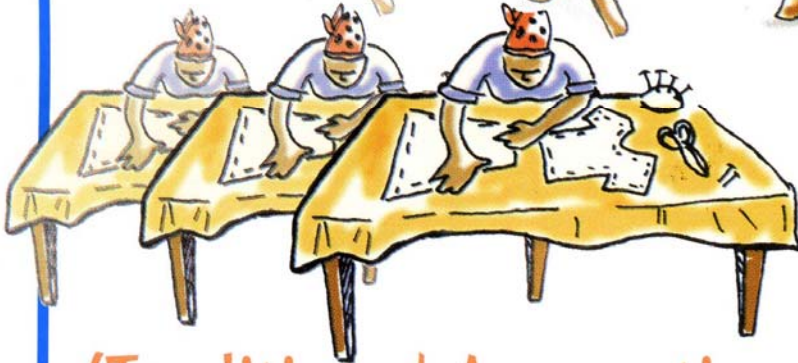


ADDING VALUE:

Manual 1



Is



a TAP

(Traditional Apprenticeship Programme)

for



you?

gtz - istarn

ADDING VALUE:

Manual 1

Is a TAP

(Traditional Apprenticeship Programme)

an option
for you

Manual produced by ISTARN, Zimbabwe

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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 1995, the programme has shown very encouraging results, and has generated much interest. ISTARN is now in its replication phase, with Manicaland, Zimbabwe as the first 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 of Adding Value. The first describes what a TAP is and what is needed in order to set one up. The second 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 the second manual should provide a useful guide on what to do, when to do it and how to do it.

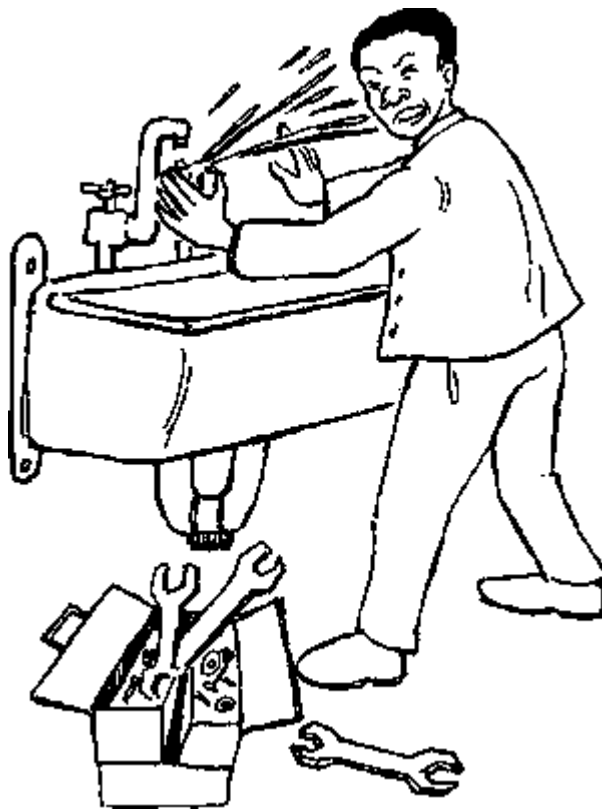
The manuals are not blueprints. They are intended, rather, as guides so that, as development workers, we are able to build on one another's experience and learnings. We look forward to hearing from you about your TAP experiences.

The ISTARN Team

August 1999

ABBREVIATIONS

EO	Enterprise Owner
GTZ	Deutsche Gesellschaft 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



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SECTION 1: What is a TAP?

A Traditional Apprenticeship Programme (TAP) is a development intervention aimed at providing vocational skills training which is cost-effective, relevant and accessible to relatively large numbers of people. It is particularly appropriate in countries where there is a high rate of unemployment, and an established informal sector, and is based on a traditional practice which has been taking place world-wide for many centuries.

In the traditional practice, a person with an informal business, based on a marketable skill, takes on an apprentice who, while working for the business owner, learns the skill, as well as the practice of business. Traditionally, apprentices find their own attachments, and either pay the business owner a small sum for the training, or are given some form of subsistence support only (e.g. a place to stay and a meal a day). The practice is cost effective because of the practical orientation of the work and the productivity of the apprentice during training. It is particularly effective because the apprentices learn not only the trade skill, but are also inducted into a business culture and business networks.



A Traditional Apprenticeship Programme (TAP) is a development intervention aimed at providing vocational skills training. It is cost-effective, relevant and accessible to 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.

Once the apprentice is sufficiently skilled, she has the possibility of setting up her/his own business. While the practice is not that different from a formal apprenticeship scheme, it does not involve long-term formal training or high level educational levels for entrance, apprenticeships are usually shorter than in the formal schemes and are not bound by rigid, inflexible regulations, and the training is geared to the informal sector market and self-employment, rather than to formal sector wage employment.

While there is an international literature on the traditional apprenticeship practice, there was a lack of documented information on the subject in southern Africa in general, and Zimbabwe in particular. ISTARN commissioned research into the practice in Zimbabwe, which not only found that it existed, but provided many guidelines for an attempt to replicate the existing practice.

A TAP is an attempt to add value to the traditional practice, without interfering excessively and ruining it. By "adding value" we mean that graduates of the development intervention, as opposed to the traditional practice, will have a greater likelihood of succeeding in creating jobs for themselves, and, possibly, for others.

Using and adding value to existing traditional systems ensures that approaches that have worked over long periods of time can continue to work within complex social, economic and cultural environments and can be continuously adapted to the demands of an ever-changing economic environment.



A TAP adds value to the traditional practice by interventions that makes 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.

In a typical Traditional Apprenticeship Programme, based on the ISTAR model:

- Participants are recruited from the ranks of the unemployed, and are usually, but not always, young people who do not have marketable skills.
- They are selected on the basis of their entrepreneurial aptitude, as the intention is that, in the absence of jobs, they should, after completion of the programme, be able to become self-employed, the most common practice in the informal sector.
- The major site and vehicle of the skills training is the workplace - usually the workshop of a business owner who has agreed to take the participant on as an apprentice. Attachments (placements) are usually for a short time period - three to six months is common, but this depends to some extent on the nature of the skill. A carpentry attachment will be considerably shorter than a motor mechanic placement.
- The kinds of skills most appropriate are manufacturing skills (such as carpentry, welding, dressmaking, building) or service skills (such as hairdressing, motor mechanics, fixing of appliances). Ideally, the capital costs of setting up one's own business should be as low as possible.
- The TAP adds value through organising for apprentices to have initial short-term technical training, and, where necessary, short-term follow-up training. Short-term here means something like two weeks, but this varies, depending on the complexity of the skills involved. This training, as far as is possible, utilises existing training facilities and spare training capacity (such as that available at a technical college or training centre). The technical training component needs to be as short as possible, but as long as is necessary. The point of departure is that a trainee must gain all (but only) that knowledge and skills required and needed to perform competently those sets of tasks needed to be self-employed or to secure employment (most probably in the informal sector).
- The TAP also adds value by providing short-term business training, and support to those who take the initiative to set up their own businesses. This support could, for example, take the form of access to credit, or specifically for credit to buy tools for their trade (a tool hire-to-buy scheme), or access to business advisory services.

