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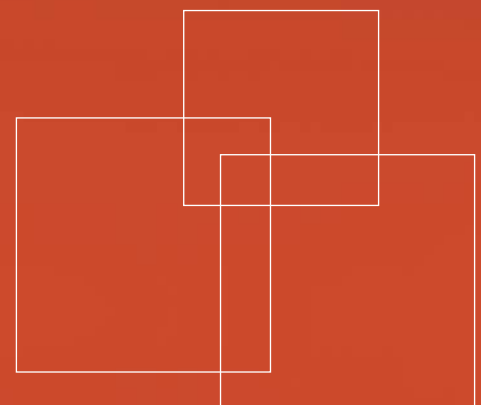
International
Training
Centre



Study on the reintegration of children formerly associated with armed forces and groups through informal apprenticeship

Case studies of
Korhogo (Ivory Coast) and
Bunia (Democratic Republic of Congo)

Skills and Employability Department (EMP/SKILLS)
International Programme on the Elimination of Child Labour (IPEC)



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with armed forces and groups through informal
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ABBREVIATIONS

ACIAR	Appui à la communication interculturelle et à l'auto promotion rurale (<i>Support for Inter cultural Communication and Rural Empowerment</i>)
ANAED	Agence nationale pour l'enfance en danger (<i>National Agency for Childhood in Danger</i>)
APEC	Association pour la Promotion de l'Enfance au Congo (<i>Association for Promotion of Childhood in the Congo</i>)
CAAFAG	Children Associated with Armed Forces and Groups
COOPI	Cooperazione Internazionale
DDR	Disarmament, demobilisation and reintegration
DRC	Democratic Republic of Congo
EMP/SKILLS	Skills and Employability Department
ICC	International Criminal Court
ILO	International Labour Office
IPEC	International Programme on the Elimination of Child Labour
NGO	Non Governmental Organisation
RECOPE	Réseaux communautaires pour la protection de l'Enfant (<i>Community Networks for the Protection of Children</i>)
VTF	Victims Trust Fund (of the International Criminal Court)
WFP	World Food Programme

Introduction

Today, tens of thousands of children, both girls and boys, are involved in adult wars in Africa and worldwide. They serve not only as combatants but also in logistic support functions (such as messengers, porters, cooks and spies), or for sexual purposes.

Efforts to end child recruitment and to release children associated with the armed forces and groups (CAAFAG) have intensified over the past decade. They are accompanied by programmes designed to reintegrate children who have been released. These programmes are aimed at supporting the transition of children into civilian life and at facilitating their acceptance by their families and their communities. They target not only CAAFAG, but also other conflict-affected children in the community.

Some of these children are of working age and, rather than return to school, express the desire and need to earn a living to support themselves and their families. That is why reintegration programmes also include an economic component, which aims at providing these children the skills necessary to perform a trade and help them access wage or self-employment.

The agencies¹ that run these socio-economic reintegration programmes can enhance the professional skills of their beneficiaries through:

- formal vocational training centres (funded or accredited by the government), provided that they exist and have the capacity to provide adequate training;
- non-formal vocational training centres run by churches and affiliated organisations or NGOs;
- informal apprenticeships that take place in micro and small enterprises, which enable master craftspeople to transmit their skills to young apprentices. It is understood that apprenticeship, in accordance with the ILO Minimum Age Convention No. 138, should only concern children of 14 years or above and be conducted under the conditions prescribed by the competent authorities (Article 6).

The International Labour Office (ILO), through its International Programme on the Elimination of Child Labour (IPEC), has implemented several projects to support the economic reintegration of CAAFAG² and has made extensive use of informal apprenticeship to train beneficiaries. This type of training has proven to be appropriate considering the characteristics of reintegration programmes (in terms of duration and resources), constraints of the local environment (absence or low capacity of vocational training centres) and the characteristics of the target group (low education, lack of professional experience and behavioural problems, if any).³ The lack of information relative to the use of informal apprenticeship in other reintegration programmes for children around the world, and Africa in particular, does not permit this observation to be generalized. It is, therefore, necessary to develop a knowledge base on the issue, to determine if informal apprenticeship is an effective means of reintegrating CAAFAG and, most importantly, how and under what conditions.

