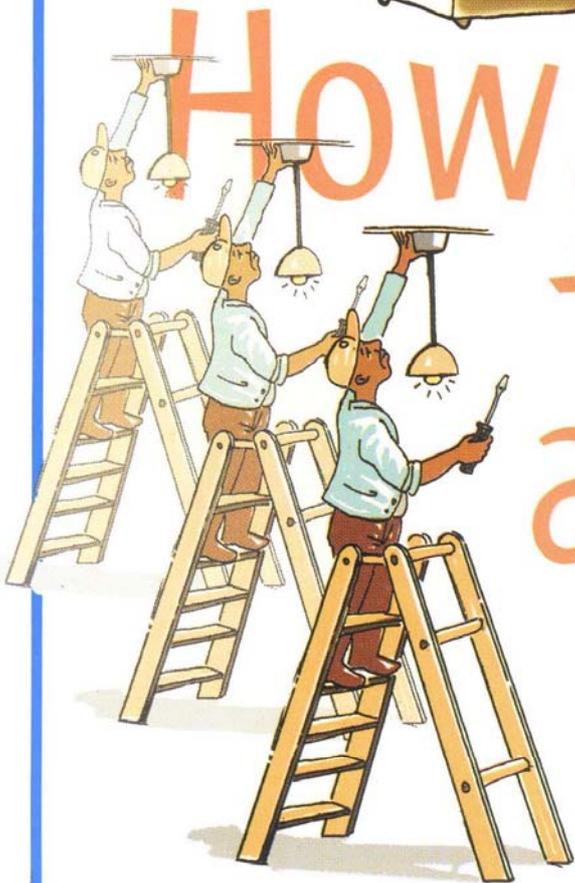
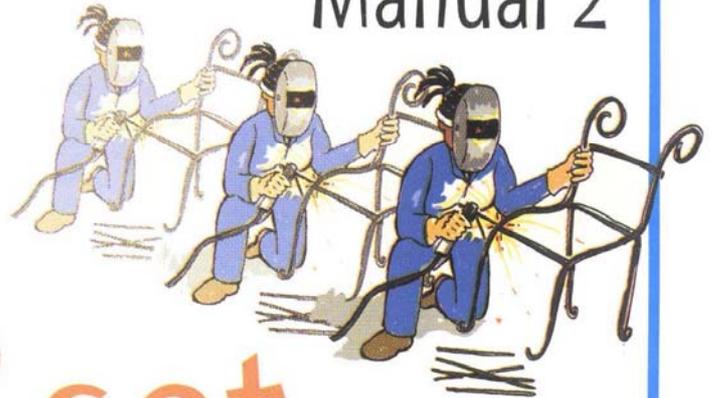


ADDING VALUE:

Manual 2



How to set up
and run
a TAP

Traditional
Apprenticeship
Programme



This manual is intended to provide guidelines and support to those interested in setting up their own Traditional Apprenticeship Programme (TAP). It takes the form of a workbook to guide implementers in making choices and decisions about their particular TAP.

This manual should help interested institutions and organisations develop a TAP Programme using the experiences of GTZ-ISTARN as a foundation. However, this manual is not a blueprint, which should be followed slavishly, it has been produced to provide guidelines based on what is thought to be best practice.

This manual has a complimentary first volume entitled 'Is a Traditional Apprenticeship Programme an Option for You?' which describes what a TAP is. Both manuals are seen as an aid to replication and to the implementation of technical training programmes for the informal sector in different circumstances and locations.

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How to set up

and run

a
TAP

**Traditional
Apprenticeship
Programme**

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INTRODUCTION: What is ISTARN?

The Informal Sector Training and Resources Network (ISTARN) is a Zimbabwe-based programme. It is a joint venture between the Zimbabwean and German governments, and receives financial and technical support from the German government through the Deutsche Gesellschaft für Zusammenarbeit (GTZ). The project was initiated in 1995 in Masvingo, Zimbabwe, where a number of interventions were piloted, all of them aimed at assisting in the creation of jobs in the informal sector, in order to address the problem of unemployment which is endemic in Zimbabwe.

ISTARN has tried to develop an integrated approach to strengthening the informal sector, and its interventions have included a Small Business Advisory Programme, a Marketing Support Programme, and a programme to develop and strengthen Informal Sector Associations. The selection of interventions is intended to create an integrated package for the informal sector which will result in more, stronger and bigger businesses, creating sustainable jobs.

Among the initiatives piloted was a Traditional Apprenticeship Programme (TAP). This used a traditional practice of skills transfer to increase the potential for people learning skills through apprenticeships in the informal sector to set up and succeed in their own informal businesses. The intention of the TAP was to add value to the traditional practice, without excessive interference.

Initially piloted in 1996, the programme has shown very encouraging results, and has generated much interest. ISTARN is now in its replication phase, with Manicaland, Zimbabwe as the site of replication. The TAP is being piloted here in different forms, with different host agencies.

As part of the replication process, ISTARN has produced a set of two manuals, under the title Adding Value. The first describes what a TAP is and what is needed in order to set one up. This, the second manual, provides guidelines for implementation. By reading the first manual, we hope that decision-makers in organisations and institutions that are potential hosts for a TAP - training colleges, vocational training centres, business associations, non-governmental organisations (NGOs) and private training institutions - will get enough background and information to enable them to decide whether a TAP is the right option for them. Once they have decided to go ahead, then this second manual should provide a useful guide on what to do, when to do it and how to do it. Manual 2 is addressed to the team charged with implementing a TAP.

The manuals are not blueprints. They are intended, rather, as guides so that, as development workers, we are able to build on one another's experience and learnings. Manual 2 has been written as a workbook, and space is provided for you to think through your own situation so that you can make appropriate decisions for your particular context. We look forward to hearing from you about your TAP experiences.

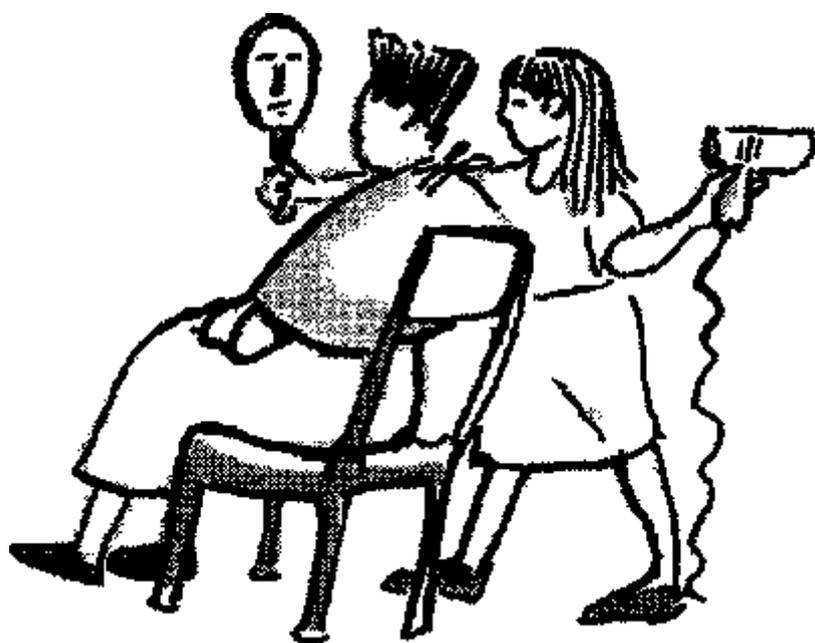
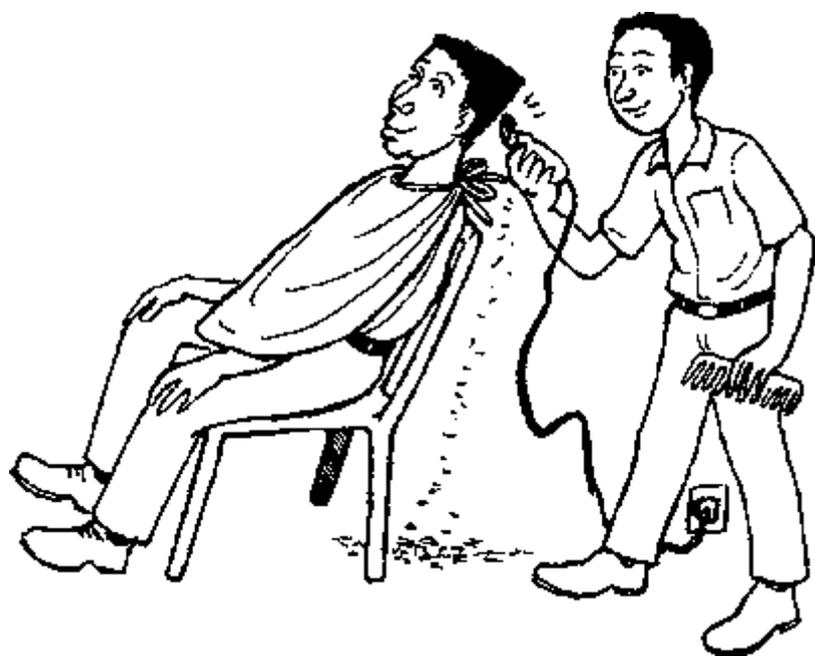
The ISTARN Team
August 1999

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ABBREVIATIONS

EO	Enterprise Owner
GTZ	Deutsche Gessellschaft für Sussammenarbeit (German Agency for Technical Cooperation)
ILO	International Labour Organisation
ISA	Informal Sector Association
ISTARN	Informal Sector Training and Resources Network
MSP	Marketing Support Programme
NGO's	Non Governmental Organisations
'O' Level	Ordinary Level (4 years of secondary school)
SAP's	Structural Adjustment Programmes
SBAP	Small Business Advisory Programme
TA	Traditional Apprentice
TAP	Traditional Apprenticeship Programme



PART 1: STARTING OUT

SECTION 1: Starting a TAP in your organisation

In Manual 1 of this set, *Is a Traditional Apprenticeship Programme an Option for You?*, we describe a Traditional Apprenticeship Programme (TAP) as follows:

A development intervention aimed at providing vocational skills training. It is cost-effective, relevant and accessible to relatively large numbers of people and is particularly effective where there is high unemployment and an established informal sector.

A TAP is based on a traditional practice which has existed world-wide for many centuries and which has been shown to be widespread in southern Africa.

A TAP adds value to the traditional practice by interventions that make it more likely that the graduates of the programme will be successful in creating jobs for themselves and, possibly, for others.

In a typical TAP, based on the ISTAR model, participants come from the ranks of the unemployed, selection is based on entrepreneurial aptitude, the major site and vehicle of skills transfer is the workplace, appropriate skills involve manufacturing or service, value is added through short-term technical training, utilising existing facilities and training capacity, and by providing short-term business training and support.

A: Why have you decided to go ahead and set up a TAP?

In the first manual in this set, we discussed in detail the reasons why an institution or organisation might decide to set up a TAP. In summary, the reasons are likely to include the following:

- The trend towards increased unemployment in the formal sector is accelerating.
- The informal sector is increasingly becoming a more significant site of employment than the formal sector in sub-Saharan African countries.
- The TAP offers an innovative approach to skills development training that is relevant to the informal sector and cost effective in terms of the input required to create an employment opportunity.
- The TAP does not require entrants with relatively high level educational qualifications and so meets the challenge of equity.
- The TAP adds value to the existing traditional practice by injecting innovative practices, through the technical training component, into a sector that is notoriously conservative. Both quality and productivity can, thus, be improved.

B: Are your context and institution/organisation appropriate for a TAP?

If you have got as far as Manual 2, then you have decided that your context and institution/organisation are appropriate for a TAP.

A suitable external environment for a TAP is likely to include all or most of the following conditions:

- There is ongoing high unemployment and a low capacity in the formal sector to absorb or even retain workseekers.
- There is an existing informal sector, playing a significant role in the local economy.
- There are concentrations of business activity in certain nodal points, providing markets for informal sector outputs.
- There is already a traditional practice of informal apprenticeships.
- The approach of government to the informal sector, at the local, regional and national levels, is at least constructive, even if restrictive regulations are in place.

ISTARN invested time and money in doing detailed surveys of the traditional practice and of the informal sector in the pilot TAP area. At the very least, you need to know:

- **That there is a traditional practice where people running small businesses based on a trade or skill take on “helpers” who learn the trade or skill, while providing cheap or free labour.**
- **What kinds of services and goods are offered in the informal sector in your area.**

A suitable institutional or organisational environment for a TAP is likely to be characterised by at least some of the following:

- Clarity about the problem or issue the organisation is addressing - knowing what the programme is supposed to achieve.
- A carefully researched and thought through project concept which anticipates, to the degree possible, potential problems - although there is general agreement that there will always be problems no-one has anticipated!
- Sufficient staff with experience and skills appropriate to vocational training for the informal sector.
- An established administrative and co-ordinating infrastructure (but not necessarily a physical infrastructure, as training facilities belonging to other organisations and institutions can be used).
- A business and market-related orientation.
- Flexibility and creativity in both decision-making and implementation.
- Participation in a network of programmes involved in support to the informal sector.
- Flexible funding, linked to careful costing - in other words, costs should be kept low, but some funding needs to be available to be used flexibly as the needs of the programme become clearer.
- Good monitoring and evaluation systems.

