**

**Tripartite contract for vocational training and professional insertion
between the trainee, his or her parent (guardian or sponsor)
and the centre CAPA**

Between the Centre of vocational and skills training (CAPA), represented by its Director, on the one hand,
and Mr.(Ms.)
applicant for training, referred to as TRAINEE,
and Mr.(Ms.)
referred to as parent (guardian or sponsor) of the trainee, on the other hand,

THE FOLLOWING HAS BEEN AGREED:

Article 1. The three parties accept and agree to organise and implement the vocational and skills training as well as the professional insertion of the trainee:
Mr, Ms.....
with respect to the procedures and approaches of the CAPA and the objectives assigned to the training.

I. THE OBLIGATIONS OF THE CENTRE

Article 2. CAPA, which receives and accepts the trainee for vocational/skills training, has the obligations below:

a) Vocational counselling of the candidate

- Assist the trainee through orientation towards his/her choice of a trade compatible with his/her abilities and which guarantees his/ her chances of professional insertion after the training.
- Receive the candidate, who expresses his or her initial choice of trade individually and enable him/her to be assisted by the centre and his/ her parent (or guardian) in making the final decision regarding the chosen trade.

Article 3. The final choice having been made by the candidate, the centre gets the training contract signed, committing three parties, namely: the trainee, his or her parent (or guardian) and the centre.

b) The objectives of the training

Article 4. The centre CAPA identifies and pinpoints the real needs of the candidate in order to set the objectives of the training, in response to his or her needs.

Article 5. The centre indicates to the candidate the range of training courses organised into sectors and shows him or her the learning objectives, i.e. what the candidate will achieve theoretically and practically after the training.

Article 6. At the end of the agreement led by the centre, the three parties assign specific objectives to the training. The expected theoretical and practical results of the training are also specified.

c) About the training itself of the trade

Article 7. In the light of the objectives and the duration of the training, CAPA prepares the training modules (theoretical and practical) for the trade.

Article 8. CAPA proceeds to the theoretical and practical training which gives the candidate the technical competencies required for the trade.

Article 9. Schedule, organise and monitor the trainee during his/her internships in the workshops of the centre and especially in the workshops and the public or private companies.

Article 10. Ensure that the trainee benefits from additional and transversal training for his future work life in the trade, such as: peace, the promotion of gender, the fight against HIV/AIDS, the protection of the environment and professional ethics.

(d) Concerning monitoring and assistance of the trainee during the training

Article 11. CAPA ensures close monitoring of the trainee's safeness during the training.

- Depending on the needs of the target group, CAPA ensures that candidates receive psychosocial support for their integration during the whole training process;
- This assistance, which is provided at the centre, is expanded to the family of the trainee or the household hosting him or her to ensure that the candidate is truly integrated and the training objectives are achieved.

e) Concerning monitoring and evaluation of the training and the certification of the Trainee

Article 12. To assure the achievement of the training objectives, CAPA organises monitoring and evaluation of the training activities during and after the training.

- The achievement of the objectives is progressively tracked by means of evaluations, periodic tests and the daily monitoring of the performance of the trainers and the trainee;
- The organization of the juries evaluating the trainees at the end of the training, the certificate award ceremonies and CAPA's awarding of the qualifications agreed on to the graduating trainee.

f) The professional insertion of the graduating trainee:

Article 13. CAPA organises meetings and carries out the preparation work for the professional insertion during the training. It begins by making the parent (or guardian) and the trainee aware and accountable with regard to the agreed exercise of the profession learned during the training.

Article 14. After the training, CAPA makes its contribution and meticulously monitors the implementation of the professional insertion by the graduate and his or her parent (or guardian).

Article 15. CAPA's follow-up and evaluation unit monitors and evaluates the results (expected effects and impacts) achieved by the candidate inserted professionally through a set of indicators designed for this purpose.

II. Concerning the Trainee or Candidate:

Article 16. The candidate is primarily responsible for the choice of the trade for his or her professional future and in making sure that this business is compatible with his or her abilities and resources. With his or her parent (or guardian) and before starting the training, he or she explains to the centre how he or she intends to earn money from the trade and how he or she will practise the trade when inserted into the world of work.