It is within this context that the International Training Centre of the ILO together with IPEC⁴ conducted a study on informal apprenticeship as a means of reintegrating CAAFAG in two localities in Africa, Korhogo (Ivory Coast) and Bunia (in the Democratic Republic of Congo). It is expected that the results of this study will lead to recommendations for the design and implementation of reintegration programmes for children.⁵

1 United Nations, national and international NGOs, religious organisations, etc.

2 *Prevention and Reintegration of Children Involved in Armed Conflict: an Inter-Regional Programme*. Geographical coverage: Burundi, Colombia, Democratic Republic of Congo, Philippines, Republic of Congo, Rwanda, and Sri Lanka (core countries); Cote d'Ivoire, Liberia, Sierra Leone and Uganda (non-core countries), 2003-2007; and *Prevention of recruitment and Reintegration of Children Affected by Armed Conflict*: Burundi and Democratic Republic of Congo, 2007-2009.

3 Prevention of child recruitment and reintegration of children associated with armed forces and groups. Strategic framework for addressing the economic gap, ILO-IPEC, 2007. ListeRead phonetically

4 As part of a project funded by the European Union that sheds new light on the worst forms of post conflict work. This project includes a significant component on economic reintegration of children formerly associated with armed forces and groups (including studies, production of tools, training, interagency guidelines development).

5 The methodology used for this study does not aim to determine whether informal apprenticeship is more appropriate than other types of training (formal and non formal).

This study benefits from the expertise of the ILO Skills and Employability Department (EMP/SKILLS). It also contributes to the research this department conducts on informal apprenticeship. A guide for policy makers, ILO specialists, and skills development experts in African countries, is under development. The aim of the guidebook is to enhance understanding of apprenticeship systems in the informal economy and to guide policy makers in upgrading informal apprenticeship. The results of this study will be incorporated into the guide. EMP/SKILLS has co-funded the present study.

This report is structured into three main sections. The first sets the conceptual and methodological framework underlying the study; it also highlights its limitations. The second section describes the use of informal apprenticeship in Korhogo and Bunia within the context of economic reintegration projects for conflict-affected children. The third section attempts to assess if informal apprenticeship is an effective means of economic reintegration of CAAFAG, and seeks to identify potential impacts – positive and negative – of reintegration programmes on the local system of informal apprenticeship.

1. Conceptual and methodological framework

The objective of this study is to develop a knowledge base on reintegration through informal apprenticeship of CAAFAG, and other conflict-affected children in Africa, specifically in Korhogo (Ivory Coast) and Bunia (Ituri, Democratic Republic of Congo).

The study aims to:

- a) describe the use of informal apprenticeship as a means of vocational training in reintegration projects (including the reasons why implementing agencies choose to provide training through informal apprenticeships, how master craftspeople are identified, the contractual agreement, the duration and content of the apprenticeship, and provisions taken at the end of training);
- b) assess the effectiveness of informal apprenticeship as a means of reintegrating CAAFAG, according to three criteria:
 - at the individual level, the degree of success of socio-economic integration of CAAFAG (special consideration is given to their level of employability and social integration);
 - at the training system level, the absence of negative effects of reintegration projects on the local system of informal apprenticeship;
 - also at the training system level, the promotion of positive impacts of reintegration projects on the quality of informal apprenticeship.

1.1 Conceptual framework

1.1.1 Reintegration of children formerly associated with armed forces and groups

Understanding the issue of reintegration of CAAFAG through informal apprenticeship requires some clarification of a number of concepts.

According to the Paris Principles⁶, a *child associated with an armed force or armed group*⁷ refers to any person below 18 years of age who is or who has been recruited or used by an armed force or armed group in any capacity. This may include, but is not limited to children, boys and girls, used as fighters, cooks, porters, messengers, spies or for sexual purposes. The term does not solely refer to a child who is taking or has taken part in hostilities.

Reintegration projects for CAAFAG aim at supporting the “process through which children transition into civil society and enter meaningful roles and identities as civilians who are accepted by their families and communities in a context of local and national reconciliation. (...) This process aims to ensure that children can access their rights, including formal and non formal education, family unity, dignified livelihoods and safety from harm.”⁸ These reintegration projects for children are usually implemented by child protection agencies while UNICEF, together with the government, plays a supervisory, coordinating and sometimes funding role.