C: Who should be involved in setting up and running a TAP?

In Manual 1, we describe the ideal TAP Team as being made up of:

- Someone with the power to make key decisions, particularly in relation to the use of the budget.
- The TAP Co-ordinator or Manager with overall responsibility for planning, implementation

and monitoring and evaluation.

- Training providers, whether internal or external partners.
- One or more fieldworkers to support the Co-ordinator/Manager.

Some questions for you to answer?

1. Are you operating in an environment where there is high unemployment and a low capacity for the formal sector to absorb workseekers?

2. Is there a traditional apprenticeship practice already operating in your area?

3. Are there opportunities for small scale entrepreneurs to set up their own trade/skill-based enterprises in your area?

4. What additional information do you need to be able to answer the above questions fully?

5. What needs to happen in your institution/organisation to make it a more suitable environment for the implementation of a successful TAP?

6. Do you think you have the right team to make a success of the TAP?

7. What roles and responsibilities will the different people in the team take on?

8. How are you going to ensure that the necessary steps are taken to give you the information you need and to increase the likelihood of your TAP succeeding?

SECTION 2: Thinking about the market

Although a TAP is a form of vocational skills training, what makes it different from the usual kind of training you might get at a technical training college, for example, is that it is directly related to market forces. This is because the emphasis in a TAP is on vocational skills training for self-employment.

- The choice of skills/trades offered should be determined by market factors - there need to be existing businesses based on these skills/trades in the market, so that apprenticeship placements can be found, but the market should not be saturated with such businesses, making it difficult for anyone in the skill/trade to earn a living income because of the competition.
- You need to know what the traditional practices for apprenticeship are in your area so that you do not undermine them through your intervention.
- You need to know about the trades that are significant in your area - if you are working in a predominantly rural area, you need to know about on-farm activities as well as rural small scale businesses and growth points.

Because of the surveying we had done, the ISTARN pilot programme knew:

- **About the manufacturing enterprises and service and repair enterprises in the informal sector in the area.**
- **The number of employees per enterprise.**
- **Which businesses were most likely to have larger numbers of staff.**
- **Which businesses had, at some stage, employed apprentices and/or were most likely to employ apprentices.**
- **The types of agreement that apprentices usually had with EOs about payment in cash or in food or shelter, and whether some apprentices were required to make a contribution to their training, or pay for their materials.**
- **The average length of training periods for apprentices in various trades.**
- **Whether or not EOs provided business training in the course of the apprenticeship.**

The ISTARN surveys excluded on-farm activities, as well as most home-based and many very rural, small scale businesses.



If you are concerned about including women in your programme, you will need specific information about trades/skills which are or could be “women-friendly”.

Some questions for you to answer?

1. What are the most common manufacturing and service businesses in the informal sector in your area?

2. What do business or enterprise owners (EOs) offering these products or services earn in a month?

3. Are they one-person businesses, or do they employ others?

4. What businesses are less common, but do exist?

5. What do the owners of these businesses earn in a month, and do they employ or need staff to help them?

6. If you cannot answer any of these questions, what could you do to get the information you need?

SECTION 3: Different Starting Points

In Manual 1, we listed some of the different kinds of institutions/organisations which could decide to set up a TAP. They were:

- NGOs
- Technical Colleges
- Vocational Training Centres
- Private training Colleges.

You need to go back to the table in that manual to remind yourself about some of the issues and advantages and disadvantages that may apply to your particular kind of organisation or institution.

Some questions for you to answer?

1. What kind of an institution are you?

2. What are the potential strengths which you can build on in your TAP?

3. What are the potential weaknesses you will need to address if your TAP is to be a success?

**When you get to this point in the manual,
you will have done the preliminary work and/or thinking
that will enable you to plan effectively for your TAP.**



PART 2: THE PLANNING PHASE

Before you begin your detailed planning of the implementation of a TAP, there are certain things about which you need to be clear. Clarity will make the planning process easier, and will help to make implementation smoother.

SECTION 1: What are you trying to achieve?

This is the first question about which there needs to be clarity. A TAP is not just an alternative form of vocational skills training. It is an approach to vocational skills training which aims to ensure that graduates end up employed, preferably self-employed, probably in the informal sector.

A clear understanding of this purpose impacts at every level on the process of implementation. It impacts on:

- the kinds of formal skills training you offer;
- the kinds of participants you recruit and select, and how you go about selecting them;
- the sort of support package you offer;
- the kinds of information you collect for monitoring and evaluation.

The overall goal of the pilot ISTARN project was to increase employment opportunities in Masvingo Province, and the specific project purpose was defined as being to develop viable enterprises through a sustainable support system. The ISTARN TAP was meant to help the project to achieve this goal and purpose. It aimed to do this by leading to the creation of new employment opportunities through new, viable enterprises.

Because of this:

- **The ISTARN TAP chose to offer skills which could be learned in a relatively short time, which were likely to be marketable, and for which there would not be a very big capital outlay in order for a graduate to start his/her own business.**
- **We tried to select “winners” - those most likely to succeed as entrepreneurs - and, after the first few intakes, made it a requirement of selection that the would-be apprentices must find placements before they could be considered for selection. Successfully doing this was seen as an indicator of independence and potential entrepreneurial aptitude. Although ISTARN takes wage employment as a successful outcome of the TAP, we assume (and results show this to be so) that most graduates will set up in business for themselves.**
- **The ISTARN TAP offers support services in the form of business training for all apprentices, the option to access a tool hire-to-buy loan scheme, and access to business advisory services for those who go into their own businesses. All these services emphasise the aim of increasing employment opportunities through the creation of new, viable enterprises, Initially the pilot offered support in the form of access to subsistence grants and help in finding placements.**
- **The original apprenticeship agreements were between the enterprise owner (EO) and ISTARN. But these forms of support were dropped because they created in the apprentices a feeling of dependence on ISTARN, something the project wanted to avoid.**
- **ISTARN’s monitoring records focus on how appropriate the formal training is to the actual workplace, and on what happens to graduates once their apprenticeship is complete. Monitoring and evaluation are related to what the project wants to achieve.**



Our experience, and the evidence in international studies, is that it is no use choosing people who expect, and want, to get jobs, when there are unlikely to be jobs for them when they graduate. A TAP has to assume that most graduates, if they want to use their skills to earn an income, will have to set up in business for themselves. This means that, if you want your TAP to be successful, you should select those who view self-employment favourably, and who have the potential to make a go of self-employment.

Your indicators (signposts) of success will be determined by what you are trying to achieve. If you are planning to create entrepreneurs, then your success will be measured by the number of graduates who go on to become successfully self-employed. Your evaluation of success will be done through tracer studies which track graduates and find out what they are doing. Because many small businesses collapse in the first few months after they are set up, you will need to track graduates over time.

ISTARN intends to track graduates for a three year period. This period has almost come to an end for the first graduates of the pilot programme, and results continue to be very encouraging.

Your interim indicators (the indicators that tell you you are making progress, even before you achieve full success) will also be determined by what you are trying to achieve. So, for example, because the TAP is a market-oriented process, the monitoring of apprentice placements and progress will be concerned with issues such as:

- Is the formal technical training appropriate to the workplace?
- Is the apprentice getting enough opportunity to practice the skill and to learn about how a business operates?

One of ISTARN's interim indicators of success was that the formal technical training should be appropriate to the workplace. In our monitoring process, we found that, while 90% of the dressmaking EOs in the first intake for the Manicaland replication TAP were very happy with the skills that the apprentices had learned in the initial technical training two weeks, those few who specialised in garments such as wedding dresses were very dissatisfied, because no "fancy" skills had been included in the training. This was picked up in the monitoring process and steps are being taken to remedy the problem.



If you are concerned about gender equity, and this is, and should be, a major concern for development projects, then you need to keep your monitoring and evaluation data in a way that differentiates between men and women apprentices. Your intake information needs to have a category to register gender, and so does your tracer information.

Some questions for you to answer?

1. What is the overall goal of your organisation or institution?

2. What do you hope that your TAP will achieve?

3. What will your indicators (signposts) of success be when you evaluate your TAP?

4. How will you collect the information you need to measure these indicators?

5. What interim indicators of success will you need to monitor in order to keep your TAP on track for long-term success?

6. How will you monitor these interim indicators?

SECTION 2: Are you clear on the basic principles that underpin a successful TAP?

The basic principles that underpin a successful TAP are:

The 10/90 Principle

This is the principle that, in an intervention such as a TAP, where success is so dependent on the mind-set of the participant, the implementing agency offers an opportunity which is 10% of the input required for success, but the other 90% of input required has to come from the participant. This means that the need for participant independence and entrepreneurial spirit must guide the planning and implementation process from the beginning.

ISTARN learned through experience that best practice in its TAP, in terms of the 10/90 Principle, excluded subsistence grants and any interference between the apprentice and the EO, but included the apprentices finding their own EOs, and being able to access loans to set themselves up in business.

Initially, ISTARN offered apprentices subsistence allowances, the apprentices paid nothing for training, and placements were negotiated for by ISTARN.

The Relevance Principle

This principle comes from the experience of training institutions which offer courses and programmes which are irrelevant to the needs of the market place. The result is that people go through lengthy and costly education and training processes, and then do not find jobs, and are not equipped for self-employment.

In Manual 1, we give the worrying statistics on unemployment for graduates of Zimbabwean technical colleges. We believe that an adaptation of the TAP might help to prepare these graduates for self-employment more appropriately.

Basic to a successful TAP is the need for relevance. This means that the training offered must be appropriate to the opportunities available in the market place. This should be reflected in:

- the selection of skills offered;
- the length and content of the formal technical training;
- the length and content of the apprenticeship placement;
- the support offered.

Skills offered should be marketable; the formal technical training should be as long and as complex as is necessary to provide sufficient skills to optimise the apprenticeship opportunity, but no longer; the apprenticeship placement should be as long as is needed to gain the necessary practical experience, the EO should be able to provide a busy and varied apprenticeship period, including exposure to business practice; the support offered should be aimed at enabling the graduate apprentice to run a viable business.

ISTARN, both in the pilot phase and in the replication phase, has departed from some of the accepted wisdoms of traditional apprenticeship programmes internationally, with regard to the relevance principle. So, for example:

- **we have selected some trades which require more than a six month apprenticeship (motor mechanics requires an 18 month apprenticeship);**
- **we have accepted that there is a possibility, even the probability, of a separate “journeyman” like interim employment period in some trades, before the graduate apprentice becomes self-employed.**

Both these departures have proved viable in the ISTARN experience. Nevertheless, the

principle of relevance remains a key principle for ISTARN, and requires ongoing monitoring and evaluation of the market, and adjustments to the programme where necessary.

The Sustainability Principle

This is the principle that holds that a TAP should be sustainable, which means that it must be cost effective and low cost, that there should be some form of cost retrieval from participants, and that it must have the desired or advertised impact (self-employment or employment), so that it continues to attract participants.

The issue of protective clothing and equipment was one in which ISTARN learned something about keeping costs low and processes appropriate or relevant. In the initial intake of welders, there were complaints from apprentices that the EOs did not provide protective clothing, especially masks to protect their eyes. We tried to organise a special deal for the EOs in protective clothing, but they weren't interested. In the end, the apprentices learned the low cost way to protect themselves from sparks from the welding - they turned their heads aside when they saw sparks coming! One of the reasons why informal sector businesses can keep going when their formal sector counterparts may fail is exactly because they are not constrained by laws and regulations which govern such matters as safety, minimum wages and formal qualifications which have been negotiated by organised labour.

The Equity Principle

This is the principle which holds that a programme of this nature ought to be open to as many people as possible, and that it should not exclude people on the grounds of unnecessarily high academic qualifications, on the grounds of their location (for example, in rural areas), or because they do not have enough money. There should be little or no bar to entry.



It is important to note that some of these principles may, at times, appear to be contradictory.

- **The 10/90 principle and the Sustainability Principle may be at odds with the equity principle. For example, the decision not to provide subsistence grants may exclude rural people who are unable to find free or cheap accommodation near a business nodal point where there are apprenticeship placements available. The decision to insist on full cost recovery from the participants for the formal training may exclude poorer people, particularly in more costly trades such as motor mechanics.**
- **The Relevance Principle may be at odds with the Equity Principle a person from a rural area with no electricity chooses to be apprenticed to an electrical appliance fixer.**
- **Circumstances may also lead to problems with the principles. So, for example, the fact that the unemployed are so educated in Zimbabwe, means that EOs can choose to take on better educated apprentices, even if nothing more than basic literacy is required, in contradiction to both the Equity and Relevance Principles.**
- **EOs who have experienced the ISTARN TAP, usually, prefer ISTARN-linked apprentices to those who might just come knocking for apprenticeships through the traditional practice. One of the reasons for this is that the initial technical training makes them more immediately productive and less likely to waste raw materials.**

These contradictions cannot be avoided. Each TAP will have to make its own decisions about which principles it compromises, depending on its priorities. If, for example, the inclusion of rural people is seen as a priority, then it may be necessary to provide a small subsistence grant or loan. If you feel poorer people should be able to access trades such as motor mechanics, you may need to investigate part-scholarships.