Article 17. He or she chooses from his or her environment a supervisor or mentor who is already a professional in the chosen trade and ensures that there will be ongoing practical internships during the training and, where applicable, looks for technical and professional resources that will be useful for his or her insertion.

Article 18. Together with his or her parent, guardian or sponsor, he or she signs the training contract with the centre CAPA.

Article 19. He or she is committed to respecting to the letter all the rules governing the behaviour of the members of the “CAPA community” throughout the duration of the training.

Article 20. He or she is committed and agrees that the non-compliance with the rules of life and training at CAPA exposes him or her to sanctions ranging from suspension to the termination of the training contract.

Article 21. He or she has been informed of the training costs to be paid and undertakes to pay them in the proportions agreed with the centre.

III. The terms of the contract:

Article 22. The trainee and CAPA agree that the candidate is enrolled for training in the sectorbranch...for a course which will last.....months, from...../...../20.....to/...../20.....

Article 23. The training courses are agreed upon with.....% theory and% practice.

The daily lesson times will be from Monday to Friday of to.....for the theory and from.....to.....for practice in the workshops.

Article 24. Internships with third parties (workshops and businesses) will be the subject of special agreements which involve the trainee, CAPA and the company or the workshop hosting the trainee or the supervisor/mentor of the intern.

Article 25. The certificate issued at the end of the course will be

Article 26. The cost of training agreed that the trainee will pay is for the entire course, with \$..... to be paid monthly.

Article 27. The services or the items provided or manufactured by the trainee during the training are sold by the centre and the added value from them will be shared between both parties, 50% for the centre and 50% that the centre allocates to the professional insertion of the candidate.

IV. The responsibility of the parent (guardian or sponsor):

Article 28. The parent (guardian or sponsor) accompanies the candidate during the whole process of enrolment, training and professional insertion.

Therefore, he or she adheres to the candidate's selection of a trade, participates in the agreement concerning the training objectives, guarantees the payment of the agreed fees by the trainee, is available for discussion with the centre regarding all questions concerning the trainee and signs the training contract and the contract for professional insertion.

Article 29. The guardian is responsible for the life of the trainee outside the centre and prepares the material conditions of professional insertion of the candidate while he or she is still in training, in order to implement them at the end of the training.

The settlement of disputes and misunderstandings

Article 30. The three parties agree that all disputes which might arise from the interpretation or the implementation of this contract are to be settled amicably and through the CAPA hierarchy.

Signed at CAPA, the...../...../20.....

For CAPA, the Trainee (or Candidate) The Parent (Guardian or Sponsor)

PEDAGOGICAL STEPS OR PROCEDURES FOR VOCATIONAL TRAINING AND PROFESSIONAL INSERTION.

The steps below are required, both before and after any successful training of trades:

1. The confirmation of the market.

First and foremost, the market must be studied or observed in relation to the demand for services and output of professionals in the trades after their training.

The real needs of consumers and of the community are determined and the training is organised on this basis to ensure that there is a business market for the graduates and so as not to train people who become unemployed after having lost their resources (money, time and materials). The sectoral surveys and the identification of needs can be carried out by specialised entities or experts.

2. Receiving the candidates and counselling them in getting trained for profitable trades

The candidates are received according to the training needs they express and they are guided towards the profitable sectors, branches and trades, i.e. those providing services and products that actually respond to a demand by the consumers (the market).

3. Agreement on the objectives of the training

The involved parties in the training come to an agreement as to the objectives and assign them to the training. It is generally the trainee or candidate, his or her parent (sponsor or guardian) and the centre who implement this by the signing of a tripartite contract of learning.

4. The planning and preparation of theoretical and practical modules

Planning of the time and location of the training is done with the candidates and the theoretical modules, practical exercises, the products and services to be carried out and manufactured during the training are specified and prepared by the trainers.

5. The training for the trade

This is the stage in which the training is effectively implemented. The theoretical lessons and practical exercises are delivered and carried out for the purposes of making competent craftspeople out of the candidates in the trades learned.