The *economic component of reintegration*, or economic (re) integration, aims at helping children of working age to acquire new skills and access employment (wage or self-employment). Skills development may include, as appropriate, vocational skills training, basic education, life skills training and/or entrepreneurship training. Support to start-up and consolidate a small business includes not only material support (sometimes called an installation kit), but also business development services (design of a business plan, access to credit, integration into business networks and other services).

6 Principles and Guidelines on Children Associated with Armed Forces or Armed Groups (Paris Principles). Paris. February 2007.

7 The “armed forces” are the national armed forces of a State. The “armed groups” are groups distinct from armed forces.

8 Paris Principles.

The Paris Principles promote an inclusive approach to reintegration, meaning that reintegration projects for CAAFAG should also benefit other conflict-affected children in the community. Within the context of this study, therefore, the concept of *beneficiaries* refers to *conflict-affected children* in the broader sense, in other words children who receive support through reintegration projects. There are two categories:

- *children released from armed forces and groups*, whether through a formal process⁹ or not¹⁰ (the term *self-demobilized children* is sometimes used in this case);
- *other conflict-affected children* (children at risk of recruitment, orphans, girl mothers, children with disabilities, children living with HIV or AIDS and other vulnerable children).

The minimum age for economic reintegration project beneficiaries is defined by the national legislation of the country concerned and may vary between 14 and 16. These projects primarily target children (defined as anyone under the age of 18), but sometimes include young adults, especially CAAFAG released before reaching the age of 18 without having benefitted from reintegration assistance before reaching adulthood.

1.1.2 Informal apprenticeship

Informal apprenticeship constitutes a training system in the informal economy, and is embedded in social norms, i.e. rules and traditions that a society shares. Individuals participating in the system, namely master craftspeople acting as trainers, and apprentices as learners, adhere to these rules; the social arrangement that binds them is thus mutually beneficial.

The informal apprenticeship system is based on an apprenticeship contract between the master craftsman and the apprentice. In most cases, the contract is verbal, but it establishes the rights and obligations of both parties as if it were written. It includes the trainer's obligation to transmit all the skills of the trade to the apprentice, and the apprentice's obligation to work in the master craftsman's workshop and contribute to workshop productivity. By the end of the training, the apprentice will have acquired skills that will be recognized not only by the trainer but also by other community craftspeople. The network of clients and other professionals established during the apprentice's training will help apprentices to open workshops of their own or to find employment.

According to reports from Africa and Asia, informal apprenticeship represents approximately 80-90% of all vocational training in urban and semi-urban areas. All other types of training (formal and non formal) are secondary.

The system of informal apprenticeship also has weaknesses in terms of decent work, however. It is not unusual for trained children to be under 14 years old.¹¹ In addition to this, apprentices, including 14 to 17 year-olds, are too often engaged in hazardous work.¹² In many countries therefore, informal apprenticeship is often associated with child labour. One should, nevertheless, be cautious before generalizing these findings. The incidence of child labour in informal apprenticeships depends on many factors, such as locality or trade. There are also other problems that make it difficult to find decent work, such as health and workplace safety, working hours and more.

As informal apprenticeship is the dominant means of acquiring skills in most developing countries, economic reintegration projects regularly use it to train beneficiaries over 14. In doing so it is essential to identify systemic weaknesses and remedy them.

Lastly, external intervention, such as the reintegration of children affected by armed conflict, and sponsored by reintegration projects, may modify or even overturn established rules in informal apprenticeship. This may happen as it involves a number of stakeholders, different interests (depending on the stakeholders involved) and, especially as external financial resources are far greater than those traditionally used in the context of informal apprenticeship.

9 In some contexts, children are released through a disarmament, demobilization and reintegration programme. In other contexts, they are released following a process of negotiation, identification and verification and are handed over to child protection agencies to be reintegrated into their families and communities.

10 For example when they have escaped or been released by an armed group or when the group has been dissolved.

11 The minimum age for apprenticeship according to ILO Convention No. 138. A study by the ILO in Tanzania in 2008, however, only identified five out of the 371 apprentices surveyed as having begun informal apprenticeship before the age of 14. (Nübler et al., 2009).