A TAP has been shown to be a cost effective way of addressing the need for vocational training, linked to entrepreneurial development, in the developing world.

ISTARN has carried out regular tracer studies of graduates of its pilot TAP and these have shown encouraging results. Of the first five intakes, comprising 317 graduates, 89% were employed in some way, and the over-whelming majority of these were self-employed.

SECTION 2: Why start a TAP?

A TAP tries to address one of the major problems of our time - the ticking time bomb of increasing unemployment and the poverty to which it leads. These are factors that threaten stability, family support systems and individual survival. A TAP creates an opportunity for unemployed breadwinners to earn an income again, and for young people to enter the economy productively for the first time, albeit via "the backdoor".

Very conservative estimates of the percentage of the labour force that is unemployed in Zimbabwe range between 35% and 50%. In 1997 it was estimated that more than 90% of those who sat the "O" level examinations in 1996 were still unemployed.

In a society where the formal sector is able to provide employment for the great majority of its citizens, a TAP would not be an appropriate intervention. In most developing countries, where the reality is shrinking formal sector employment, the informal sector offers an option, and a programme such as a TAP offers a route to making that option as viable as possible. Increasingly, the informal sector has become the default route into the economy, but formal vocational skills training has not made the transition necessary to keep it relevant to the needs of this sector. A TAP is a low cost way of addressing unemployment through relevant vocational skills training.



A TAP is particularly suited to the current conditions in most developing countries, where there is high unemployment, a shrinking formal economic sector, and a growing informal sector.

So, in answer to the question: Why start a TAP?, we suggest the following reasons:

- Unemployment has been identified by the International Labour Organisation (ILO) as a long-term persistent trend affecting up to 30% of the global labour force, or some 820 million men and women. The trend is being exacerbated by Structural Adjustment Programmes (SAPs) currently being implemented widely in the developing world.
- The World Bank estimates that the informal sector comprises up to 60% of the labour force in the urban areas of many sub-Saharan African countries. By the year 2020 this could rise to 95% in some parts of Africa!
- A programme which aims to create employment opportunities in the informal sector in developing countries through an innovative approach to skills development training, meets the need for relevant skills training head-on.
- Graduates of formal technical training courses are failing to find employment in the formal sector and their training has not been geared to self-employment and entrepreneurship. These graduates are contributing to the swelling numbers of the unemployed.
- The formal courses traditionally offered as technical training are not only no longer relevant to the needs of the market, but they are very costly at a time when budgets available for skills training are increasingly tight. A TAP is a low cost route to relevant

training because it emphasises the workplace as a site of learning, and provides the apprentice with the basic skills to be productive in the workplace almost from the very word go.

The informal sector in Zimbabwe employs 1.6 million people, compared with 1.2 million employed in the formal sector.

Formal vocational training institutions assume that opportunities for formal employment exist when they do not. A tracer study of engineering students at Masvingo Technical College, Zimbabwe, in 1996, revealed that, out of 105 responding graduates (of a total of 138) of the Engineering Division who graduated in mid-1995, only 32.4% had found formal employment a year later. A tracer study carried out in 1999 of the Commerce and Engineering Divisions' graduates of 1997 at the Mutare Technical College, Zimbabwe, revealed that only 20.4% had secured formal employment.

- The training is directly related to goods or services that are going to be sold and the apprentice is taught on what the customer has ordered or requested. The whole process is, therefore, market-oriented, and grounded in the actual realities of the business world in terms of equipment, expectations, access to raw materials, and so on. The apprentice learns to provide services and goods at an appropriate level and cost.
- It is relatively easy and cheap to set up a TAP because it utilises existing infrastructure and the spare capacity of existing training institutions. So, for example, the infrastructure and staff capacity of technical colleges can be effectively utilised during vacations and evenings.
- The cost of creating one job in the informal sector, from training through to actual self-employment, through a TAP, is about one tenth of the estimated cost of just the training involved in creating a formal sector job.

In the ISTARN pilot programme, the average cost per trainee in the TAP, as estimated in 1997, including basic training, technical evaluation, administrative costs, business training and tool kit, was Z\$ 5 608.83 (US\$ 486.80). In 1998, the average cost per trainee in the TAP, right through to setting up in business, was Z\$ 12 771.31. The increase in Zimbabwean dollars was largely due to the higher costs of some of the trades introduced, such as Refrigeration, Radio and TV Repairs, Motor Mechanics and Solar Electric Installations.

- A TAP meets the challenge of equity because it does not exclude those who lack relatively high levels of formal education (basic literacy skills are usually sufficient).
- Because there are not many regulations in the informal sector, there is flexibility of entry and exit. So, for example, a retrenched person can use the TAP as a route to self-employment until such time as employment opportunities in the formal sector exist again. The costs involved in setting up the kind of micro businesses towards which a TAP is geared are usually very low.
- A TAP has the potential to strengthen the informal sector in terms of productivity and quality because the technical training which the apprentice receives injects new ideas into the enterprise. Research has shown that one of the drawbacks to the traditional practice is that it is seldom innovative. A TAP adds value not only by creating learning opportunities for the apprentice, but also for the business or enterprise owner.
- A TAP addresses the need to develop an entrepreneurial spirit in struggling communities.
- And finally, and most importantly, our experience shows that a TAP can work by creating employment and self-employment opportunities!

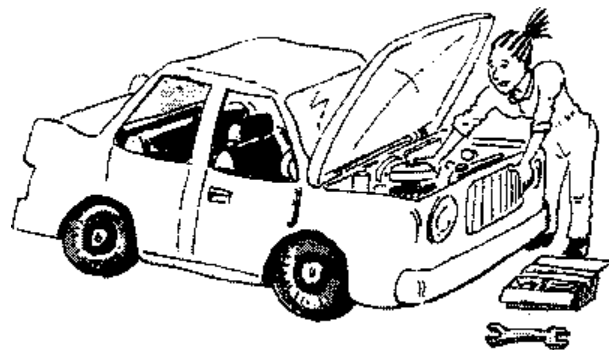
A tracer study done on the Masvingo pilot TAP graduates in April 1998 showed the following for the 87.8% of graduates who were reached:

- 56.9% were self-employed
- 29,2% were employed by someone else
- Only 12.2% were unemployed.