Some questions for you to answer?

1. Do you agree that the basic principles described here should underpin a TAP?

2. What will you do in your programme to stress the 10/90 principle?

3. How will you ensure that your programme meets the requirements of the principle of relevance?

4. What will sustainable mean in the context of your programme?

5. What concerns, if any, do you have about meeting the requirements of the principle of equity in your programme?

6. How do you think you will address these concerns?

SECTION 3: Do you have the infrastructure you need in place?

By infrastructure we do not mean physical infrastructure such as buildings. We mean the basic requirements that are needed to make a TAP work. This is a very important point because too often the focus is on buildings which may then stand empty because of the lack of a viable programme. In fact, a TAP can make use of the physical infrastructure (lecture rooms) of another organisation or institution.

The kind of infrastructure that has to be in place includes:

- a co-ordinating and administrative infrastructure (e.g. a telephone, people capable of providing a secretariat function);
- financial resources to finance start-up;
- transport;
- a network that links you into training and business support services;
- access to training facilities and appropriate trainers.

In its pilot phase, and in the replication phase, ISTARN was fortunate to have a secretariat, a physical base (at the Masvingo Technical College and then the Mutare Technical College), sufficient financial resources and access to training facilities and trainers (at the Colleges, but also through NGOs). It also had its own integrated set of business support services (including a tool hire-to-buy scheme and a small business advisory service), and good links into other business networks.

However, for some time, particularly the monitoring and evaluation work was hampered because there was only one dedicated staff member on the TAP, and he only had access to a vehicle 20% of the time.

Some questions for you to answer?

1. What coordinating and administrative facilities and personnel do you have?

2. What is the budget available to your TAP, and how is it divided in terms of line items?

3. Does your budget cover items such as transport? If not, how will this affect your ability to do monitoring and evaluation?

4. Do you feel that you are sufficiently networked, or do you still need to do more ground work in this area? If you do need to do more work, how will you do it?

5. What training facilities will you use, and who will supply the trainers?

SECTION 4: What are the key decisions you need to make?

By this stage, you should have done some surveying of the market, you should know something about the informal sector and the traditional apprenticeship practice in your area. You should also be clear about what you are trying to achieve, and how you will know if and when you have achieved it, and about the basic principles on which the success of your TAP will depend. You should have in place, or be confident you can put in place, the infrastructure necessary to a successful TAP.

Before you can develop a written plan for your TAP, there are certain key decisions that you need to make, and which you should now be ready to make.

In which skills are you going to offer training?

Your decision should be made based on the following:

- there is a market demand for the kind of services and/or goods the skills result in;
- there are sufficient willing and competent EOs in the trade in the geographical area in which you operate;
- training and training materials are available;
- the length of the technical training required is relatively short;
- the length of apprenticeship time required to make entrepreneurship possible is relatively short;
- capitalisation costs involved in setting up a business in the trade are low.



This is one of the decisions that requires that you give some thought to gender. One way to ensure that women are included in the programme is to select at least some

skills/trades that are traditionally “women friendly”. This might mean including knitting and dressmaking, but the market for these skills may already be saturated. If that is the case, then you need to look at areas that are not traditionally seen as “women’s trades or skills”, and think about how to encourage women to participate in them. There are also whole areas opening up which have not necessarily been gender stereotyped. Radio and TV repairs is an example of this.

ISTARN had a women carpentry apprentice in the first intake of the pilot project in Masvingo. She is now self-employed and has done very well. In an Interview she said:

“Some laughed at me and thought I wouldn’t succeed.
They are now admiring.”

To date, ISTARN has offered skills training, in the context of its TAP, in the following areas:

- carpentry
- metalwork (welding)
- motor mechanics
- dressmaking
- radio and TV repair
- refrigeration
- solar electric installation.

We are intending to produce training manuals for the technical training in some of these areas.

Of the above, Refrigeration (at Z\$ 16 196.18 as the cost from training through to actual self-employment, including the tools necessary to set up in business) and Motor Mechanics (Z\$ 15 608.36) are the most costly. Carpentry (Z\$ 8221.28) is the least costly. The cost (including the training costs and the tools to set up in business) for the others is:

- Dressmaking Z\$ 11 958.21
- Welding Z\$ 11 706.94
- Radio and TV Repairs Z\$ 13 019.80
- Solar Electric Installation Z\$ 12 688.38.

The fact that training and setting up costs for one trade may be more than those for another does not, in itself, tell us anything about cost effectiveness. This depends on other factors such as the success rate of apprentices in their own businesses after graduation. If, however, the cost of setting up in business is too great, this may prevent graduates from opting for self-employment. Our 1998 Tracer Study, of the first ISTARN intake, showed that those apprentices who had done carpentry (cost of basic tools Z\$ 3 750) were more likely to be self-employed than those who had done welding (cost of basic tools Z\$ 6 000).

What “package” are you going to offer?

By “package” here is meant the direct and indirect support offered by the programme to apprentices, both during their apprenticeships, and when they are ready to set up in business themselves.

At least one component of the support will be:

- short-term formal technical training.

It is this support which distinguishes a Traditional Apprenticeship Programme from the traditional practice.

If you do your preparatory work properly, you will also be offering

- an understanding of the market and, hence, a pre-selection of marketable skills/trades.

Among the other possibilities for direct support during the apprenticeship stage are:

- subsistence grants or loans;
- information about what makes for a useful placement;
- guidelines for the EO on what the apprentice should be taken through in the course of the apprenticeship;
- short-term business training.

Among the possibilities for support during the stage when the graduate apprentices are setting up their own businesses are:

- access to loans to participate in a tool hire-to-buy scheme;
- small business advisory services;
- access to other kinds of loans;
- access to cheap raw materials through bulk buying;
- access to marketing support.

These support services can either be offered directly by the implementing agency, or they can be accessed by referrals through the networks of which the implementing agency is part.

As we have already said, ISTARN offered a subsistence grant initially, but later dropped it in attempting to meet the challenges of sustainability and the 10/90 Principle. We did initially attempt to provide guidelines to EOs on what should be covered during the placement, but dropped this as we moved towards less interference in the traditional apprentice/EO relationship.

We continue to offer:

- **guidelines on what makes for a useful placement;**
- **short-term business training;**
- **access to loans to participate in a tool hire-to-buy scheme;**
- **small business advisory services.**

Through our involvement with Informal Sector Associations (ISAs) we can also sometimes help would-be entrepreneurs to access cheap raw materials, and, in Masvingo, we are exploring the process of accessing marketing opportunities.

ISTARN has been able to provide this range of support services because it is, itself, an integrated small and micro business support agency, rather than a training agency. In fact, it has not provided training directly itself, but has relied on partners such as NGOs and the technical colleges to do this.

We think the support services are very important in helping to build viable micro and small enterprises. But we also remind ourselves that 90% of successful businesses in the informal sector are run by people who had no support when they started out - what they had was the right attitude, and the most important thing a TAP is meant to do is to help produce the right attitude - the attitude of a winner.

Certification

You will need to decide what form of certification, if any, you will give to apprentices on graduation. You could give a certificate of attendance at the formal training. If you include some form of testing, then you could give a certificate of competence, but then you will need

to think through very carefully what you do about those who do not “pass” the testing. Remember that, for this form of vocational skills training, what happens in the workplace is more important than what happens in the classroom.

ISTARN gives a certificate of attendance for the formal part of the training. Past apprentices have said that they find the certificate useful when they seek employment or set up in business because it shows that they have had formal training.



While there is a difference between trade testing and certification of competence, it is quite a gray area and many of those who support TAPs would be very against certification for fear that the emphasis on “passing” a “test” would override the concerns about keeping costs low, and the formal learning process to a minimum.

What time frames are you planning for?

Before you move on to draw up the written plan for your TAP, you need to think about time frames. The two key decisions here are:

- When are you planning to start (your first intake)?
- and
- How long are you going to plan for?

It is unrealistic to think that you can begin planning for a TAP one month, and advertise for your first intake the following month. Our experience suggests that the minimum lead up period is four months, and that six months is more likely. Keep this in mind when you decide on a starting date.

Finally, if you really want to test the potential for a successful TAP, then you probably need to think in terms of a three year pilot phase. This is how long it will take for you to be able to measure impact in a meaningful way.

We have just had the experience of starting up a TAP in the first ISTARN replication phase in Manicaland, Zimbabwe. Even with our experience in Masvingo, it took us four months to get it off the ground.

The initial pilot intake in Masvingo was in March 1996. We are only now, in 1999, reaching the point of being able to assess impact effectively.

Some questions for you to answer?

1. Which skills are you intending to offer in your TAP? I

2. Do they meet the criteria outlined in the Section above? If not why do you think they are the best skills for you to offer

3. What "package" are you going to offer?

4. Do you have the resources to offer this "package"?

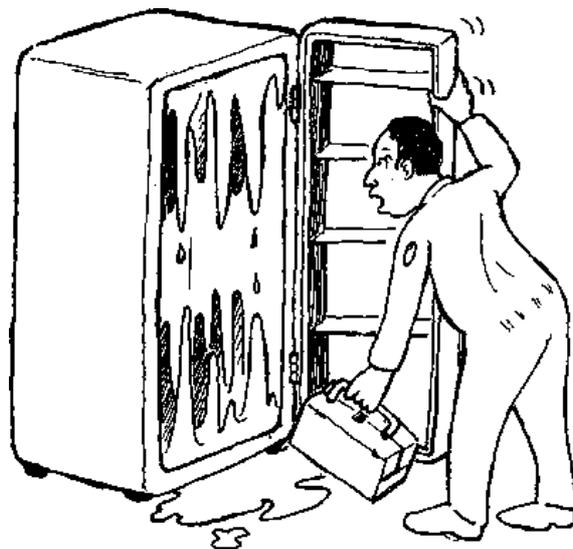
5. If not, how will you access the resources you need?

6. What form of certification, if any, will you offer?

7. When do you plan to advertise for your first Intake

8, What do you have to do before then?

9. How long will you plan for in your initial plan?



SECTION 5: Writing up your plan for implementation of a TAP

You should, by now, have done all your preliminary planning and thinking for your TAP and be ready to write up your implementation plan.

Your implementation plan should answer the following questions:

- What needs to be done?
- By when does it need to be done?
- Who will be involved in doing it?
- What resources are necessary to do it?
- What visible outputs will there be? (Examples of outputs could be: “participant workbooks prepared in each skill/trade”; “advertisements in all local newspapers and on all popular radio programmes”; “at least 30 participants selected”; “two week training sessions run in each skill”; “written progress reports completed on every apprentice”; etc.)

In Part 3 of this manual, we go through the implementation steps in detail. Here we list what your plan needs to cover:

- Preparation for the short-term formal technical training input;
- Recruitment, induction and selection;
- Running the initial short-term formal technical training sessions;
- Monitoring of placements;
- Follow-up short-term formal technical training sessions;
- Evaluation of effectiveness of short-term formal technical training;
- Re-planning for future intakes;
- Providing support services or access to support services;
- Longer-term evaluation - tracer studies;
- Review of TAP - decision whether or not to continue to offer it.

ISTARN has introduced the practice of holding “conventions” of TAP graduates once every year. TAP graduates are invited to a meeting where they can share experiences. This helps ISTARN with its monitoring and evaluation, and also helps to build networks among the graduates themselves.

On the next pages, instead of the usual questions for you to answer, we have provided a schedule for you to complete to help you in planning for the implementation of your TAP. Appendix 1 of this manual provides a format that you could use if you were asked to produce a Business Plan for your TAP.

**If you have worked through this manual systematically,
you should, by now, be ready to think through each step
of the implementation phase in more detail.**

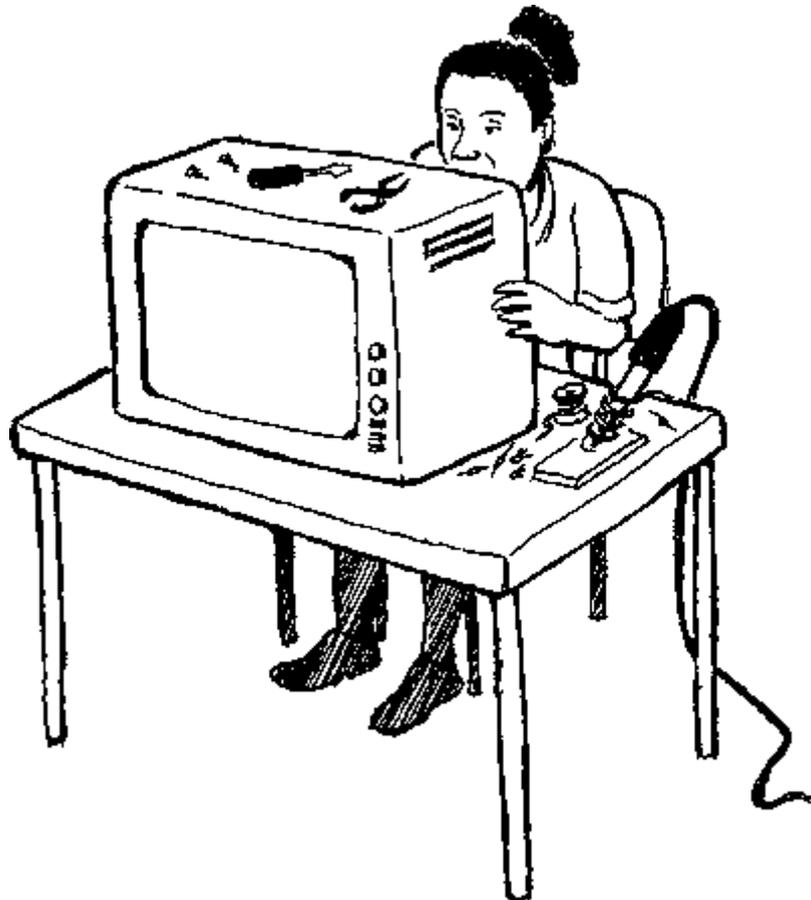
An implementation planning format

PLANNING FOR YOUR TAP

Objective: To set up and run a Traditional Apprenticeship Programme		
What needs to be done?	Starting Date	Target Date

Questions for you to answer?