12 The involvement of children (under 18) in work which is hazardous by its nature or in the circumstances in which it is carried-out is one of the worst forms of child labour.

1.2 Methodological framework

1.2.1 Reference methodology

This study is based on the rapid assessment methodology developed by the ILO and UNICEF.¹³ It is innovative in that it involves multiple research strategies. It is a fast and efficient way of collecting extensive information about an issue or about a relatively small population in order to obtain a new, in-depth vision of a given reality. The information thus obtained can be the basis for the design of strategies oriented towards action and implementation of policy initiatives.

Rapid assessment is usually presented as a primarily qualitative methodology as it uses observation and interviews as research tools, without going through a long period of anthropological research. It often includes quantitative data, however, and can produce comparative results. The relative proportion of qualitative and quantitative information collected depends on researcher priorities and on the available research opportunities.

The methodology has some limitations. Rapid assessments are applied to small target populations in small geographic areas, and their results may not be generalized to other populations of a target group. The information obtained may only be applied with certainty to the population, and environments studied.

In addition, rapid assessments depend significantly on observation and interviews. This carries a potential bias linked to the perceptions of respondents as these can affect the results. By considering this risk however, researchers can help reduce this bias.

1.2.2 Areas surveyed

This study covers the cities of Korhogo, capital of the Savannah region of the Ivory Coast, and Bunia, capital of Ituri in the Democratic Republic of Congo.

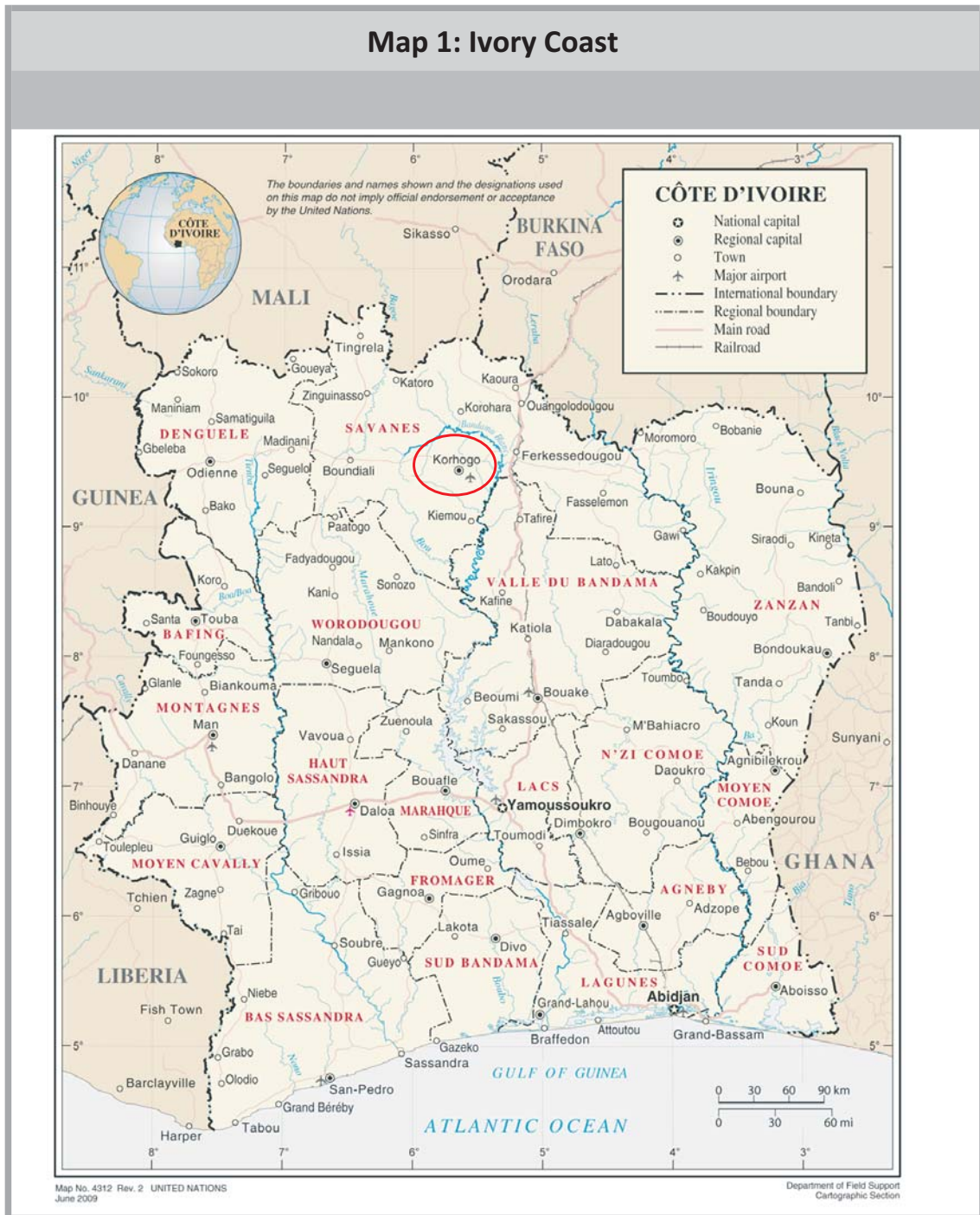
Two main factors contributed to the choice of these two localities. Both are local economies that are based, to varying degrees, on a system of informal apprenticeship training. Both Korhogo and Bunia are cities in a post-conflict situation in which reintegration projects for children affected by armed conflict are ongoing. The fact that these are two francophone areas has proven an asset to the conduct of the study.