There are two sub-steps:

- a. The candidates produce services and products needed by the market while they are still in training.
- b. The candidates do internships in workshops and businesses open to the customers in the training sector. These internships are both informal and formal. On an informal basis, the candidate has permanent and/or regular contact with the practice of his trade at the workshop of his mentor, whom he has chosen before the training.

On a formal basis, the candidate carries out internships with well-established organisations, workshops and companies for this purpose and for durations agreed with the centre.

6. The certification of the candidates

This is done in a tripartite manner. Each of the parties has its own obligation: the state is responsible for the approval of qualifications, the candidates undergo the tests to demonstrate the mastery of the trades they have learnt and the parents/guardians have to assist with professional insertion. Juries are

organised at the training centre by the centre's trainers under the direction of the technical experts of the state.

The ceremony for the presentation of the certificates signed by the centre and the state is the final culmination of the training, in the presence of parents and the public, mainly workshop owners, business people and other graduates invited for the occasion.

7. The professional insertion of the graduates.

As agreed with the trainee who now is a graduate, the exercise of the trade becomes the concern of the parent (guardian or sponsor) and the centre. Wage employment in a business and/or self-employment are the two ways to practise the trade.

The contributions of all parties are mobilised and the start of the graduate's professional life is meticulously monitored. Note that although this is the final step in the process, it encompasses the whole training process. Before the training, the provisions for insertion of the candidate are agreed between the parties. During the training, the candidates are provided with the key competencies related to the professional insertion and after the training, the insertion takes place.

8. The follow-up of the graduates for the success of the professional insertion and their further training

The centre has a duty to ensure follow-up ranging from the structuring to the consolidation and promotion of the graduates' initiatives by offering them advice and materials, according to the possibilities and by facilitating their further training to adapt to the requirements of the fluctuating market. The centre gets to know the shortcomings and the performance of its graduates on the labour market, which enables it to adjust and refocus its courses.

**Some examples of subjects for retraining and further training
of craftspeople and other professional people**

No.	Sector/ Branch	Modules for re- training and fur- ther training	Target group	Number of theory hours	Number of practical hours	Qualifications awarded
1	Buildings	The maintenance of buildings	The ma- sons	45h	60h	Confirmation of course comple- tion
		The interpretation of construction plans and the organisation of building sites.	The fore- men	60h	120h	Confirmation of course comple- tion
		The computer-assisted design of construction plans	The archi- tects	90h	120h	Confirmation of course comple- tion
		Measurement	The ma- sons	45h	30h	Confirmation of course comple- tion
		Finishing buildings	The ma- sons The archi- tects The fore- men	20h	40h	Confirmation of course comple- tion
		Urban planning and property laws	The ma- sons The archi- tects The fore- men	30h	15h	Confirmation of course comple- tion
2	Plumbing	The knowledge and the installation of new plumbing	The plumbers	20h	10h	Confirmation of course comple- tion
		Finishing the installations and the management of household water	The plumbers	20h	10h	Confirmation of course comple- tion

3	Fitting and welding	Metal and aluminium joinery	The fitters and welders	45h	60h	Confirmation of course completion
		The artisanal construction of small machines for processing agricultural products	The fitters and welders	60h	60h	Confirmation of course completion
4	Domestic electricity	Installing solar panels	The electricians	45h	45h	Confirmation of course completion
		The installation of solar devices	The electricians	30h	30h	Confirmation of course completion
5	Marine navigation	The anchoring or loading of boats	The captains of motorized canoes	20h	30h	Confirmation of course completion
		The legislation and marine safety and security	The marine navigators	30h	30h	Confirmation of course completion
6	Carpentry and furniture making	Finishing furniture	The carpenters	20h	30h	Confirmation of course completion
		Machinery	The carpenters	45h	45h	Confirmation of course completion
7	Refrigeration	The maintenance and repair of household appliances	The electricians	60h	30h	Confirmation of course completion
		The installation, maintenance and repair of household appliances operating by means of solar electricity	The electricians	45h	30h	Confirmation of course completion