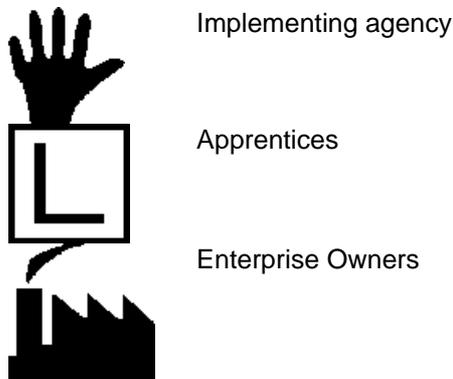
Who will be responsible?	What resources are needed?	What outputs will there be?



PART 3: IMPLEMENTATION

Implementation of a TAP can be divided into three phases, each of which affects different stakeholders in different ways. The phases are not rigid -in one programme there may be more overlap than in another. For example, for some Phase 1 might end with apprentice induction, while, for another, this might be the beginning of Phase 2. In this manual, we use the outline on the following page. We deal with each phase separately and in what seems to us to be a reasonable chronological order, although, in Phase 3, developments for each stakeholder group are likely to run parallel. As we work through the phases, and the steps within each phase, a reduced version of the plan will highlight for you where we are in the overall implementation process.

The following symbols are used to indicate the particular stakeholder groups that are involved at any particular point:



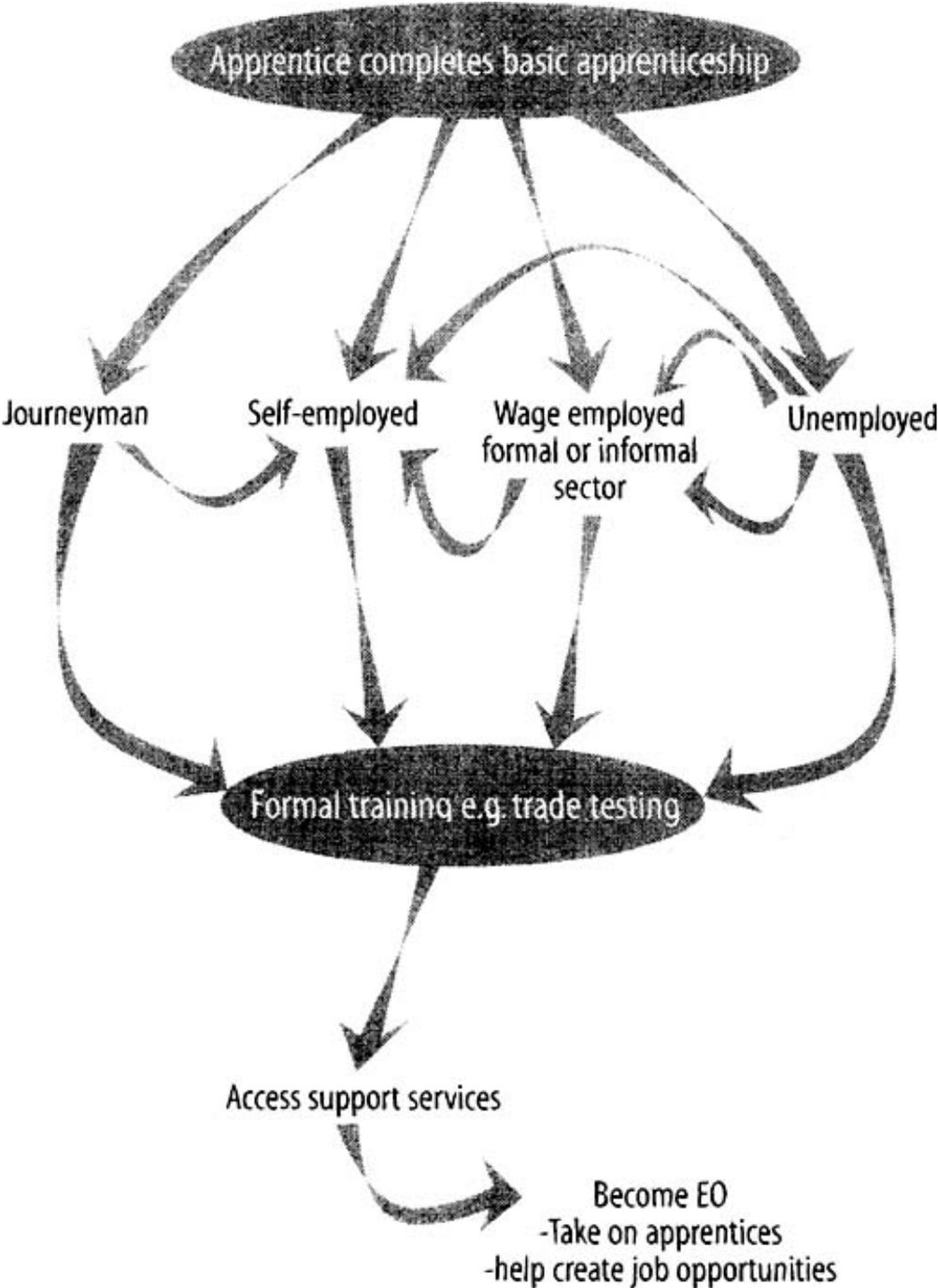
After the outline table, you will find a diagram which demonstrates in a more dynamic way what the possible outcomes and routes for a TAP graduate might be.

Implementation and course of a traditional apprenticeship programme

PHASE			
1 Preparatory	Step 1 <i>Gearing up for implementation</i>		
	Step 2 <i>Recruitment advertising</i>	Step 2 <i>Recruitment - finding placement</i>	Step 2 <i>Recruitment - approached by apprentice</i>
	Step 3 <i>Orientation presentation of programme</i>	Step 3 <i>Orientation - decision on whether to participate</i>	
	Step 4 <i>Selection - applicants interviewed</i>	Step 4 <i>Selection - interviewed</i>	
2 Implementation	Step 5 <i>Conducting initial technical training</i>	Step 5 <i>Participating in initial technical training</i>	
		Step 6 <i>Placement - practical</i>	Step 6 <i>Placement - cheap</i>

		skills development	labour, mutual learning
	Step 7 <i>Monitoring</i> - visits and feedback from  and 	Step 7 <i>Monitoring</i> - feedback to 	Step 7 <i>Monitoring</i> - feedback to 
	Step 8 Conducting <i>follow-up technical training</i> - includes <i>business training</i> . Usually, but not always, final formal training	Step 8 Participating in follow-up <i>technical and business training</i>	
3 Post implementation	Step 9 <i>Evaluating training</i> for appropriateness	Step 9 <i>Possible routes:</i> • Journeyman • Self-employed • Different employer • Trade testing	Step 9 <i>Possible options:</i> • Keep on - i journeyman • Take on new apprentice • No apprentice
	Step 10 Providing ongoing <i>support</i> - for self-employment route	Step 10 If self-employed - option of accessing <i>support</i>	
	Step 11 <i>Reviewing</i> and <i>replanning</i> of whole process 1		
	Step 12 Longer-term <i>evaluation</i> - tracer studies		

Diagram of possible routes for apprentice from Step 9 of the process



PHASE			
1 Preparatory	Step 1 <i>Gearing up for implementation</i>		
	Step 2 <i>Recruitment - advertising</i>	Step 2 <i>Recruitment - finding placement</i>	Step 2 <i>Recruitment - approached by apprentice</i>
	Step 3 <i>Orientation - presentation of programme</i>	Step 3 <i>Orientation - decision on whether to participate</i>	
	Step 4 <i>Selection - applicants interviewed</i>	Step 4 <i>Selection - interviewed</i>	



PHASE 1: Preparatory Phase

STEP 1: Gearing up for implementation



This step only involves the implementing agency. You have gone through the preliminary steps of finding out about the market and the informal sector in your area, and ensuring that your institution/organisation has the infrastructure and approach necessary to make a TAP succeed. You now **need to gear your institution up to cope with the challenges of this kind of training.**

You need to adapt your skills training approach and re-orient your trainers so that they make the adjustments necessary to train in this new context. If you are using outside trainers or training agencies, then you need to work with them to ensure that you get an appropriate product.

You need a training approach that:

- Identifies the core skills that apprentices need in order to carry out the trade competently, rather than in order to pass an external examination; given the short period of time available, the focus has to be on the essentials that will enable the apprentice to get the most benefit out of the practical experience at the place of attachment.
- Focuses on the use of basic, simple tools, rather than sophisticated equipment.
- Presents theory in a skills-oriented and practical way.
- Provides as many opportunities as possible for practical application.

And you need trainers who:

- Have some understanding of the realities of the workplace in the informal sector.
- Can make the adjustments necessary to the shorter training period, without short-cutting on the essential skills and safety precautions.
- Respect the apprentices and what they are trying to do.

If necessary, you should provide your trainers with training in:

- Self-employment programme planning;
- Training needs identification;
- Training methodologies;
- Assessment of trainees.



Trainers need to be gender sensitive, particularly where they are working with women who are apprentices in trades or skills in which women (...) not traditionally participated.

We did not always get the gearing up right. Here are two quotations from our trainees (both Dressmaking students) about the technical training:

'The lecturers were very patient and also quite understanding. They work very good with people who do not understand too much.'

'Technical training at college was not interesting because the machines were not enough for us all.'

During Step 1, your trainers should be:

- Designing a curriculum;
- Preparing materials.

The team as a whole should be:

- discussing the curriculum;
- giving feedback to the trainers.

You should also be thinking about any follow-up training that is going to be offered, including business training. There needs to be a curriculum for the business training as well. There are products available on the market for teaching of business and entrepreneurial skills.

During 1999 and 2000, ISTARN is planning to produce training manuals in some of the more popular skills training areas.

For business training, ISTARN is now using the Start Your Business package. There are a number of packages on the market and you do not need to "reinvent the wheel".

Some questions for you to answer?

1. What are the essential competencies for each area in which training is? going to be offered?

2. What equipment can apprentices in each of the areas realistically expect to find in the workplace?

3. What changes will you, or whoever is taking on the formal aspects of the training process, have to make to existing material?

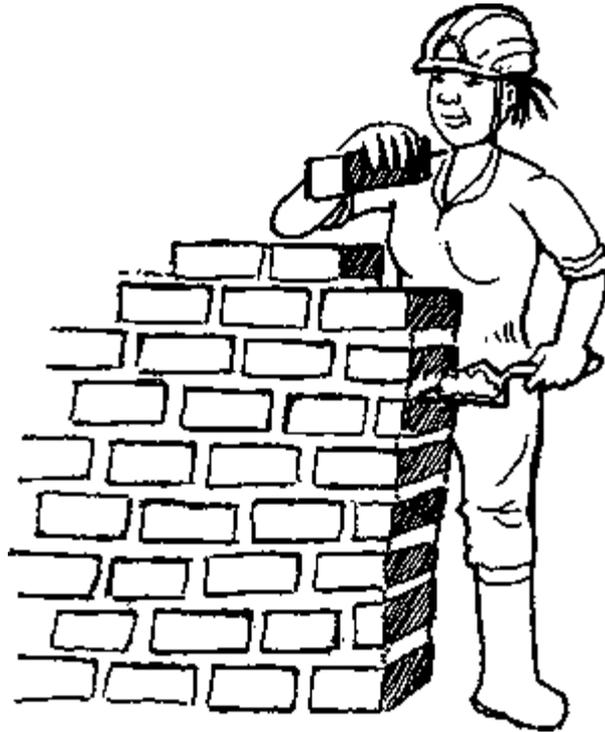
4. What training materials will need to be produced?

5. What is the time schedule for the development of curricula, writing of materials, editing of materials and production of materials?

6. What business training package will we use?

7. Will we need to make any adjustments to it? If so, who will be responsible for this?

PHASE			
1 Preparatory	Step 1 <i>Gearing up</i> for implementation		
	Step 2 <i>Recruitment</i> - advertising	Step 2 <i>Recruitment</i> - finding placement	Step 2 <i>Recruitment</i> - approached by apprentice
	Step 3 <i>Orientation</i> - presentation of programme	Step 3 <i>Orientation</i> - decision on whether to participate	
	Step 4 <i>Selection</i> - applicants interviewed	Step 4 <i>Selection</i> - interviewed	



STEP 2: Recruitment



You have:

- decided what skills you will offer;
- decided what package you will offer;
- prepared the formal part of the training process.