¹³ ILO and UNICEF. Manual on Child Labour Rapid Assessment Methodology, Statistical Information and Monitoring Programme on Child Labour (SIMPOC), Geneva 2005.

Korhogo

Located to the north of the Ivory Coast, and capital of the Savannah region, bordering Mali and Burkina Faso, the city of Korhogo with a population of over 200,000 in 2010, was taken on September 19, 2002 by the troops of the Patriotic Movement of the Ivory Coast, a group opposed to President Laurent Gbagbo. Despite the 2003 cease-fire, Korhogo has remained unstable and subject to the actions of rival factions of the *Forces Nouvelles*. Since the reunification of the country under the control of the UN peacekeeping mission, socio-professional reintegration projects for children formerly associated with armed forces and groups have emerged.

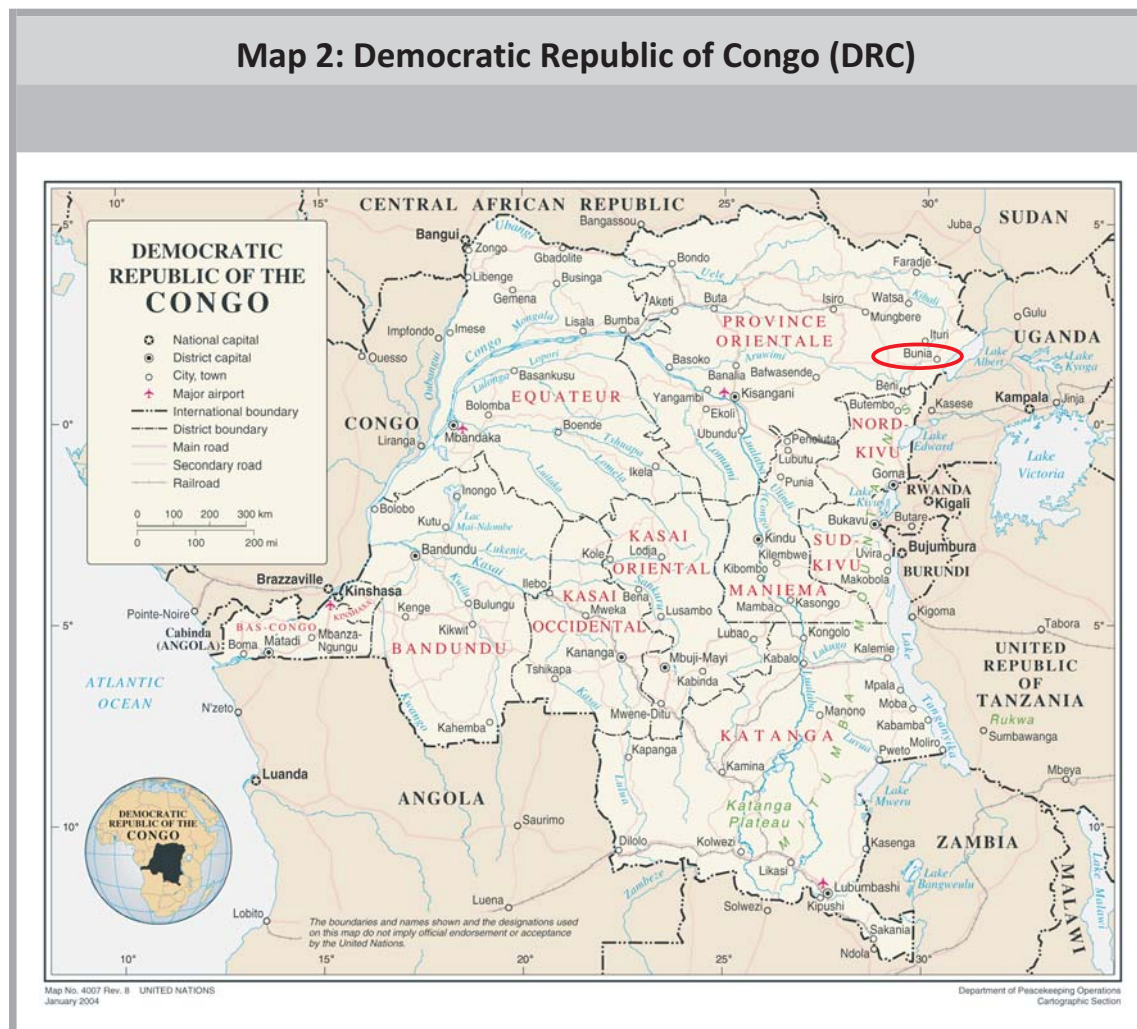
Map 1: Ivory Coast



Bunia

The main town of the Ituri district, Bunia, is located in the north-eastern DRC, near the border with Uganda. Ituri has been plagued by armed conflict since 1999. This conflict, carried out against a backdrop of ethnic violence, has also been fuelled by competition for control of natural resources. The military intervention of the European Union and of the United Nations peacekeeping force, MONUC in 2003, helped end the bloody conflict that caused numerous casualties and massive population displacement. The situation has remained tense, up until today. Thousands of ex-combatants, including a large number of children, have been demobilized through the national disarmament, demobilization and reintegration programme (DDR).

Map 2: Democratic Republic of Congo (DRC)



1.2.3 Persons surveyed

The survey was conducted in two phases: from 7 to 21 December, 2009 in Korhogo, and from 25 January to February 8, 2010 in Bunia.