Why start a TAP? Because:

- 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 sector that is notoriously conservative. Both quality and productivity can, thus, be improved.



SECTION 3: Why is ISTARN producing this manual?

The ISTARN TAP has generated interest locally and within the sub-region. A number of local institutions have shown a keen interest in starting a similar programme. Development practitioners, governments at all levels, training institutions and organisations, and struggling communities are all looking for options that can help to address some of the most troublesome problems of the developing world.

Through the pilot TAP in Masvingo, ISTARN has developed and tested the model sufficiently to conclude that it is a useful training approach, and a productive intervention in the informal sector. It:

- Creates jobs through self-employment
- Skills people so that they are employable and get employment
- Achieves impact at a reasonable cost
- Adds value to the traditional practice

We see this manual, and its companion manual which deals with how to go about setting up a TAP, as an aid to replication, and to the implementation of TAPs in different circumstances and locations. The two manuals should help interested institutions and organisations:

- Assess their capacity and suitability to start similar programmes.
- Develop similar programmes, using the learnings of ISTARN as a foundation. While adaptations will need to be made, institutions and organisations interested in implementing TAPs will not need to start from scratch.

The manuals are intended to provide guidelines, based on ISTARN's "best practice" experience. They are not, however, blueprints which should be followed slavishly. Each experience will be different, something we ourselves are discovering as we move further into replication. Because of this, the second manual has the format of a workbook, to allow implementers to think about the ISTARN experience of best practice in the light of their own circumstances.

We suggest that those of you who are responsible for making the decision about whether or not to go ahead with a TAP read Manual 1 carefully. Once you take the decision to go ahead, you need to take a look at Manual 2, before passing both manuals on to those who will be required to implement the programme.

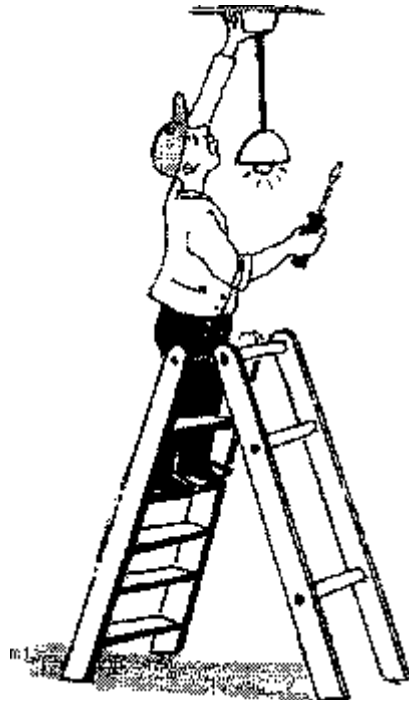


The manuals are intended to provide guidelines and support to those interested in setting up their own TAPs. Through them ISTARN hopes to reach a wider audience than would be possible through direct contact

Manual 1 provides the information and explanations that should enable decision-makers to decide whether or not a TAP is appropriate for their context.

Manual 2 takes the form of a workbook to guide implementers in making choices and decisions about their particular TAP.

Through the manuals we hope to reach a wider audience than is possible through direct contact, and to provide some support to other initiatives even when we cannot meet directly with those involved in them.



SECTION 4: When is it a good idea to start a TAP?

We believe that any organisation or institution with the right approach, support systems and networks can set up a traditional apprenticeship programme. However, in order for there to be the best possible chance of your TAP being a success, it is important that you give careful consideration to:

- the environment in which the TAP will be operating; and
- the culture and capacity of your own organisation.



It is a good idea to start a TAP when the external environment is appropriate and when the culture and capacity of your organisation enhance the likelihood of success.

What is a suitable environment for a TAP?

While there are no hard and fast rules about this, our experience has led us to believe that a TAP is most likely to flourish when:

- 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, at the local, regional and national levels, to the informal sector is at least constructive, even if restrictive regulations are in place.

In deciding whether your particular environment is suitable for starting a TAP, you need to think about issues such as unemployment, the role and robustness of the informal sector, the existing practices of informal training, and the government's attitude to the informal sector.

- In Zimbabwe, estimates of the unemployment rate range between 35% and 50%.
- The Economic Structural Adjustment Programme has led to shrinking formal employment.
- The informal sector employs more people than the formal sector.
- There was a well-established traditional practice before the ISTARN intervention.
- There has been some deregulation in relation to the informal sector, but a number of restrictive regulations are still in place. Nevertheless, government rhetoric towards the informal sector is positive.

In the ISTARN experience in Zimbabwe, a positive factor was the relatively high level of education of the unemployed population. Between 70% and 80% of the unemployed in Zimbabwe have at least an "O' Level Certificate. As the TAP intervention includes a formal training component, it is helpful if the participants have a good enough educational and literacy base to make the most of the opportunity.

Do you have the appropriate organisational culture and capacity?

There is probably no one organisation that is "exactly right" in every respect to set up a traditional apprenticeship programme. However, our experience at ISTARN and the extensive literature on similar interventions suggest that the following is a list of "ideal characteristics" for an organisation or institution that wants to set up a TAP.

- Clarity about the problem or issue it 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

Even if you do not already have these characteristics, if you are looking at the option of setting up a TAP, then you should begin to look at the internal developments your organisation or institution will need to make it a suitable "home" for a TAP.



To give your TAP the best possible chance of success, you need to develop an appropriate culture and sufficient capacity within your organisation or institution.

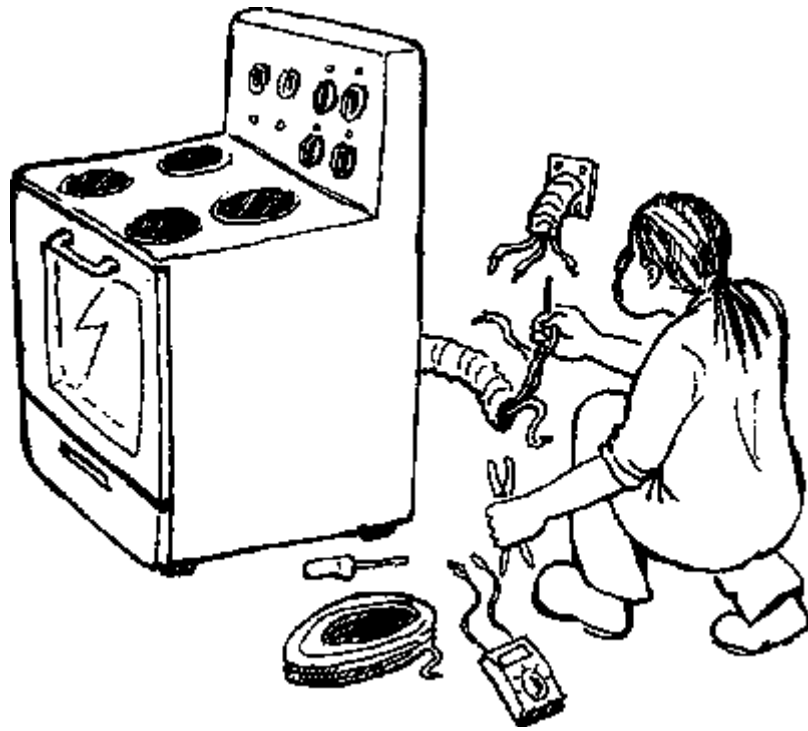
ISTARN did meet these criteria in certain ways, but it was by no means perfect.