What you need now are participants, and this involves **recruitment - letting potential participants know about the programme and how they can be part of it.**

Some of the questions to ask when you deal with recruitment are:

- How do we find the right kind of participants - those who are most likely to be “winners” and to make a success of self-employment?
- Where and how should we advertise our programme?
- What do we expect of would-be apprentices?

The recruitment process is your invitation to people to participate in the programme. Some things to keep in mind about this invitation:

- Your invitation to participate should make the 10/90 Principle clear. This means that your advertisements need to make it clear that participants will be expected to show independence and the ability to overcome obstacles.
- One way to reinforce this message, is to ask participants to find placements before they even come to the orientation meeting where you present the programme in detail. If you

decide to go this route, then you should make available some guidelines for the selection of placements (see Appendix 2). Some programmes ask participants to find placements as their first task after the orientation meeting, but before selection.

In the ISTARN TAP we now expect would-be participants to come to the orientation meeting having already found placements for themselves. This is the key “obstacle” they are expected to overcome in order to be accepted for the programme. Apprentices in the more recent intakes indicated that it usually took two or three days to find a placement.

When it comes to advertising your programme, there are a number of options, including:

- Newspaper advertisements;
- Advertising on radio;
- Participating in Career Days at colleges and secondary schools;
- Putting advertising pamphlets on notice boards in public places (such as supermarkets and government offices);
- Networking with organisations which have access to particular groups in the community (such as youth or the unemployed or veterans).

Initially ISTARN recruited through partner organisations. In the replication phase, however, we are using newspaper advertisements and, for the first intake in Manicaland, this worked well.



If you are trying to encourage young women to participate in non-traditional skills, it is useful to get someone like a successful women carpenter or auto mechanic to present the programme at a Careers Day or workshop.



There is no one correct way to go about recruitment. You will need to select methods that suit you and your target group.

- Newspapers get to many people, and they provide details in writing so people can think about them, reread them and check them. But not everyone reads newspapers or notices advertisements in newspapers.
- Radio gets to the most people and to people in remote areas, but they may not catch the details and there is no way of “going back” or “replaying” the advertisement.
- Open Days and Careers Days are a good way to get to young people, and they create an opportunity to discuss the programme properly, but you can only get to a limited

number of people this way.

- Pamphlets in public places can catch people's attention, and they will have time to write down the details, but, again, they only get to some people.
- Networking with other organisations is helpful in reaching specific target groups, but, used on its own, limits the number of people who get to hear about the programme.

When you recruit, remember to:

- Advertise in good time (about two months before the proposed starting date) to give people time to make enquiries about the programme and to think about it.
- Choose advertising routes that will get to marginalised groups such as the unemployed or rural people.
- Check that your advertising is clear about:
 - who should apply
 - by when they should apply
 - what is expected of applicants
 - the cost
 - what a Traditional Apprenticeship Programme is.



Make sure that your advertising (whatever means you choose) particularly encourages women to participate.



We have already mentioned that there are some tensions around the Equity Principle. When, for example, you target rural people in your advertising, keep in mind the problem they may have finding accommodation near their placements and discuss the issues around some form of subsistence loan with particular reference to their needs. Decide how you are going to reconcile the Equity Principle with the 10/90 Principle.

Some questions for you to answer?

1. What will you do to recruit "winners"? How will they have to prove themselves?

2. How will you encourage women to participate in your programme?

3. Which advertising options do you think will work best with those you are targeting for your programme? Why are these the best?

4. What do you need to prepare for your recruitment campaign?

PHASE			
1 Preparatory	Step 1 Gearing up for implementation		
	Step 2 Recruitment advertising	Step 2 Recruitment - finding placement	Step 2 Recruitment approached by apprentice
	Step 3 Orientation presentation of programme	Step 3 Orientation - decision on whether to participate	
	Step 4 Selection - applicants interviewed	Step 4 Selection - interviewed	

STEP 3: Orientation



The orientation step is a very important one - it is here that would-be apprentices really come to grips with what a TAP is about. For many of your recruits, it is the first opportunity they will have to hear about the programme face to face and to ask you questions about it. Usually it will take the form of a meeting, organised by the implementing organisation. At this meeting, the TAP team will:

- Explain the programme;
- Emphasise the need for independence and an entrepreneurial approach;
- Emphasise that the programme is intended to lead to self-employment;

- Explain what will be expected of apprentices;
- Explain what is being offered to apprentices, both during the programme, and in support services afterwards;
- Answer any questions the applicants may have.

We have found that a few people are unhappy with the idea of such a short period of formal training and decide, at this point, not to go ahead. We have also found that it is very important to be clear about expectations, so that the apprentices know exactly what they are getting into. With our first intake in Masvingo, we were not clear enough, and the result was some dissatisfied and unhappy apprentices who complained a lot and expected us to sort out their problems. As one ISTARN staff member said:

‘People convinced themselves of more than we offered.’



At ISTARN, we now hold the orientation meeting after would-be apprentices have already found placements. This means that those who come to the meeting are very serious about the programme, and we can move directly into selection. But it also means that, occasionally, people go to the trouble of finding placements and then discover that they do not want to be part of the Programme.

The meeting could be held before the would-be apprentices go out to look for placements, so that those who do already know exactly what the programme is about and how it works. There would then be a delay before the selection process.

Some questions for you to answer?

1. When will you hold your orientation meeting - before would-be apprentices find their placements, or after? Why do you think this is a better time?

2. Who will do the main presentation at the orientation meeting?

3. What points must be presented?

4. What questions do you think might be asked, and how will you answer them?

PHASE			
1 Preparatory	Step 1 <i>Gearing up for implementation</i>		
	Step 2 <i>Recruitment advertising</i>	Step 2 <i>Recruitment - finding placement</i>	Step 2 <i>Recruitment - approached by apprentice</i>
	Step 3 <i>Orientation presentation of programme</i>	Step 3 <i>Orientation - decision on whether to participate</i>	
	Step 4 <i>Selection - applicants interviewed</i>	Step 4 <i>Selection interviewed</i>	

STEP 4: Selection



Selection is the process **by which you decide who, out of the applicants, will be accepted on to the programme.** As with recruitment, there is no one “right” way to do it, but selection must be related to what you are trying to achieve through the programme. If you are trying to create opportunities for people to become self-employed, then you need to select people who want to become self-employed and who are likely to make a success of it. But you may also have other criteria for selection - you may have decided that you want to give young people particular access to the programme, or that you prefer people who are in “stable” personal circumstances because they are more likely to complete the programme.

We have already talked about the “obstacles” or “tests” that could be used to help in the process of selecting for entrepreneurial aptitude.

The Case Study on the ISTARN TAP quotes a Botswanan programme which expects would-be participants to run mini-businesses over a weekend, producing and/or selling commodities to real customers, using, if necessary, a small loan payable at 30% interest. In other programmes, the implementing agencies have looked for the ability to articulate a rudimentary business plan, to identify finance for the proposed enterprise, or to do some kind of market feasibility plan.

The selection interview is another opportunity to assess the potential of an applicant for running his or her own business, as well as to “score” them on other factors.

In the selection interview, you want to find out:

- the personal details of the applicants
- why they want to be traditional apprentices
- what their expectations are
- what their personal circumstances are
- why they have chosen a particular trade
- what they hope to do once they graduate
- whether they are likely to cope with the apprenticeship
- whether or not they are independent-minded and problem-solving
- how likely they are to be successful entrepreneurs.

In Appendix 3, we have given an example of a selection interview schedule. You will see that it is prepared in such a way that each applicant can be “scored” for suitability for a TAP. Rather than one person interviewing alone, interview in pairs or teams, compare scores, and agree on them, to give each applicant a fair chance. Those with the highest “scores” are likely to be the most appropriate selection for your TAP. The method is not “scientific”, but it works well.

Once someone has been selected, the information from the schedule can become the basis of later comparison with tracer studies so that you can assess how successful your selection techniques have been. Did those who scored well on entrepreneurial skills in the selection process make good entrepreneurs?

The successful applicants should also be asked to complete a Personal Data Form (see Appendix 4). Kept in alphabetical order, these forms provide a ready-access set of information on each participant in the programme when it comes to monitoring and evaluation.

The careful selection process followed by ISTARN is seen as important, because “wrong” selection leads to a waste of resources and the discrediting of the programme. However, it is worth noting that selection in the traditional practice is much more ad hoc. Apprentices seek out EOs who select those whom they think will be useful or appropriate to them and whom they think they can trust. One of the EOs in the ISTARN programme said:

‘From my experience, you can see people who have direction and people who don’t.’



During the selection process, it is very important to keep in mind the issue of gender and other equity issues. Sometimes you may decide to accept a women or a person from a rural are, rather than a man or an urban-based person who may have scored higher, because you want to ensure that there is a reasonable ratio of women on the programme or that rural or other marginalised people are represented. This may mean that you have to provide more support to ensure success, but compromises such as this recognise that certain groups have been historically disadvantaged to a greater degree than others, and so need more encouragement and support in order to “level the playing fields”.

Some questions for you to answer?

1. What criteria will you use for selection?

2. How will you “test” for entrepreneurial aptitude?

3. What questions will you ask in the selection interview, and how will you “score” them?

4. Will you have “quotas” for marginalised groups such as women and rural people?

5. Who will be on the selection team?

6. How will the selection team work together? Will everyone interview, or will you interview in pairs?

7. What information will you include on the Personal Data Form?

**At this point, all the necessary elements
should be in place in order to begin the implementation
of the training process.**

PHASE 2: Implementation Phase

PHASE			
2 Implementation	Step 5 Conducting initial <i>technical training</i>	Step 5 Participating in initial <i>technical training</i>	
		Step 6 <i>Placement</i> - practical skills development	Step 6 <i>Placement</i> - cheap labour, mutual learning
	Step 7 <i>Monitoring</i> - visits and feedback from  and 	Step 7 <i>Monitoring</i> - feedback to 	Step 7 <i>Monitoring</i> - feedback to 

PHASE			
	<p>Step 8 <i>Conducting follow-up technical training - includes business training. Usually, but not always, final formal training</i></p>	<p>Step 8 <i>Participating in follow-up technical and business</i></p>	

STEP 5: Conducting initial technical training



At this point, you have recruited and selected your intake, and they are ready to begin their training. Either you or your training partners need to present the specially prepared, relevant technical training that is the particular value that a TAP adds to the traditional practice in terms of vocational or skills training.

In order to run the technical training, you need:

- An appropriate venue;
- A curriculum;
- Training tools;
- Trainers;
- Training materials.

At this stage, you should have planned so that all these elements are in place.

It is important to remember that this is likely to be the apprentices first introduction to the trade/skill, and you want it to be as positive as possible. You also want it to be as well-organised and efficient as possible. The time (usually about two weeks) is very short, and none of it should be wasted. This is also an opportunity to model good working habits for apprentices, some of whom may never have worked before. This means being strict about attendance, about starting and finishing times, about work habits, and about attitudes to work. The apprentices will, hopefully, take these attitudes with them into their placements, and so enhance the credibility of the Programme.

The trainers will need to keep records of attendance, and, even if you are only giving certificates of attendance, and not of competence, they should be able to provide the apprentices with feedback on their progress, and their strengths and weaknesses. The training is likely to be in a competency form (with a focus on enabling the apprentices to be able to do certain things competently). Training in a competency format has a number of advantages:

- it is practical;
- it forces trainers to focus on essentials and to be rigorous in what they teach and how they teach it;
- it provides instant feedback on whether the training is working (as measured by the degree of competency participants acquire in skills);
- it lends itself to a “recognition of prior learning” assessment, should participants want to move into a formal training track.

We have already noted that ISTARN is hoping to produce manuals for certain types of training in the near future. It has decided to do this because the availability of existing material that is appropriate is limited. Sometimes, the lack of training material leads to the cancellation of the option. On one occasion at ISTARN, Masvingo, there were four applicants who had found placements as leather workers, but the option was cancelled because there was no formal training available. In the medium-term, it would be useful to build up a range of materials which can be used.



We have talked about the issues related to certification for the technical training. To recap:

- A Certificate of Attendance provides proof of the apprentice having had formal training, but not of his or her competence.
- A Certificate of Competency will help some people to get jobs or generate business, but is it appropriate in a programme where the main part of the learning process is supposed to take place in the workplace?
- A focus on certification may lead to more expensive training that is not necessary or relevant to the actual work that will be done by the apprentices.

In the end, it may be best to leave the decision about whether or not to go for trade testing (or other forms of competency testing) to the apprentice, and to ensure that the technical training provided covers the necessary basics well.

One of the issues that ISTARN confronted at this stage was the need for an indemnity form for indemnifying ISTARN in case of injury during training. At the moment, ISTARN is negotiating with the Zimbabwe Development Fund to get apprentices covered under the national insurance scheme which is administered by government and covers all formal students in tertiary institutions. The students themselves do not contribute anything to the scheme.

We have included a format for an indemnity form as Appendix 7, but it is best to get it checked by a lawyer to make sure that you are covered.