8	Hotel business	The optimisation of services in a hotel	The hoteliers	45h	30h	Confirmation of course completion
		The management of a restaurant	The restaurateurs	30h	30h	Confirmation of course completion
		Hotel legislation	The hoteliers	15h	30h	Confirmation of course completion
9	Car and marine mechanics	The maintenance and repair of vehicles with automatic gearboxes	The mechanics	45h	30h	Confirmation of course completion
		Car electricity	The mechanics	60h	30h	Confirmation of course completion
		Car electronics	The mechanics	60h	30h	Confirmation of course completion
		The management of a garage	The mechanics	30h	30h	Confirmation of course completion
		Marine engine maintenance	The mechanics	30h	30h	Confirmation of course completion
10	Computer technology	Computer maintenance	The IT professionals, the data input operators	60h	60h	Confirmation of course completion
11	Trade	Sales fundamentals	The salespeople	60h	30h	Confirmation of course completion
		The use of the computer in sales	The salespeople	45h	20h	Confirmation of course completion
12	Dress making	The creation and the diversification of the models	The dressmakers and tailors	45h	30h	Confirmation of course completion
		Designing jackets	The dressmakers and tailors	45h	30h	Confirmation of course completion

A few principles of psychosocial assistance for traumatised people in training

General problem

“Psychological trauma” is one of the problems and obstacles that hinders effective transmission of technical skills to trainees. The trauma of trainees is a huge challenge for the trainers who are inexperienced in assisting these people in a professional way. As well as this, psychosocial assistance must be applied across all the training activities.

The general principles of this psychosocial assistance are the following:

1. Identifying trauma at the stage of enrolment

This is the phase of identifying the trauma and providing assistance in the case of traumatic syndromes, which includes the sub-steps below:

a) Observation

This involves identifying the target groups who are victims of trauma and the candidates for trauma integration, before the training activities start. The signals that could reveal trauma must be recognised by the psychosocial assistants as indicators: timidity, agitation, aggressiveness, distraction, anger or anxiety and disruptive moods and behaviour.

b) Listening

Once the victims’ trust has been won, in an environment of security, they are guided to express their feelings, talk about their experiences and vent, in order to give them some release. The crying, the unusual revelations and the psychosomatic changes are some of the signals that they are being successfully listened to.

c) Discretion

This is a must for the psychosocial agents, to make the victims feel secure and maintain a working climate of trust and empathy.

d) Availability

The aide must be available to the victims to assist them, listen to them, to get their attention and to show an interest in them.

e) Referral

The victims who are suffering from very acute trauma, and who are difficult to treat with the limited skills of the centre’s psychosocial assistants, are referred to the specialised centres and hospitals with the collaboration of the centre.

2. Integration

To heal the trauma of most of the victims, the centre’s psychosocial assistants commence with the trauma integration. This consists of rehabilitating the victims in their own family units, in their natural living environments (church, family, neighbourhood) and especially having them learn their chosen trade with the other trainees.

3. Empowerment

This is the phase of “material care” where victims who have already been aided, and have completed their training, are provided with social integration capabilities that bring them into contact with a wider public through the exercise of the trade learned. This step leads to them accepting what they have experienced, excelling and focusing on other objectives which frequently include succeeding in a new area of life, becoming good at the craft by practising it successfully, and satisfying customers and/or consumers with his or her services.

The job description for the head of the “gender” department

The head of the “gender” department is a full-time employee. At his/her recruitment, this position is categorized like the position of a “master/supervisor”, according to CAPA’s Manual of Procedures

1. The main objective of the position:

To give equal opportunities to men and women in the training and in the exercise of any craft or other professional occupation.