In its favour were:

- **Clarity on the problem, which it defined as unemployment**
- **Some basic research around a clear programme concept, and ongoing research related to it - the concept was the creation of employment through skilling people to be successful informal sector entrepreneurs**
- **Staff with an understanding of the informal sector and growing skills and expertise in the area**
- **An increasingly businesslike and market-related orientation**
- **Flexibility and creativity**
- **Contact with others working in the field**
- **Flexible funding**
- **Good related support services**
- **Administrative and co-ordinating capacity**
- **Ongoing efforts at monitoring and evaluation**

There were, however, gaps:

- **Staff were over-stretched and under-resourced - at one stage, well into the programme, there was one full-time person assigned to the Programme and he had access to 20% of one vehicle!**
- **There was sometimes confusion about how the success of the TAP should be measured - was it enough for graduates to be employed, or did they have to be self-employed?**
- **We did not always pay enough attention to costing and the implications of costing.**
- **Initially, we did not put enough emphasis on business-orientation - so, for example, we gave participants living subsidies, which not only made them more dependent on ISTARN, but also interfered with the traditional relationship between the Enterprise Owner (EO) and the apprentice in a way which did not add value.**



SECTION 5: What would you need to start a TAP?

The second manual in this set deals in detail, step-by-step, with how an organisation or institution committed to setting up a TAP would go about the task. Here we include a summary of what would be involved so that you can make an informed decision about whether or not to get involved in such a programme. Although you yourself may not be implementing the programme, you will need to be 100% behind the staff who are, and this means having an understanding of the implementation process.

There are three key sets of stakeholders in any TAP:

- The organisation or institution that is the "home" of the TAP and which is often also the provider or co-ordinator of the formal training element of the programme
- The apprentice - the person who wants to acquire a skill
- The enterprise owner (EO) who, in other contexts, might be called the apprentice's "master" - the person who has the skills that need to be transferred



There are three key sets of stakeholders in any TAP - the implementing agency, the apprentice and the enterprise owner.

Involvement in a TAP means different things for each of these, and all these different types of involvement need to be taken into account when you implement a TAP.

For the **organisation or institution implementing** a TAP, once the decision to go ahead has been taken, the process involves:

- Setting up a team to plan, implement and monitor the programme.
- Ensuring that the environment is understood and is as appropriate as possible to implementing a TAP (this may require some basic research, including surveying the existing informal sector).
- Gearing the organisation or institution up to be able to implement the programme (this may involve raising money, finding appropriate staff, re-orientating staff to the new approach, and so on).
- Taking key decisions on what skills to offer, what package to offer, how to recruit and select, whether to have gender targets, what geographical area to cover, and so on.
- Drawing up a plan for implementation.
- Preparing appropriate training for the formal part of the programme.
- Recruiting, and selecting participants.
- Conducting the first formal training and any subsequent formal training that has been agreed on (if the implementing organisation or institution is not a training agency, it will have to ensure that training partners are found, and that they offer a quality service).

- Monitoring the progress of the apprentice, the suitability of the placement (the workshop site) and the appropriateness of the formal training.
- Providing some form of support to the apprentices when they move on to self-employment (this will depend on the "package" offered and may simply involve referrals to appropriate agencies for loans, access to tools, business advice etc, or direct provision of these).
- Tracking the progress of graduates.
- Evaluating success against goals.
- Replanning in the light of learnings gained.



The implementing agency has to plan, implement and monitor, as well as gear up for implementation. It also has to recruit and select appropriate participants, ensure that the formal training part of the process takes place, monitor the placement and progress of the apprentice, provide some form of support to those who choose a self-employment option, and then track the progress of graduates to ensure that the programme is "working".

A note on monitoring and evaluation:

A traditional apprenticeship programme is a way of providing cost-effective, relevant skills training so that participants, usually drawn from the ranks of the unemployed, end up in employment of some kind. Unless you track the progress of graduates, you will not be able to say whether or not this goal has been reached. Without evidence that a TAP is a successful intervention, it will be difficult to "sell" it to prospective apprentices, or to donors or government departments.



Apprentices, once they have decided that this is the sort of vocational training they want, need to find and negotiate an appropriate placement, attend the formal training sessions, and participate in and learn from, the activities of the work site. Once they are graduates, they may choose wage employment (in the formal or informal sectors) or self-employment.

For the **apprentices**, the process involves:

- Deciding whether or not this form of vocational training is appropriate for you.
- Finding an appropriate placement in the skill and location of your choice, and negotiating with the enterprise owner about the conditions of the apprenticeship.
- Attending the formal training sessions.

- Participating in and learning from the activities of the workshop site.
- Co-operating with the implementing agency and the enterprise owner to ensure that the placement is as productive as possible.
- Selecting a career path which could involve continued employment with the enterprise owner, employment elsewhere (in either the formal or informal sector), or self-employment. In each of these instances, there may also be a possible option to convert the certificate of attendance that goes with the informal training to a formal certificate of competence through, for example, trade testing.
- Accessing the support offered through the implementing agency for those choosing the self-employment option.

A note on trade testing:

Some development experts believe that the trade testing option "corrupts" the traditional apprenticeship process, making it more costly, both in terms of training costs, and in terms of the services that are subsequently offered - a motor mechanic who has successfully completed the first level of trade testing may expect to be able to charge more for his/her services, reducing the size of the market able to access his/her services. We do not take a purist position on this, and believe that this should be a decision taken by the apprentice, but that, where possible, the training process should make the option possible.

For the **enterprise owners**, the process involves:

- Deciding that taking on an apprentice is worthwhile for you as an enterprise owner - because it is a way of acquiring cheap labour, because you believe you might learn something in the process, or even simply because you want to make a contribution to your society by handing on your skills.
- Negotiating a contract with the would-be apprentice that suits you and satisfies him/her.
- Providing a working environment that encourages the development of both the practical skills of your trade, and business skills,
- Providing feedback to the implementing agency on the usefulness of the formal training and the progress of the apprentice.