Some questions for you to answer?

1. Are you satisfied with the materials that have been produced for the technical I training?

2. Have all necessary arrangements been made for the venue and equipment?

3. Are you satisfied that you will cover all the essentials of the introduction to the trade/skill?

4. What provision have you made for Keeping track of attendance?

5. Are you sure that the planned curriculum is practical enough?

6. Are you sure the planned curriculum provides the apprentices with enough theory?

7. Do you think you need an indemnity form and, if so, what provision have you made for developing one and getting it approved by your lawyer?

8. What still needs to be done?

PHASE			
2 Implementation	Step 5 Conducting initial technical training	Step 5 Participating in initial technical training	
		Step 6 <i>Placement</i> - practical skills development	Step 6 <i>Placement</i> - cheap labour, mutual learning
	Step 7 <i>Monitoring</i> - visits and feedback from  and 	Step 7 <i>Monitoring</i> -feedback to 	Step 7 <i>Monitoring</i> -feedback to 
	Step 8 Conducting <i>follow-up technical training</i> - includes <i>business training</i> . Usually, but not always, final formal training	Step 8 Participating in follow-up <i>technical and business training</i>	



STEP 6: The placement



This step involves the development of the relationship between the Enterprise Owner and the apprentice and, ideally, a mutual transfer of skills. While the apprentice is the main beneficiary, there is the possibility of some innovative technical practices, acquired by the apprentice in the technical training period, being transferred into the workplace as well.

It is during this time that the apprentice will really be able to tell whether or not the placement is suitable for someone wanting to learn skills (both technical and business) which will enable him/her to become self-employed at a later date. In one programme (not ISTAR), the agency running the programme had tested the would-be masters (EOs) for technical competency, and had helped them to design training programmes for their apprentices. This has implications for cost and for the level of “interference” in the traditional practice.

Within the ISTAR context, there have been suggestions that the training partners offer courses to the EOs to upgrade their skills, but EOs would have to pay for this training and we are not sure that they would be prepared to do so.

Initially, ISTAR offered the following services to the Enterprise Owner in exchange for taking on an apprentice for attachment:

- **Free business training.**
- **Free business advisory/consultancy services.**

The Enterprise Owner was also encouraged to join an Informal Sector Association (ISA) so that s/he could benefit from other services offered by ISTAR such as cheap raw materials from the ISA warehouses.

Now ISTAR offers nothing in exchange for the Enterprise Owner taking on an apprentice, except that, if the EO wants business training and business consultancy services, these can be provided at a fee.

The reason for the change was that this practice of giving free business training had the potential to commercialise TAP placements and this would have been a serious interference with the existing practice.

Interviews have shown that some of the EOs approach the skills transfer process with far greater attention than others. They see the process as a fair exchange:

‘I get labour - they grow and develop.’

Some of the EOs have developed quite structured learning practices:

‘I sit down with them once a week and we talk about what they have learned during the week.’

We have also found that the learning opportunities differ in different enterprises, even within the same trade. So, for example, one carpenter may be a craftsman who designs and makes customised pieces. Another may mass produce school furniture. He probably does no special designs and does not even use plans, but he runs a successful business. Clearly the learning opportunities in the two environments are very different.

Given the way in which would-be apprentices find placements, there is a possibility that, once the apprentice is actually in the workplace, what seemed as if it would be an appropriate placement turns out not to be so. The intention should be for the apprentice to make the best of the situation, but sometimes the situation may be unsalvageable and the best option may be for the apprentice to find an alternative place. This might be because the volume of work is just not sufficient for the apprentice to get practical experience, or the EO may simply refuse to let the apprentice do anything that involves using his/her tools, or may not make any effort to transfer skills. This is an area in which the implementing agency can provide support to the apprentice, helping him/her to work out whether or not a change is really needed.

In the ISTARN TAP, we do encourage apprentices to seek alternative placements if they are not developing sufficiently and acquiring skills. However, we have found that this has a negative effect on negotiations for attachments with future apprentices. On the other hand, it also sometimes has positive effects because it serves as a challenge to the EO who then takes stock of how he/she is operating the business and identifies what is lacking in the environment for the apprentice. This can lead to an improvement in the practices in the workplace. So, for example, welding EOs who only use arc welding, and who lose apprentices to neighbouring EOs who offer both arc and gas welding, then improve their equipment to include both.

There are no hard and fast rules about the economic relationship between the EO and the apprentice, and many variations are found, both in the traditional practice and in programmes such as a TAP. Some EOs expect to be paid by the apprentices for the attachment, at least until the apprentice is productive. Others offer food and/or lodging in return for cheap labour. Some EOs expect the apprentices to provide their own tools and raw materials (as, for example, components in the TV and radio repair businesses). It is probably best for the implementing agency to interfere as little as possible in this and to leave it to the EO and the apprentice to sort out an arrangement that suits them.

In a survey commissioned by ISTARN, it was found that it was more common for the EO to make a material contribution to the training than for the apprentice, and that the majority of the contributions were in the form of cash, food and shelter. Some of those being trained had to make a financial contribution to the training, or they had to pay for materials or stay on for a time after training was complete.

Some questions for you to answer?

1. Do you know what the most common practices are for governing the relationship between the apprentice and the EO in the traditional practice in your area? Make some notes about what you do know.

2. Have you thought through how you will deal with apprentice complaints about their EOs? What sort of guidelines will you follow in responding to complaints?



PHASE			
2 Implementation	Step 5 Conducting initial <i>technical training</i>	Step 5 Participating in initial <i>technical training</i>	
		Step 6 <i>Placement</i> - practical skills development	Step 6 <i>Placement</i> - cheap labour, mutual learning
	Step 7 <i>Monitoring</i> - visits and feedback from  and 	Step 7 <i>Monitoring</i> - feedback to 	Step 7 <i>Monitoring</i> -feedback to 
	Step 8 Conducting <i>follow-up</i> <i>technical training</i> - includes <i>business</i> <i>training</i> . Usually, but not always, final formal training	Step 8 Participating in follow- up <i>technical and</i> <i>business training</i>	



STEP 7: Monitoring of placements



Monitoring of placements is a step which can, potentially, benefit all three of the key stakeholders in the TAP.

For **the implementing agency**, it is an opportunity to get feedback on whether the technical training aspect of the programme is, in fact, useful, and to identify any problems that may be making the placement problematic. Depending *on* resources (human and financial), the implementing agency probably needs to visit each workplace once in two weeks, or once a month. The EO is asked to complete a monthly Apprentice Appraisal Form (See Appendix 5 for an example) which the fieldworker from the implementing agency then collects or checks. This gives some indication to the implementing agency that the EO is viewing the apprenticeship as a training period, as well as some indication about how responsibly the apprentice is using the opportunity. The monitoring visits also involve verbal discussions with both the EO and the apprentice, and this is an opportunity to identify problems, either in the placement or in the technical training.

For **the apprentice**, it is an opportunity to discuss the placement with the implementing agency fieldworker, particularly if there are any problems. Once they are in their placements, the apprentices may be quite isolated (particularly if they are the only apprentice in the enterprise), and the fieldworker can provide valuable feedback on whether problems s/he is experiencing are common, require more determination from the apprentice, or are serious enough to require a change of placement.

For **the EO**, it is an opportunity to give feedback about whether or not the programme is meeting his/her needs and what would make it better, and also to make inquires about other services the implementing agency may offer or know about that could be useful to the EO. The fieldworkers may also be able to help with ideas to improve the skills transfer process.

Sometimes the fieldworker may be called upon to play a mediating role between the EO and the apprentice, but here, again, the best rule is to intervene as little as possible and to

encourage the two main actors to sort things out between themselves.

We have found the monitoring process useful. Both apprentices and EOs are positive about it, and it has, at times, given us valuable feedback which we have fed back into the programme. One example of this is mentioned above - the complaints from EOs doing fancy dressmaking that only basic skills were included in the dressmaking technical training. Initially, the visits tended to invite complaints from the apprentices, but this has been less the case since the 10/90 Principle has been more firmly explained and implemented.



The literature on TAPs suggests that women, particularly those in non-traditional trades, may need more support than men and the monitoring process provides an opportunity to give this additional support, and to identify any special problems that may be making the placement difficult for the apprentice - anything from sexual harassment to problems with childcare or negative EO attitudes.



Often the monitoring process is not recorded anywhere except in the fieldworker's head. It is important that fieldworkers write reports which encompass the experience from the perspectives of the implementing agency, the EO and the apprentice. This provides a record of learnings which can be used in the future - even if the fieldworker leaves the agency or gets run over by a bus!

Some questions for you to answer?

1. What form will your monitoring of placements take?

2. Who will do the monitoring?

3. Have you prepared an Appraisal Form? If not* who will do so, by when?

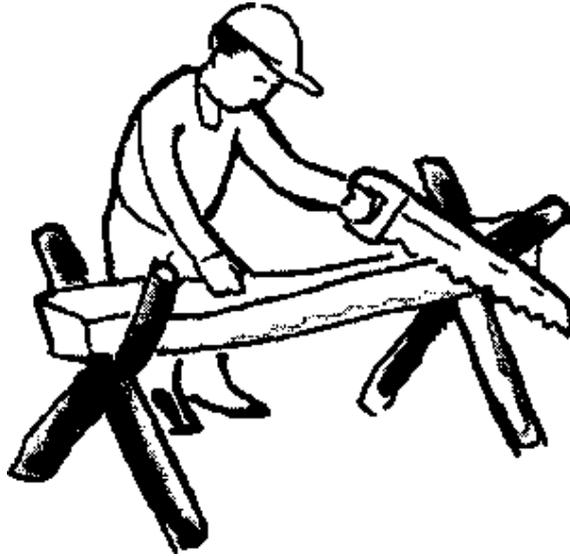
4. Now will feedback from the monitoring process be recorded for future reference and use?

5. How will feedback from the monitoring process be fed into the process of planning generally, and planning for the next technical training input specifically?

6. What will be done to provide particular support for women during the monitoring process?



PHASE			
2 Implementation	Step 5 Conducting initial <i>technical training</i>	Step 5 Participating in initial <i>technical training</i>	
		Step 6 <i>Placement</i> - practical skills development	Step 6 <i>Placement</i> - cheap labour, mutual learning
	Step 7 <i>Monitoring</i> - visits and feedback from  and 	Step 7 <i>Monitoring</i> - feedback to 	Step 7 <i>Monitoring</i> - feedback to 
	Step 8 Conducting <i>follow-up technical training</i> - includes <i>business training</i> . Usually, but not always, final formal training	Step 8 Participating in <i>follow-up technical and business training</i>	



STEP 8: Follow-up technical training and evaluation



In most cases, this will be *the final technical input, and will also provide an opportunity for the trainers to evaluate the development of the apprentices' technical skills. In the ISTARN programme, this is now also the time when business training is specifically given.*

In some trades, it may be necessary to offer more than the two formal technical inputs, over a three to six month period. This will only be for those trades which are more technically complex and which are, therefore, not likely to be included in a TAP in most cases. One exception is motor mechanics, which does require more formal technical training sessions (over what is likely to be an 18 month apprenticeship), and which has been a successful TAP area for ISTARN.

For most trades, this training will be the final input of the TAP process, and will probably be another two week session. With regard to the technical training, this is an opportunity for the trainers to assess how much has been learned through the practical experience in the workplace, and to provide any additional training required to make the apprentices competent in the field. Ideally, it will be a rounding off of skills, rather than teaching of totally new skills. The training time also provides an opportunity for the apprentices to ask questions about the technical process which their EOs have been unable to answer. If the monitoring process has worked well, the fieldworkers will have fed back to the trainers any comments about gaps in the initial training and, if necessary, this is an opportunity to address them. Again, the emphasis should be on what is relevant and necessary to enable the apprentice, soon to graduate, to provide a complete service or product at the relevant level.

We have not always got this right, as these quotations from our trainees indicate:

'I did not enjoy the theory lessons because the lecturers did not explain some things. They assume we know it from our attachment place, while we do not. At the attachment place they also assume you know it from college.'

'It is like our lecturers are hammering on lighter things that could not help us because we expected them to forward us other than keeping on doing things we did the previous time.'

We believe that this final training period is the right opportunity to introduce business skills as a formal package. By now the apprentices should have been exposed to business practices in the workplace. They should be familiar with the practices related to getting raw materials and to negotiating with customers. They should have a sense of how a business works, of the importance of cash flow and, if they have been very fortunate in their EOs, to the importance of financial record keeping. The business skills programme provided at this point serves to formalise what they have learned and to fill in the gaps of what they have not learned.

ISTARN used to offer the Township Management of Business Activities (TMBA) training package, but we are now using the Start Your Business (SYB) package.

Some questions for you to answer?

1. What will be covered on the technical side during the follow-up technical i training?

2. How will apprentices be assessed for practical skills and competence?

3. How will you build in the opportunity for the apprentices to ask questions and get answers on technical areas they are unsure about?

4. What business skills framing will you provide?

The training process has now been completed.

This does not necessarily mean that the learning process has been completed, and, in fact, it will probably be carried forward in some way in all the stakeholder groups.