2. Permanent tasks of the employee:

- The employee responsible for gender issues is the intermediary between the men and the women in the centre for balance and good coexistence;
- He (she) takes the side of both sexes and pleads the cause of anyone who is injured on account of his or her gender from recruitment and during and after the training;
- He (she) identifies daily acts and behaviours linked to cultural constraints that diminish the person of the other sex, in order to denounce and combat them;
- He (she) identifies the need in training for the promotion of gender issues among the members of the CAPA community;
- He (she) develops and proposes to the management the plans and intersectional training modules for the promotion of gender issues;
- He (she) helps the management to target and contact the trainers in a manner that includes the women and the men;
- He (she) is the technical interface for consultant trainers with regard to gender issues;
- He (she) designs and assists in the development of and the advocacy for gender awareness promotion projects;
- He (she) helps with and supports the execution of the activities and projects which contribute to the promotion of gender awareness;
- He (she) ensures close monitoring, particularly of the performance of women training and working in the trades in order to help them make a name for themselves through professional competitiveness.
- He (she) assists in the orientation and integration of women in jobs that are traditionally and culturally held by men;

- He (she) identifies and helps to suppress the anti-values normally observed during male-female coexistence in the trades: sexual harassment, stigma, threats, indecent assault, etc.;
- He (she) identifies the barriers that prevent men and women from integrating trades and proposes solutions;
- He (she) talks on the radio to promote gender awareness in training and the exercise of trades;
- He (she) assists in the identification of training opportunities which broaden the range of trades for women.
- He (she) participates in and facilitates the sectoral surveys and studies related to the trades in a manner that benefits men and women.
- He (she) facilitates the networking of women in the same trades so that they can address their challenges together.
- Together with the insertion unit, he (she) assures professional insertion of the graduates, the accompaniment of and the ongoing attention to women inserted in employment and self-employment in order to gain awareness of their socio-professional integration problems to help resolve them.
- He (she) monitors physical infrastructural conditions at the centre and any behaviour that creates intimacy between the men and women in the centre.
- He (she) initiates connections or local and external (south-south, north-south etc.) partnerships between women practising trades for experimental and professional giving and taking.

The job description for the head of the “monitoring and evaluation” department

A. The reasons for the creation of a monitoring and evaluation unit

The stakeholders of the projects in operation at CAPA, namely the development partners and donors, consultants, the beneficiaries, the church as responsible structure of the centre and the management team, require as much information as possible, both on an ongoing and periodical basis, so they can assume their responsibilities well and especially so they can make the right decisions related to their work in order to achieve the expected results. The actors need to be informed in due time of performance, difficulties, and the effects and the impact of the projects, and in this order:

- The difficulties in the implementation of activities are forecasted, evaluated and circumvented;
- The direct beneficiaries of the projects are strongly involved in the evaluation of the projects and their expectations are taken into account in a reactive manner;
- Synergies are established and necessitated with all the partners in projects for the achievement of objectives;
- The productivity and performance of the staff in charge of projects are improved through orderly management of all the information generated by the projects.

The job description itself:

General objective

Chart the progress of the activities and costs at different stages in the project.

In technical terms, the employee will:

- Actively participate in setting clear and realistic operational project objectives for all the activities of the centre;
- Check that the activities conform to the objectives mentioned above;
- Collect data about the activities and evaluate them statistically to explain them to the management to help in decision taking;
- Monitor and measure the deviations from the forecast to identify major problems;
- Propose concerted solutions for the problems thus identified;
- Follow the chain of results (effects and impact) of projects by identifying:
 - The services that the project offers to the target groups;
 - The use made by the target group of the services that are offered;
 - The direct benefits arising from the use of the services offered by the project;
 - The indirect benefits that arise from the realisation of the direct benefits;
- Elicit the reaction of partners and beneficiaries with regard to the results of the projects;
- Disseminate the monitoring and evaluation reports to everybody in due time;
- Capitalise on the experiences and achievements of the system.

In accounting and financial terms:

- Assist the management to ensure that project funds are used efficiently for the purposes intended and with full transparency.

With regard to the management display panel:

Submit regularly to decision-makers, in a timely and appropriate manner, consolidated information of a technical, geographical, budgetary, financial and consistent nature, to influence good management decisions.

MONITORING SHEET FOR THE EVALUATION OF LESSONS / MODULES OF TRAINERS.

Sector:

Branch:

Name of trainer;

Number of trainees registered.....

Number present.....

Title of the module.....

.....

Topic of the day

.....

Time

Operational objective.....

.....