A note on why EOs agree to participate in a TAP:

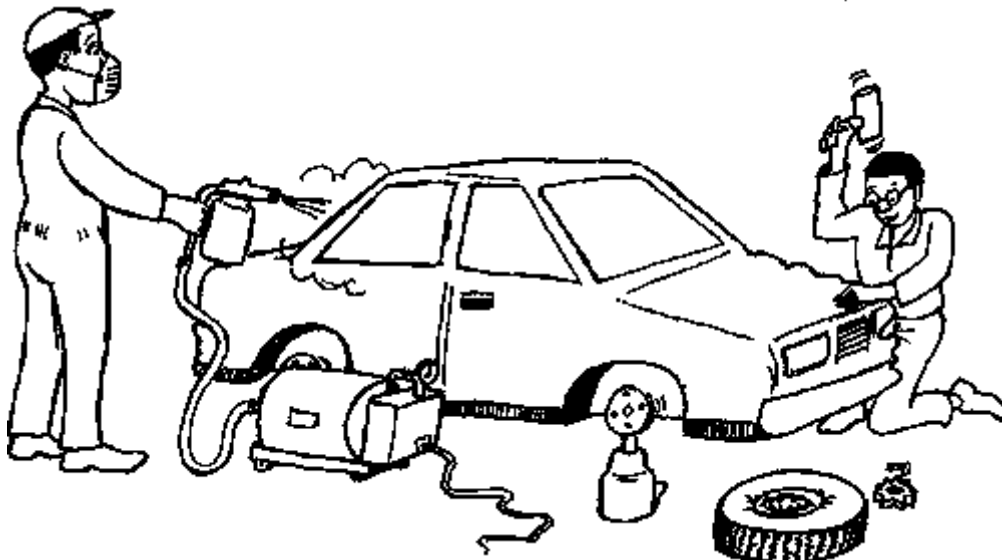
EOs give many reasons for participating in a TAP, including access to a cheap form of labour, profit from fees (which some EOs charge), increasing manpower, and "patriotism" which seems to mean fulfilling an obligation to society.

It is important that any implementing agency take all three of these stakeholders into account when thinking about what would be involved in starting a TAP.



Enterprise owners take on apprentices for a variety of reasons, and, once they have negotiated a contract with the would-be apprentice, must provide a working environment that encourages the learning process, both in the trade and in business skills, as well as providing feedback to the implementing agency.

- ISTARN commissioned a study of existing practice in traditional apprenticeship in Masvingo Province in 1995 which showed that there was a strong traditional practice in the area. In 1997, it commissioned an extensive survey of informal sector enterprises in the sector which generated useful information.
- The ISTARN pilot TAP did not itself offer training, but relied on training partners.
- Currently, the ISTARN TAP offers a "package" which consists of the formal training and, for those who go the self-employment route, access to a Tool-Hire-to-Buy Scheme and to business training.
- ISTARN intends to track graduates for three years after the completion of the apprenticeship process.
- ISTARN-linked apprentices in the motor mechanic trade have written the first level trade test and have done well in it. Apprentices are required to pay the cost of such testing themselves.
- An evaluation of the ISTARN TAP found that, in many cases, EOs prefer to take on ISTARN apprentices who have had some formal training. Reasons given included the cost of damage to tools and wasted material in the early days if people come in "raw" and the fact that apprentices with some prior theoretical knowledge learn more quickly.



SECTION 6: Who should start a TAP?

We have already said that almost any kind of organisation or institution could start a TAP, provided it was flexible enough and informed enough to design and implement such a programme successfully.

Depending on the kind of organisation or institution you are, you will face different challenges in planning and implementing a TAP.



If you meet the criteria for an organisation with an appropriate culture and sufficient capacity, operating in an appropriate environment, then, no matter what kind of organisation or institution you are, you could consider starting TAP.

In the table below we have summarised some of the possible starting points, but there could well be others

KIND OF ORGANISATION	ISSUES SPECIFIC TO THAT KIND OF ORGANISATION	ADVANTAGES	DISADVANTAGES
NGOs	<p>A TAP would have to fit in with the aims and objectives of the NGO.</p> <p>A decision about initiating such a programme would have to come from the Board.</p> <p>The impact would need to be monitored to ensure that it contributed to the greater good of the society.</p>	<p>NGOs tend to be flexible and have the potential to be creative without being tied up in the slow wheels of bureaucracy.</p> <p>NGOs have the freedom to test models which can then be replicated by other organisations and institutions.</p>	<p>Long-term sustainability may be a problem as the survival of an NGO may be donor-dependent.</p>
Technical Colleges	<p>These have not been traditionally orientated towards the informal sector, and a TAP will require them to change their approach in almost all areas of operation - management, lecture format, equipment orientation, goals and purposes, forms of recognition (certification), and market approach.</p>	<p>Facilities and staff exist.</p> <p>They are geared towards student intakes.</p> <p>They are geared to the procurement of training consumables.</p> <p>They may have access to student subsidies.</p>	<p>They are often training-driven, at the expense of market orientation - they have a tendency to offer the training they have, rather than that demanded by the market.</p> <p>They may be too bureaucratic and regulation-controlled to make them suitable for a programme that requires flexibility.</p>

KIND OF ORGANISATION	ISSUES SPECIFIC TO THAT KIND OF ORGANISATION	ADVANTAGES	DISADVANTAGES
Vocational Training Centres	As these are often run by community representatives, and the intention is that, at least partially, they will be run by financial contributions from the community (fees), the community would need to buy into the idea of a TAP as a credible alternative form of vocational skills training.	<p>They are accessible to people in rural areas.</p> <p>They are more flexible than technical colleges, and less concerned with formal qualifications, but they are still geared to training.</p> <p>While they may have facilities, they are more concerned with the programme offered and are willing to use the facilities of other institutions.</p>	<p>TAP placements in more modern skills (such as fixing electrical appliances) may be limited in more rural areas.</p> <p>Placements in general may be more limited in rural areas, and those in urban areas more difficult to access for people who come from the rural areas, particularly if they have no way of finding accommodation.</p>
Private training institutions	<p>These provide a service in return for payment. They survive on, and exist for, the profit generated from selling training. They may specialise in one skill or offer a number of different skills.</p> <p>There are at least 100 such institutions in Zimbabwe.</p>	<p>They have a built-in market orientation.</p> <p>They are geared to offering low cost training in a cost-effective way.</p>	<p>They tend to be orientated towards the classroom, rather than the workplace.</p> <p>There may be a reluctance on the part of potential students to pay profit-related fees for a course that does not provide a "proper" qualification.</p> <p>They are not necessarily impact-oriented (but would have to be able to "prove" results if they wanted to go on getting students).</p>

- Initially, ISTARN was an NGO which used the training expertise and facilities of other NGO training partners or of the Technical College which housed it.
- Now ISTARN is experimenting with different starting points, including Vocational Training Centres and Technical Colleges.