PHASE			
3 Post implementation	Step 9 <i>Evaluating training for appropriateness</i>	Step 9 <i>Possible routes:</i> <ul style="list-style-type: none"> • Journeyman • Self-employed • Different employer • Trade testing 	Step 9 <i>Possible options:</i> <ul style="list-style-type: none"> • Keep on -journeyman • Take on new apprentice • No apprentice
	Step 10 Providing ongoing <i>support</i> - for self-employment route	Step 10 If self-employed - option of accessing <i>support</i>	
	Step 11 <i>Reviewing and replanning</i> of whole process		
	Step 12 Longer-term <i>evaluation</i> -tracer studies		



PHASE 3: Post Implementation

In the post-implementation phase, each stakeholder group follows its own track so that the process becomes parallel rather than integrated. The following steps are, at times, therefore, presented separately for each stakeholder group.

STEP 9



There is an immediate step after the implementation for all three stakeholder groups.



Evaluating the training for appropriateness

For the implementing agency, this is the point at which there needs to be a *review of the training process*. This should have already begun through the monitoring process. What is required now is a full evaluation in which the fieldworkers and trainers together look at the input that has been received from the apprentices and the EOs, and at the observations made by the trainers in the formal training sessions. The process should:

- collect all the feedback received on the formal training;
- identify problem areas;
- plan how to avoid them in the future.



Selection of possible routes to follow for the apprentices

At this stage, the apprentice may *choose one of three options*:

- a Journeyman position with the EO where s/he has trained
- a Journeyman position with another EO
- Self-employment.

When we use the term “journeyman” we are referring to someone who has completed his/her apprenticeship, and can function as a skilled and fully productive employee.

The other possibility, and obviously not a desirable one, is that none of these options will be open to the graduate apprentice, and that s/he will be unemployed.

The tracer study of the first two ISTARN, Masvingo intakes of apprentices (all welders and carpenters), done in 1998 reached 88% of the graduate apprentices. Of these:

- **56.9% were self-employed**
- **29.2% were employed**
- **13.8% were unemployed.**

International literature on traditional apprenticeship-type programmes sees one third of graduates self-employed after six months as success.

The other thing that can happen at this stage, in addition to any one of the listed options, including unemployment, is that the graduate apprentice can decide to try for trade testing in his/her particular trade (where trade testing is offered). The pros and cons of this have been discussed above. It does provide a way for the graduate moving from informal training, to a form of formal accreditation. The implementing agency can provide support here by finding out what is involved in the trade testing and informing graduates. Any costs incurred, however, should be paid by the graduate apprentice.

Some of ISTARN's motor mechanic apprentices have gone the route of first level trade testing and have generally done well in the test.



Possible options for the enterprise owner

Post implementation, the EO can opt to:

- keep on the apprentice as a journeyman;
- take on a new apprentice;
- decide not to have an apprentice or a journeyman.

There is always the possibility that the EO will decide to seek further help in developing his/her business from the implementing agency, and you should be able to provide the support or to refer the EO appropriately. If things work out as the best possible scenario, the EO will also have gained from the experience and will have a more productive business, with the possibility of taking on more apprentices. However, after this, the EOs involvement in the TAP formally ceases, unless s/he decides to take on more TAP apprentices.

Some questions for you to answer?

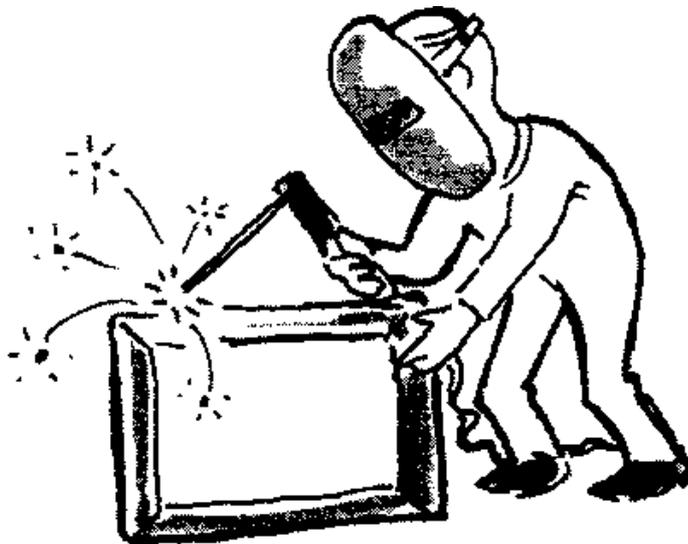
1. How will you go about evaluating the technical training for appropriateness?

2. What will your approach be to the issue of trade testing?

3. What have you to offer if the EO asks you for further assistance?



PHASE			
3 Post implementation	Step 9 <i>Evaluating training for appropriateness</i>	Step 9 <i>Possible routes:</i> • Journeyman • Self-employed • Different employer • Trade testing	Step 9 <i>Possible options:</i> • Keep on - journeyman • Take on new apprentice • No apprentice
	Step 10 <i>Providing ongoing support - for self-employment route</i>	Step 10 <i>If self-employed - option of accessing support</i>	
	Step 11 <i>Reviewing and replanning of whole process</i>		
	Step 12 <i>Longer-term evaluation - tracer studies</i>		



STEP 10: Provision of ongoing support



This step applies to the situation where *the graduate apprentice moves into self-employment and the implementing agency offers ongoing support*. This can take place immediately after the completion of the apprenticeship, or at any stage thereafter.

Usually, the implementing agency will have made it clear what support it is able and willing to offer at the beginning of the programme. The support will be the same kind of support that is offered to small and micro enterprises by most small and micro business advisory services. It may not be direct support, but could be in the form of a referral to an appropriate agency. The purpose of the support is to give the new business the best chance of surviving and becoming viable. **The best case scenario here is that the graduate apprentices will themselves become enterprise owners, and will be willing and able to take on apprentices themselves.**

The “aftercare” support services offered by ISTARN are all aimed at helping the newly self-employed graduate to make a success of his/her business. They include access to a tool hire-to-buy loan scheme, access to business advisory services, and invitations for inclusion in events such as the Small Business Expo.



Special ongoing support for a woman may include, for example, speaking to her family when she wants to practice a “non-traditional” trade, so that they are more supportive instead of discouraging her.

Some questions for you to answer?

1. What ongoing support can you offer to graduates who become self- employed?

2. What useful referrals can you offer such graduates?

3. How will you remind graduates who do not become self-employed immediately about the support services they entitled to?



PHASE			
3 Post implementation	Step 9 <i>Evaluating training for appropriateness</i>	Step 9 <i>Possible routes:</i> • Journeyman • Self-employed • Different employer • Trade testing	Step 9 <i>Possible options:</i> • Keep on - journeyman • Take on new apprentice • No apprentice
	Step 10 Providing ongoing support for self-employment route	Step 10 If self-employed - option of accessing support	
	Step 11 <i>Reviewing and replanning of whole process</i>		
	Step 12 Longer-term evaluation - tracer studies		

STEP 11: Reviewing and replanning



The process is still not complete for the implementing agency. In addition to evaluating and improving on the technical and business training aspects of the programme, the implementing agency *needs to review the whole process* from choice of trades onwards. At this stage, you will be in a position to:

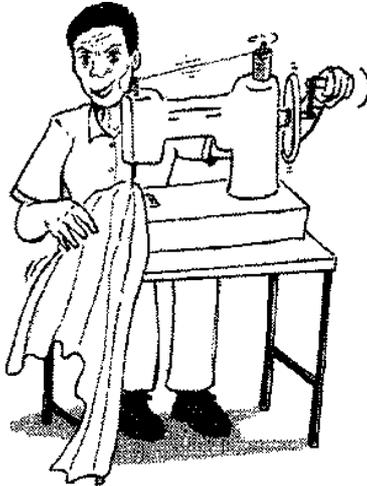
- review the trades chosen and decide whether to change them or add others
- review the recruitment process and make changes if necessary
- review the orientation programme and make changes if necessary
- review the selection process and make changes if necessary
- incorporate the changes agreed to for the technical training aspect
- review the monitoring process and make changes if necessary
- review the ongoing support offered and make changes if necessary.

ISTARN has used this review process very productively to look at issues to do with the 10/90 Principle, Sustainability and Equity. On this basis it has made changes to both the preparatory and the implementation stages over time, as well as to the provision of ongoing support.

Some questions for you to answer?

1. When will you review the whole process?

2. Who will be involved in this review?



PHASE			
3 Post implementation	Step 9 <i>Evaluating training for appropriateness</i>	Step 9 <i>Possible routes:</i> • Journeyman • Self-employed • Different employer • Trade testing	Step 9 <i>Possible options:</i> • Keep on - journeyman • Take on new apprentice • No apprentice
	Step 10 Providing ongoing support for self-employment route	Step 10 If self-employed - option of accessing support	
	Step 11 <i>Reviewing and replanning of whole process</i>		
	Step 12 Longer-term evaluation - tracer studies		

STEP 12: Long-term evaluation



About three months after the completion of the programme by the graduates (up to Step 8), the *tracking process* needs to begin. This involves either sending out questionnaires, or going out and doing tracer study interviews. (For an example of a Tracer Study Questionnaire, see Appendix 6.) This process needs to take place about once every six months for three years in order to get meaningful results. The purpose of the tracer studies is to measure the impact of the TAP. What you will be interested in in your tracer studies will be related to why you decided to implement a TAP in the first place. If the TAP was intended to create self-employed entrepreneurs, then the information you gather will focus on what graduates are doing, whether they are self-employed and, if so, how viable their businesses are. If your only concern was that these particular participants find some form of employment, then the focus of your tracer studies will be different.

The tracer studies also provide an opportunity to collect further information about the relevance and impact of the programme, because you can also ask questions about the usefulness of the technical and business training, whether support services were accessed and, if so, how useful they were, what would make the programme more useful, and so on.

For those who need to “sell” the TAP in order to get apprentices, or to access funds, or to prove that money has been well spent, some information about what happens to graduates provides very good evidence.

ISTARN has conducted regular tracer studies and they have shown that there has been a high success rate with regard to graduates becoming self-employed. Because the tracer studies have been fairly comprehensive (getting to over 80% of the graduates), it has been possible for us to use the results to work out such figures as the cost of the training (in other words, the cost to the programme) required to create one job. For the first intakes, the cost to ISTARN for each employed or self-employed welder was Z\$ 7 542 (with a subsistence allowance), and for each employed or self-employed carpenter, it was Z\$ 3 286 (with a subsistence allowance). To this (for those who went the self-employment route) needs to be added the cost of setting up in business (usually the price of the tools), in order to get a picture of the cost of creating a job in the informal sector through a TAP. In 1996, we estimated that it would cost about Z\$ 4 500 to set up in carpentry, so the cost of creating a job in carpentry was Z\$ 7 786. This compares very well with the estimated Z\$ 80 000 to Z\$ 100 000 required to create a job in the formal sector (without training).



The impact of development programmes on the welfare of women is seen as a key indicator of their success. The tracer studies provide an excellent opportunity for following up to see whether there are differential (...)s of success between men and women, and for identifying the causes such differentials and taking remedial action if necessary.



There are pros and cons to investing in tracer studies.

- They cost money and require time and effort from staff who may well be overworked in other areas.
- If they are not carefully thought through and if the questions asked are not useful, they may not yield very useful information.
- They can provide crucial information which makes it possible to assess whether a programme is worth the resources (financial and human) invested in it.
- They can provide evidence which can be used to “sell” the concept to potential apprentices, donors and government departments.

ISTARN has introduced the practice of holding annual TAP Conventions. All the graduates of the programme are invited to a workshop. The objectives of a Convention are to:

- give graduates the opportunity to share experiences
- do some joint problems solving through sharing experiences
- give feedback to ISTARN about the programme from a more long-term perspective
- provide recommendations on how the programme can be improved
- help ISTARN assess the impact of the programme on the direct beneficiaries.

The Convention usually coincides with the Annual Small Business Expo. Graduates who have started up their own businesses are encouraged to bring their products for display at the Expo and the stand is paid for by ISTARN.

Some questions for you to answer?

1. Will you conduct tracer studies?

2. Who will be responsible for the tracer studies?

3. What form will the tracer studies take?

4. How often will you do the tracer studies?

5. What will you try to find out in the tracer studies?

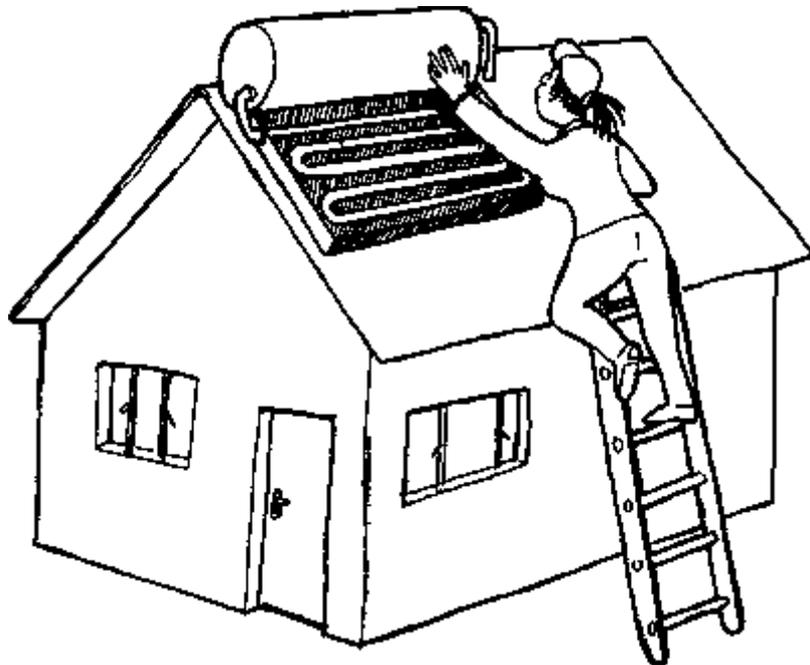
6. How will you use what you find out from the tracer studies?