No.	INDICATORS	MAXI- MUM	RATINGS
1	Compliance with the projected contents of the module: Adheres to the timetable.	10 points.	
2.	The material preparation of the lesson: Journal, preparation sheets, notebook and lesson book, availability, introduction, development, application.	10 points.	
3	Introduction of the lesson Revision, individual or collective review of the previous lesson and motivation (arouse interest, announcement of the subject).	10 points.	
4.	Development of the lesson.	10 points.	
4.1	Subject taught: mastery, accuracy (background and quality, mix sought), adaptation to the level of the students, adaptation to the program (knowledge, fidelity, execution).		
4.2	Method: Presentation (progressive logical clarity, quality of individual and collective questions, accuracy); exploitation of responses, material set, repetition, synthesis, application.	10 points	

5.	Teaching methods: Blackboard (provision, visual aspect) presence of manuals and other documents, didactic materials (choice and use).	10 points	
6	The trainer: conduct, writing, intellectual and pedagogic qualities, language (clarity), time management.	10 points.	
7	The trainees: Discipline, conduct, activity (performance) understanding of the subject, assimilation of the subject.	10 points.	
8	Result of the lesson: Retention by the trainees, verbal reproduction, illustration, manipulation (work in group, individual performance), level of success in relation to the intended application.	20 points.	
	Composite quantified evaluation	100 points	

9. Observation (remarks):

10. Advice and recommendations:

11. Composite rating:

Excellent (100-90) - Very Good (89-75) - Good (74-50) - Satisfactory (49-25) - Poor (24-0)

In acknowledgement

Head of monitoring & evaluation

The trainer

Name and surname

Date and signature

Title:

Date and signature

FOLLOW UP SHEET FOR GRADUATES (WORK VISIT)

N0 _____ / _____ / 20_____

1. Identification of the follow-up agent:

1.1 Name of follow-up agent:

1.2 Function:

2. Identification of the graduate:

2.1 Name

2.2 Marital status:.....

2.3 Physical address:

No. Tel:.....

2.4 Trade learned:.....

2.5 Year of training:

3. Regarding the training that the graduate has undergone

3.1 What did you do before the training?

.....
.....

3.2 What were the objectives of the training?

.....
.....

3.3 What certificate have you been awarded by the centre?

.....
.....

3.4 What are the skills and competencies that the training provided to you?

- What services are you able to provide?

.....
.....

- What products can you produce?

.....
.....

4. The practice of the trade learned:

4.1 How had you intended to practise the trade before you started the training?

.....

How do you practise your trade now?.....

What?

Where?

With whom?

- 4.2 In cases where the trade learned is not exercised:
For what reasons?
- 4.3 How has your professional insertion been done?
Have you benefited from support?
- 4.4 Do you generate an income from practising your trade?
Self-employment?
A job / wage employment?
For what average monthly income?
- 4.5 What services or products of great importance have you already rendered or provided to the public?
- Services:
- Products:

5. Questions related to the market

- 5.1 What are your services or products?
Are you working on orders?
How many orders for what period of time?
Do you display products?
Where do you display them?
Who are your customers?
- 5.2 Is the market important for the sustainability of your work?
.....
- 5.3 How well do the customers value your services or products?
.....
What improvement proposals do they have for you?
.....
What complaints do they have about your work?
.....

6. The impact of the trade on the life of the graduate:

6.1 How did you assess your life before the training?

Housing?

Meals?

Travel?

Schooling?

Periodic income?

6.2 What changes in your life has practising your trade led to?

- With regard to housing:

- With regard to nutrition:

- With regard to education and health care:

6.3 Your social status in the household, the family and your living environment:

.....

.....

6.4 Investments made.....

.....

7. The need for training:

Are there apprentices in your workshop or following you in your occupation?
.....

Do any of them request training in workshops or in other services/occupations?
.....

How many of them have you already trained? (If any)
.....

What gaps have you seen in the practice of the trade that require training?
.....

Do you need retraining?
.....

If yes, in what areas?
.....

8. What specific challenges have you seen in the practice of your trade ?

.....

.....

9. Do you have any recommendations to make to your training centre CAPA?

.....
.....