SECTION 7: What are some of the issues you need to consider?

If you decide to go ahead and implement a TAP, there will be many issues which you need to consider and about which you will need to make decisions. In Manual 2 we provide more information on these, but here we want to list some of them and describe them briefly, so that, as decision-makers, you can be aware of the kinds of complexities and dilemmas that your implementation team will face.

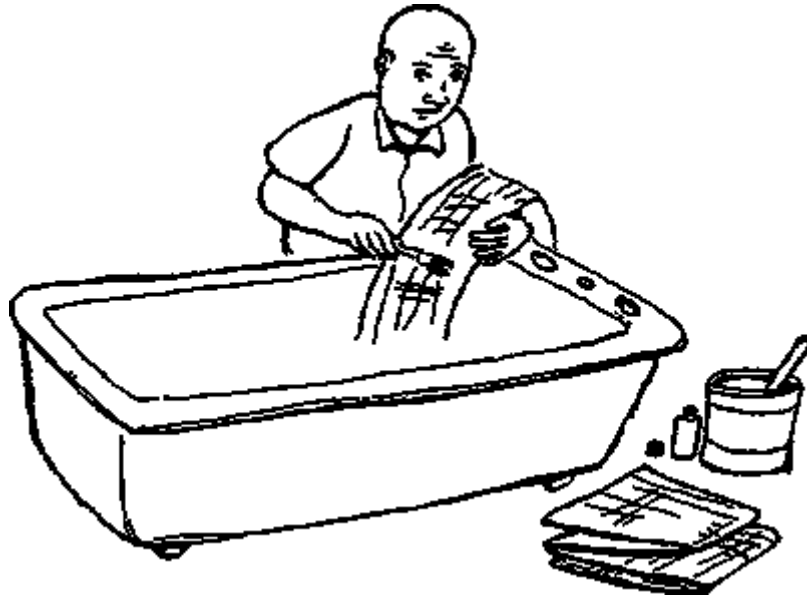
As decision-makers, you need to be aware of some of the key issues and dilemmas that will need to be dealt with in the implementation phase. Among these are:

- **choice of trades/skills to offer - the Importance of selecting trades and skills which are marketable in the context of the informal sector**
- **gender - particularly the inclusion of women in the programme**
- **the 10:90 Principle which states upfront the need for participants to match the 10% input from the implementing agency with their own effort as the remaining 90% input**
- **selecting winners - those most likely to make a go of their own businesses in the medium- to long-term**
- **formal certification and qualifications - where they fit in and the problems they raise**
- **monitoring and evaluation - their purpose and their usefulness**
- **outreach - getting to significant numbers of people.**

Choice of trades/skills to offer

The growth of urban areas and the introduction of modern products and technologies has opened up many new opportunities for small-scale enterprises, thus extending the potential of the traditional practice. This is important because it means that a TAP can offer training in a variety of skills. An over-focus on any one skill in a particular geographical area might lead to saturation of the market. An understanding of the informal sector market and existing enterprises will help you to make market-related choices about what to offer.

In a TAP, other considerations when deciding what trades/skills to offer would include the availability of training expertise in the skill, the availability of apprentice placements and the willingness of EOs to take on apprentices, the length of time it is likely to take for someone to become sufficiently skilled in the particular trade/skill, and the likely capital cost of setting up one's own business.



In 1997, ISTARN commissioned a study of the informal sector in Masvingo Province and, through this, identified a range of potential trades/skills which could be incorporated into the TAP. Initially only carpentry and welding were offered, but later intakes were offered the additional options of dress-making, radio and TV repairs, motor mechanics, refrigeration and solar electric installation.

Of these, motor mechanics is the one that requires the longest training (about 18 months) and the greatest investment of capital to set up a business (about Z\$ 12 000). Although purists would probably exclude it as an option on these grounds, and it is likely that apprentices will end up having to work longer before they can set up their own businesses, it has been a successful area for the ISTARN TAP.

In the studies done in Masvingo it was found that hairdressers were reluctant to take on apprentices because their experience was that, as soon as apprentices had some skills, they left and set up businesses in competition with them. The reason for this was the very low capitalisation cost of setting up a hairdressing business.

Gender

Gender is a major consideration in any development work, and, for those of you who have a more profit-oriented approach, women are often a market that has not been fully penetrated. Studies have shown that women tend to occupy positions at the lower end of the informal sector - so they are more likely to be street vendors than to be involved in manufacturing, for example. Research has also shown that women usually experience more problems than men in setting up and sustaining their own businesses. One of the implications of this is that a TAP, which adds value by providing ongoing business support, may have an important role to play in changing the profile of women in the informal sector.

In addressing the issue of women in a TAP, there are two approaches: the one is the inclusion of women in traditionally male-oriented trades, and the other is the inclusion of trades in the programme which are more "women-friendly".

If gender equity is a concern for you and your organisation or institution, then you probably need to set targets for how many women (as a percentage of all apprentices) you aim to include, and work consciously towards meeting the targets.

ISTARN has always had gender equity-related targets, and has gone both the route of encouraging women to work in traditionally male dominated trades, and the route of including "women-friendly" occupations. In the first two intakes at Masvingo, when only welding and carpentry were offered, only one woman was recruited. She did carpentry and is now successfully self-employed. In the third intake, which was of motor mechanics, there were two women, but they both dropped out. In the fourth intake, there were attachments in dressmaking, but women also chose to do welding and carpentry.

The 10/90 Principle

We believe that this principle is fundamental to the success of a TAP. Put simply, the principle is 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, but, in order for the opportunity to be maximised, participants are expected to input 90% in effort.

This principle needs to be presented upfront to participants, and to be stressed throughout the process. It has many implications which include the need to encourage independence from the implementing agency from the start, and to ensure that "support" is not interpreted by either the implementing agency or the participants as "hand holding"; and; the need to select carefully and to make sure that participants understand the principle and are willing to put in the required effort.

ISTARN learned the importance of this principle by experience. Initially, for example, we offered a subsistence allowance, and negotiated placements for the apprentices. The first intake had unrealistic expectations and many complaints at the beginning of their placements. Now participants are expected to find their own placements and negotiate directly with the EO, and a subsistence grant is no longer offered. We found that when apprentices were offered a subsistence grant or a down payment on the tool hire-to-buy scheme instead, most chose the latter, indicating that they could survive without the subsistence grant.

Selecting "winners"

This issue is linked to the "10/90 Principle", but refers specifically to the fact that, if you want people to become self-employed and, possibly, set up businesses which can employ others (job creation), then you select those who are most likely to become successful entrepreneurs, whether in the short- or the long-term. One way of doing this is to maintain the barriers to selection that approximate the traditional practice, making selection for the programme conditional on would-be apprentices finding their own placements, and being able to find their own accommodation and food.