If you work through this manual, and then plan and implement your TAP to this stage, then you will probably know as much about TAPs as we do.

If you think there is anything we can help you with, then please give us a call.

Our details are included in the inside front cover.

We look forward to sharing your learnings about Traditional Apprenticeship Programmes in the future, and developing best practice together.



APPENDICES

APPENDIX 1: A Possible Format for a Business Plan for a TAP

Business Plan for a Traditional Apprenticeship Programme for the...(name of organisation or institution)
1. Overall Purpose of the Programme: <hr/> <hr/>
2. Indicators of success: <hr/> <hr/> <hr/>
3. Motivation for undertaking the Programme: <hr/> <hr/> <hr/>
4. Key activities to be undertaken: <hr/> <hr/> <hr/> <hr/>

5. Key outputs anticipated and planned time frame:	
Outputs	Time frame

7. Plan for monitoring and evaluation:		
Activities planned	Outputs anticipated	Time frame

8. Human resources needed:

9. Budget

10. Cash flow

Date: _____

APPENDIX 2: Suggested Guidelines for Apprentices in Selecting a Placement

Most of your learning will take place at the work site where you negotiate a placement. Here are some guidelines to help you when you are looking for a placement.

- The enterprise owner (EO) must have enough work on a regular basis to keep you (the apprentice) busy.
- The work should be of a varied enough nature so that you can learn all aspects of the trade/skill.
- The EO must be experienced enough and skilled enough so that you can learn from him/her.
- The EO must be willing to pass on skills in running a business, as well as in the trade.
- The EO must have tools for you to use, and these should be hand tools, rather than heavy machinery. When you set up your own business, you will only be able to afford hand tools.
- The EO should be willing to give feedback to our programme so that we can improve it.

It is also best if you like and trust the EO, and s/he likes and trusts you. The relationship between you is very important. Once you have found the right place, it is up to you to negotiate a contract with the EO. We will provide you with an initial two weeks of technical training before you begin your placement, and a further two weeks towards the end of your placement.

APPENDIX 3: Example of a Traditional Apprenticeship Selection Interview Schedule

Name of candidate: _____

Trade: _____

1. Age

Age	16-20	21 -25	26-30	31 -35	36 and above
Score	5	4		2	1

2. Marital status

Married	3
Single	2
Divorced	1

3. Organisation recommending apprentice: _____

4. Name and address of enterprise where placement found:

5. Why do you want to be attached as a Traditional Apprentice?

Answer rated:

Very good	4
Good	3
Fair	2
Poor	1

6 What are your expectations from this programme?

Answer rated:

Very good	4
Good	3
Fair	2
Poor	1

7. Number of dependants in the family

Number	1-2	3-4	5-6	7-8	More
Score	1	2	3	4	5

8. Period of unemployment

Period	7 months - 1 year	1.5 - 2 years	2.5 - 3 years	3.5 years or more
Score	1		3	4

9. Source and amount of income/support during period of unemployment
(Most reduced circumstances gets the highest score on a scale of 1 to 5.)

Source: _____

Amount: _____

Score: _____

10. Why did you select your chosen trade?

Answer rated:

Very good	4
Good	3
Fair	2
Poor	1

11. What do you know about your chosen trade?

Answer rated:

Very good	4
Good	3
Fair	2
Poor	1

12. Other areas of development pursued: _____

13. Why did you fail in these areas?

Answer rated:

Very good	4
Good	3
Fair	2
Poor	1

14. What do you hope to do once you have completed your apprenticeship?

Answer rated:

Very good	4
Good	3
Fair	2
Poor	1

For the following questions, make brief notes on the answer, and give a score of 1 - 5, where 5 is a very good answer.

15. What will you do in the event of a lack of raw materials or inadequate tools at the enterprise where you will be attached?

Score:.....

16. What do you think your contribution should be during your period of attachment?

Score:.....

17. Have you ever worked under difficult and strenuous circumstances? Explain.

Score:.....

18. How do you regard self-employment as an option for earning a living?

Score:.....

19. If you have an accident at work, during your attachment, who will be responsible?

Score:.....

20. What obstacles do you think you might encounter if you were to try to start your own business?

Score:.....

21. How would you try to overcome these obstacles?

Score:.....

22. Have you ever been employed? If so, what happened that resulted in you losing the job?

Score:.....

TOTAL SCORE:
Total possible score: 86

Comments:

APPENDIX 4: Example of a Personal Data Form

CONTACT INFORMATION:

Surname: _____
 First names: _____
 Age: (in years) _____
 Sex: _____
 Trade: _____
 Current Postal Address: _____

 Residential Address while on attachment: _____

 Permanent Home Address (one that does not change from time to time): _____

 Nearest School: _____
 Nearest Business Centre: _____
 Village: _____
 Place of attachment (district): _____
 Physical address of enterprise: _____
 Telephone number: _____
 Name of next of kin (1): _____
 Address: _____
 Telephone number: _____
 Name of next of kin (2): _____
 Address: _____
 Telephone number: _____

PROFILE INFORMATION:

For how long have you been unemployed (years)? _____
 Who has been supporting you? _____
 What has this support involved? _____
 Highest academic qualifications: _____
 When did you finish school? _____
 Post school training obtained: _____
 Practical subjects done at school: _____

NB: Please inform the TAP Co-ordinator of any changes relating to permanent address and place of attachment.

APPENDIX 5: Example of an Apprentice Appraisal Form

Name of Apprentice _____
 Trade of Apprentice _____
 Name of Instructor/Enterprise Owner _____
 Name and Address of Enterprise _____

ATTENDANCE RECORD	MONTH: _____										
	Day		2	3	4	5		7	8	9	10
P/A = Present/Absent	P/A										
	Day	11	12	13	14	15	16	17	18	19	20
	P/A										
	Day	21	22	23	24	25	26	27	28	29	30
	P/A										
	Day	30	31								
	P/A										

9. Please tell us why you think it was not useful/useful/very useful:

10. Do you think the technical training you got at _____ was useful? (Tick appropriate box)

Useful Not useful

11. What skill did you get training in? _____

12. Has the certificate you got after your training been useful? (Tick appropriate box)

Very useful Useful Not useful

If it has been useful, in what way has it helped you? _____

13. Do you have any suggestions for improvement in the programme you attended?

14. Is there a demand for your trade in your area? (Tick the appropriate box)

Yes Some, but not a lot No

15. Would you recommend to others that they do a programme similar to the one you did?

Yes No

Questions 16 to 22 to be answered by those who responded to Question 5 by saying they were employed.

16. Please give the name and address of your employer: _____

17. How long did it take you to find your current job? _____

18. Is your current job a new position, or did you take over from someone else? (Tick appropriate box)

New position Position occupied by someone else before

19. At which of the following are you employed? (Tick appropriate box)

Urban Business Centre Rural Service Centre
 Urban home Rural home

20. Are you finding any problems with your current job? (Tick appropriate box)

Yes No

21. If yes, please describe your problems: _____

22. What is your average income? _____

Questions 23 to 32 to be answered by those who responded to Question 5 by saying that they were self-employed.

23. Please give the name, address and type of your business: _____

24. How many people, other than yourself, do you employ? _____

25. Who helped you to set up your business? (Tick appropriate box)

- Family (Name of implementing agency) Other
 No-one

Please give details to explain your answer: _____

26. How long after your TAP apprenticeship did it take you to start your own business?

27. Did you do anything in between? (Please specify) _____

28. What problems are you currently facing? (Tick appropriate box or boxes)

- Tools Capital Working space
 Other (specify): _____

29. How do you think the problems should be solved? _____

30. Have you approached anyone with your problem(s)? (Tick appropriate box)

- Yes No

31. If yes, whom have you approached and what was their response? _____

32. What is your average income (profit) per month? _____

Questions 33 to 36 to be answered by those who responded to Question 5 by saying that they were unemployed.

33. Have you ever been employed or self-employed since doing the TAP? (Tick the appropriate box)

- Employed Self-employed Neither

34. What do you think are the reasons why you are unemployed even though you went through the TAP?

35. What other options do you think are available to you? _____

36. What are you intending to do to solve the problem of your unemployment?

Questions 37 to 39 to be answered by all respondents.

37. Would you be interested in being informed about other opportunities that may arise from our programme? (Tick appropriate box.)

Yes No

38. Would you be interested in joining a tool hire-to-buy scheme? (Tick appropriate box)

Yes No

39. Please add any other comments you would like to make: _____

Please return this form to:

**Traditional Apprenticeship Programme,
XYZ Technical College,
PO Box 1234,
ABCD.**

APPENDIX 7: Example of an Indemnity Form

MINISTRY OF EDUCATION
XYZ Technical College
PO Box 1234
ABCD

DEED OF INDEMNITY

I _____ (FULL NAME), a trainee on the EFG Traditional Apprenticeship Programme at the XYZ Technical College, agree to indemnify, without preconditions, the Organisation mentioned above in the event of any accident or injury occurring during my period of practical training. I am aware also that I shall not be covered by the Organisation's insurance policies or by Workman's Compensation Insurance during the period of training.

Signature of Trainee

Date

Name of Witness in Full

Signature of Witness

Date

APPENDIX 8: Example of a TAP Training Evaluation Form

TAP TRAINING EVALUATION

Please feel free to express your views on the technical inputs and support services you have been given by Mutare Technical College.

Please DO NOT write your name.

GENERAL:

1. What course were you doing? Please tick the appropriate box.

- a) refrigeration
- b) cutting and designing
- c) welding and fabrication
- d) creative art and design
- e) motor-mechanics
- f) carpentry
- g) solar installations and repairs
- h) radio and television repairs
- i) electrical installations
- j) electrical domestic appliance repairs
- k) plumbing
- l) motor cycle repairs
- m) hairdressing

2. How many were you in your group? (specify number) _____

3. Did you enjoy your theory lessons? Yes No

Explain your answer _____

4. Did you enjoy your practical lessons? Yes No

Explain your answer _____

5. What was really useful in your theory lessons?

Explain your answer _____

6 What was really useful in your practical lessons?

Explain your answer _____

7. What was not useful in your theory lessons?

Explain your answer _____

8 What was not useful in your practical lessons?

Explain your answer _____

9 Did you cover the topics you were expected to cover in the given period?

Yes No

Explain your answer _____

10 What topics do you feel could have been covered in more detail?

Explain your answer _____

11. Are there any topics which you feel were not covered?

Yes No

Specify your answer _____

Any other comments _____

LECTURERS/LECTURES

12. Was your lecturer punctual for lectures?

Yes No

13. Did your lecturer often excuse himself/herself from lectures?

Yes No

14. How often did he/she excuse himself/herself from lessons?

a) Not at all b) Not so often c) Often d) Very often

15. Was your lecturer free or open to answer your questions?

a) Not at all b) Reserved at times c) Open/free d) Very free

16. Was your lecturer clear when giving explanations?

a) No not at all b) Not clear c) Clear d) Very clear

17. Were your lecturer(s) available during working hours?

Yes No

Any other comments about your lecturers _____

FOLLOW UP VISITS

18. How many times did your TAP Coordinators visit you?

19. How useful were follow ups to you?

a) Not useful at all b) Useful c) Very useful

20. Were the arrangements for training made enough for you?

a) Not at all b) Just adequate c) Adequate d) Very adequate

Explain your answer _____

21. Suggested improvements _____

22. Comments which you may want to add _____

BUSINESS MANAGEMENT TRAINING

23. Did you enjoy the Start Your Business Training?

Yes No

24. What did you enjoy most about the business training?

Explain _____

25. What did you not enjoy about the training?

Please explain _____

26. In what way do you think the business training helped you in terms of:

a) new business ideas? _____

b) generating a concrete business plan? _____

c) motivating you to start your own business? _____

Any other comments _____

This manual is intended to provide guidelines and support to those interested in setting up their own Traditional Apprenticeship Programme (TAP). It takes the form of a workbook to guide implementers in making choices and decisions about their particular TAP.

This manual should help interested institutions and organisations develop a TAP Programme using the experiences of GTZ-ISTARN as a foundation. However, this manual is not a blueprint, which should be followed slavishly, it has been produced to provide guidelines based on what is thought to be best practice.

This manual has a complimentary first volume entitled 'Is a Traditional Apprenticeship Programme an Option for You?' which describes what a TAP is. Both manuals are seen as an aid to replication and to the implementation of technical training programmes for the informal sector in different circumstances and locations.