Validation/acronym of monitoring agent

Signature of monitored graduate

**INTERNAL TRIPARTITE AGREEMENT
BETWEEN THE CENTRE CAPA, COOPEC AND THE GRADUATE CONCERNING FI-
NANCIAL SAVINGS
FOR HIS OR HER PROFESSIONAL INSERTION**

Between the undersigned:

- 1) the Centre of Vocational and Skills Training “CAPA”, training institution and assisting entity following up the professional insertion of the graduate,
- 2) the Savings and Credit Cooperative “COOPEC Kawa” **on the one hand;**
- 3) and Mr, Ms _____ graduate of CAPA in the sector _____, who has financial difficulties with regard to his/her professional insertion, **on the other hand;**

It has been agreed that:

Article 1. Due to the material and financial difficulties experienced by the graduate Mr./Mrs., _____ with regard to his/her professional insertion, the three parties (CAPA, the COOPEC and the graduate), are working together to make provision for the professional insertion of the graduate.

Article 2. The graduate, Mr/Ms _____ has submitted to the centre and to the cooperative his/her business plan for insertion of which the total amount is \$ _____, which is _____ Congolese francs.

Article 3. Within its possibilities, CAPA agrees to give the graduate who accepts, contracts for profitable tasks in its workshops and construction sites. In return, CAPA will pay the graduate the rate of the corresponding labour force.

Article 4. The graduate, Mr, Ms _____ accepts that 75% of the payment he/she receives from CAPA will be deducted to pay his savings account at the cooperative Kawa. The graduate undertakes not to withdraw funds saved here without the consent of the centre.

Article 5. The financial cooperative, the above-named party to the agreement, agrees to guarantee savings and not to allow any disbursement by the graduate except for the purposes of his/her professional insertion with prior notifications from the centre.

Article 6. The three parties agree that the disbursement of the funds saved in the graduate’s account is possible only with the prior agreement of the professional insertion unit of the centre.

Article 7. The graduate undertakes to implement his/her professional insertion in accordance with his/her business plan as soon as the amount sought is credited to his/her account.

Article 8. Under the surety from CAPA and with the pay-back monitored by the cooperative, it is accepted that the graduate can have access to credits according to his/her transactions, business development and savings.

Article 9. The graduate recognizes that the offer which is made by the centre is a means to achieve his/her professional insertion and not a contract allowing him/her to remain at the centre on an ongoing basis. If the graduate finds another opportunity for professional integration during the period that this agreement is valid for, CAPA agrees to release the graduate immediately.

Article 10. As soon as the professional insertion is facilitated, CAPA will sign a partnership contract with the graduate, specifying the tasks and inputs of all the parties, as is the case with other graduates who have been inserted.

Article 11. The parties to the present agreement undertake to adhere to it to the letter and agree that any dispute will be settled amicably.

The parties to the agreement:

**The graduate
who has to be inserted:**

**The centre
CAPA:**

**The savings and credit cooperative:
COOPEC Kawa:**

Acronyms and Glossary

CAPA	a centre for vocational and skills training in Bukavu, Eastern Congo (Centre d'Apprentissage Professionnel et Artisanal)
COOPEC	Savings and Credit Cooperative (Coopérative d'épargne et de credit)
CBCA	Baptist Church in the D.R. of Congo (Communauté Baptiste au Centre de l'Afrique)
COP	Counsel for Orientation and Politics (Conseil d'Orientations et des Politiques)
FAKT	FAKT Consult, German consulting firm
FAQ	Frequently Asked Questions
MORELO	“mobiliser” of local income (Mobilisateur des Recettes Locales)
MONUSCO (MONUC)	United Nations Organisation Stabilisation Mission in the D.R. of Congo
ILO	International Labour Organization
NGO	Non-Governmental Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
Bantu	Ethnic groups in Africa who speak Bantu languages
Maï-Maï	Rebellious militia of that time in Eastern Congo
Massai	Ethnic group of semi-nomadic people inhabiting southern Kenya and northern Tanzania
Fulani	Pastoral nomadic group
Pygmy	Ethnic group across a huge area of central Africa