ISTARN found that, once it was clear that it did not intend to subsidise apprentices, the committed ones generally sorted themselves out, even if it meant moonlighting (working at night) to make money for their subsistence. A word of warning here: once you have begun the practice of offering a subsistence grant, it is much more difficult to stop it than it would have been never to offer it in the first place.

Formal certification and qualifications

In the ISTARN TAP model, all apprentices get certificates of attendance on completion of their attachments. Apprentices are given the option to write trade tests, where these exist, but they pay for them themselves. This is the point at which the informal and formal systems of education have the potential to meet. With moves towards formal recognition of prior learning and experience, the options of moving from informal to formal levels of qualification are likely to increase. In education and training terms, this creates important opportunities. In the informal sector, however, it is an option that needs to be treated with care. While establishing "test standards" may increase the quality of work apprentices produce, quality is not a

sufficient predictor of success in itself and needs to be defined in relation to the target market - what it wants and needs in terms of quality. If accreditation and certification result in higher prices for goods and services in the informal sector, then the training that leads to them may become as irrelevant as that offered currently in formal technical training courses.

ISTARN staff believe that anything but the most basic trade testing level will have the effect of making past apprentices too costly for their target market which would rather use someone with sufficient skills at a lower cost, than someone with many skills at a higher cost.

Monitoring and evaluation

Monitoring and evaluation enable an implementing agency to track the progress and success of a TAP. Monitoring takes place during the process and enables the implementing agency to take remedial action where necessary. So, for example, if monitoring of placements shows that a particular placement is inappropriate because the EO cannot provide a suitable environment for the transfer of skills, then the apprentice can be encouraged to seek an alternative placement. Monitoring might show that the technical training input is not sufficiently relevant to the needs of the workplace, and then adjustments could be made to subsequent technical inputs.

Evaluation is more long-term and relates to whether the programme is achieving its intended goals or impact. In a TAP, this would be that graduates end up self-employed, or, at the very least, employed. This requires tracer studies of graduates. Evaluation is clearly very important for programmes funded from public money (government or donor) which are required to demonstrate that such money is being well-spent. It is also important for private training institutions who can only expect to recruit fee-paying trainees if they can demonstrate that the programme leads to some form of employment.

ISTARN has gone to some trouble both to monitor and evaluate its TAP. The monitoring process has led to some adjustments to the technical training, based on workplace needs. The evaluation, through tracer studies, has been able to show that the ISTARN TAP is, indeed, achieving its goal of creating jobs through self-employment, at a credible rate, by international comparison.

Outreach

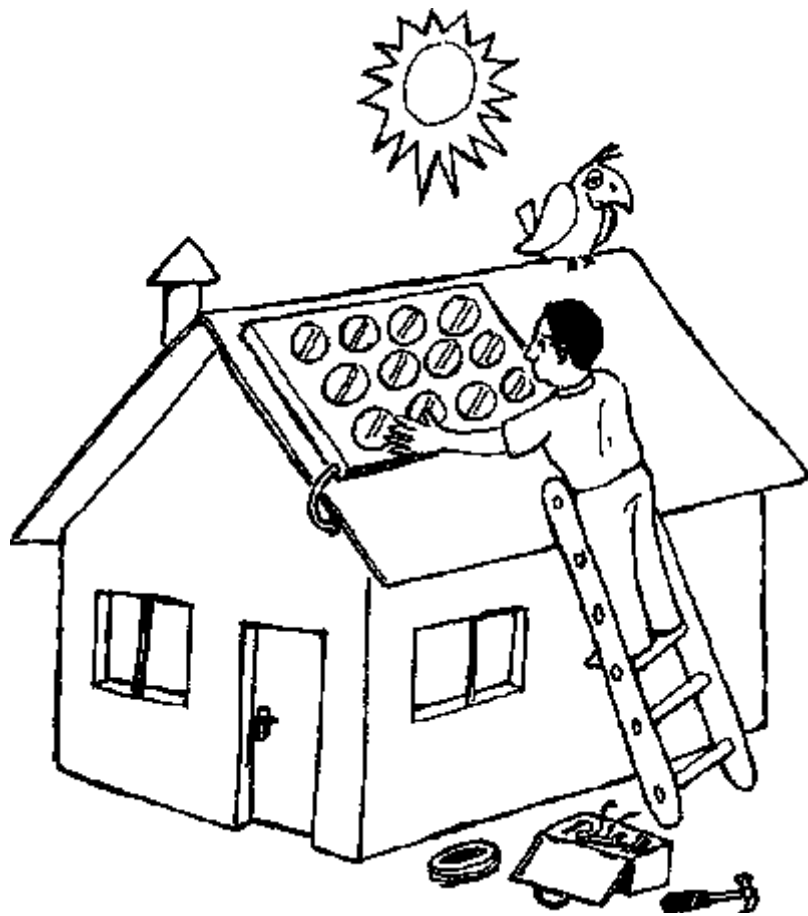
By this we mean that a TAP needs to reach significant numbers of people to make it as cost-effective administratively as possible, as well as to ensure that it makes some degree of significant impact on the problem of unemployment. This means that there need to be regular intakes (probably three to six monthly) of a reasonable size (your early intakes might be smaller - in the region of 30 to 40 apprentices - but as your experience grows you will be looking at numbers of between 40 and 100).

The first ISTARN intake at Masvingo was 40, and the second 39. The most recent intake in Mutare, from where the replication phase of ISTARN is being directed, was 87. The 1998 intake in Masvingo was 120.

Cost recovery versus Equity

The issue here relates to skills training where recovery costs on the formal training are prohibitively high. A case in point is the training of motor mechanics. If, in the interests of sustainability, and, in line with the 10/90 Principle, the programme insists on the participants paying full fees, this may exclude people who cannot afford the fees. The Principle of Equity (that the option for participation should be open to all, particularly the most needy) is then compromised.

ISTARN is investigating the possibility of establishing a scholarship fund for those who are not able to pay full fees.



SECTION 8: Who should be involved in implementing a TAP and how should you involve them?

Effective implementation of a TAP requires a team approach. The team needs to include decision-makers and hands-on implementers, although the day-to-day involvement of the different levels may vary. The team also needs to be excited by the idea of a TAP, and keen to see it succeed.



Successful implementation of a TAP requires the enthusiastic involvement of a TAP team.

WHO SHOULD BE ON THE TAP TEAM?

Ideally the team should include **someone who has the power to make decisions** about the use of the budget, so that it can be used flexibly and appropriately. This person may not be involved on a day-to-day basis but will attend team meetings and provide advice and support when it is needed.

The main implementing role should be played by the **TAP Co-ordinator or Manager** who should have the responsibility for planning, scheduling, coordinating the internal team and any outside stakeholders, implementing, monitoring and evaluation. This is the person who should be ensuring that adequate records are kept, that reports are written, experiences are shared and networks and contacts are established and maintained. This is the frontline person, responsible for marketing the programme and keeping on the cutting edge of developments in the field of vocational training for the informal sector.

Training providers, whether internal to the implementing agency, or brought in from other institutions or organisations, also need to be part of the team. They have the responsibility for developing appropriate curricula and materials and for ensuring that the technical training is of a high quality and relevant content.

Depending on the size of the programme, one or more **fieldworkers**, able to go out into the field and assess placements and apprenticeship process, as well as the relevance of the training given, will also be needed. Some of this can be done by the Co-ordinator, but if you are intending to have 100 or more apprentices on the programme at any one time, then s/he will probably need help.

This team should be meeting regularly to plan, review and reflect on learnings emerging from implementation, share decision-making, make adjustments to plans and processes where necessary, and provide support to one another, particular in the early stages of planning and implementation. The team should probably plan to meet weekly initially, and once a fortnight thereafter.



Ideally the TAP team will be 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.**

Initially, in the pilot phase, the ISTARN team consisted of the Advisor appointed by the donor (GTZ) who had decision-making power in relation to the budget and the programme, and the Co-ordinator. There is now an additional staff member who has remained in Masvingo, while the Coordinator is running the programme and the replication initiatives in Mutare. There were times when the programme was understaffed and the single dedicated staff member struggled to meet all his commitments. Even now, when the host College for the replication phase (Mutare Technical College) is taking far more responsibility for the programme, and has its own team, there are sometimes capacity problems.

HOW DO YOU GET TEAM MEMBERS TO BUY INTO THE TAP PROCESS?

If this manual has convinced you that the TAP is a real option for your institution or organisation, then we suggest that you give it to those who are likely to be responsible for implementing the TAP in your institution or organisation, and ask them to read it and think about it. Then you need to sit down together and talk about what a TAP would mean for you, and whether it is really a viable option for your institution or organisation. Suggest they read Manual 2 as well, and look at it yourself. The degree of success of your TAP will depend to a large extent on the degree of enthusiasm with which it is implemented. It is not enough to tell team members they "must" implement a TAP; they also need to "want" to implement it.

Some suggestions for getting the team to buy into the idea:

- Be clear about why you think it is a good idea for your institution or organisation to start a TAP.
- Communicate your enthusiasm for the idea, but
- Don't present it as a "have to do", rather
- Present it as an idea that has a lot of merit and which those who might be involved need to discuss together.
- Provide encouragement and support.
- If you are expecting someone to take on TAP responsibilities, make sure you discuss what responsibilities they will be relieved of.
- Make sure that the whole organisation or institution is aware of the new venture, what it is meant to achieve, why it is important, and who will be working on it.

- Give the team an opportunity to share its plans, learnings and achievements with the whole organisation or institution.

Don't impose the idea on those who will have to implement it - rather motivate, encourage and support them to buy into the idea.

SECTION 9: Where can you get support for your efforts to start a TAP?

It is important for you to remember that you are not being asked to reinvent the wheel here - there is extensive international experience in traditional apprenticeship programmes in various forms, and there is also the ISTARN experience, as reflected in these manuals, for you to draw on.

We have included a short bibliography at the end of this manual, so that, if you are interested, you can read more about TAPs.

Our contact details are to be found in the inside front cover of this manual. We look forward to hearing about other attempts to set up TAPs, and are able to offer:

- a consultancy and advice service, based on our own experience of starting TAPs; and, in the near future,
- a set of training modules related to some of the more common trades/skills that feature in TAPs.

**All that remains to do is for you
to make the decision:**

When Are you Going to Start Your TAP?



BIBLIOGRAPHY

This list is intended to guide you to a few additional sources of information about TAPs. We have selected readings we found particularly useful and interesting. The list is by no means comprehensive.

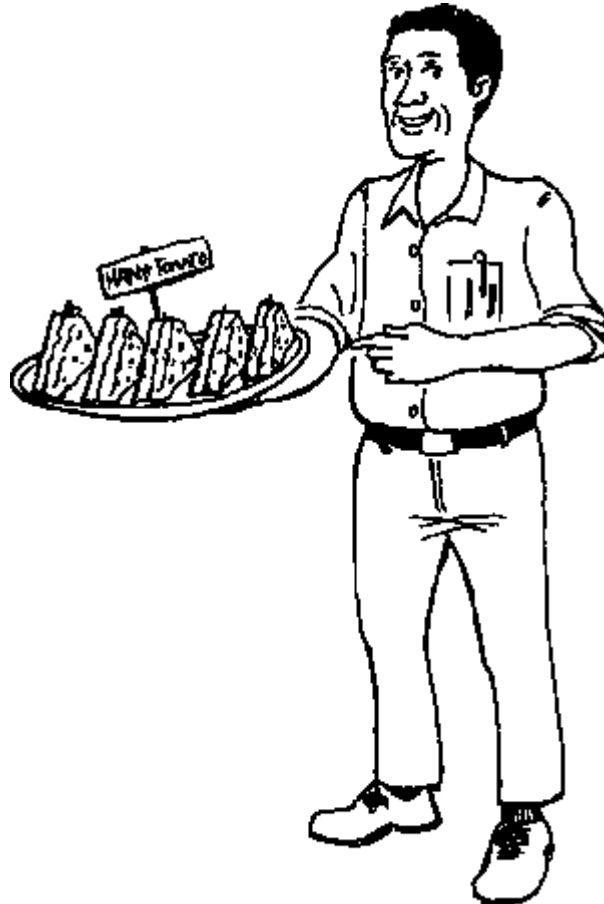
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NELL AND SHAPIRO CC (1998) Adding Value: A Formative Case Study of the Traditional Apprenticeship Programme (TAP) of the Informal Sector Training and Resources Network (ISTARN), Masvingo Province, Zimbabwe. Prepared for ISTARN, Zimbabwe.



This manual describes what a Traditional Apprenticeship Programme (TAP) is and what is needed to set one up. It provides information and explanations that should enable decisions makers to decide whether or not a TAP is appropriate in their context.

It is designed for development practitioners and decision makers in organisations such as training colleges, vocational training centres, business associations, non-governmental organisations (NGO's) and private training institutions.

By reading this manual interested institutions and organisations should be able to assess their capacity and suitability to start similar technical training programmes for the informal sector.

If an institution or organisation should decide to go ahead and implement a TAP then it should study the complimentary second manual entitled 'How to set up and run a TAP'.