Four categories of respondents were interviewed: (i) representatives of organizations involved in reintegration projects for children, (ii) master craftspeople, (iii) apprentices and (iv) graduate apprentices.

- (i) The organisations involved in reintegration projects for children are: the National DDR Commissions (focal point for the children), UNICEF, NGOs that have implemented projects (Save the Children and ANAED in Korhogo and Save the Children, COOPI, Victims Trust Fund (of the International Criminal Court), and ACIAR in Bunia) and other organizations that have collaborated on projects such as local craftspeople associations.

These organizations were contacted in order to obtain information on reintegration projects for children, particularly regarding the use of informal apprenticeship as a means of training. They also gave the research team lists of master craftspeople associated with the projects and of beneficiaries who had been placed in apprenticeships; these constituted the basis on which the respondent selection was made.

- (ii) Two classes of craftspeople were involved in the study: master craftspeople associated with reintegration projects for children (in the workshop where project beneficiaries had been placed as apprentices) and master craftspeople that were not associated with these projects (whose apprentices were community children following conventional apprenticeships).

The master craftspeople belonging to the first category were surveyed to gather information on the progress of apprenticeship and on any differences between the apprenticeship of reintegration project beneficiaries and others. The master craftspeople surveyed were randomly selected from the lists provided by the implementing agencies.

The master craftspeople of the second category were surveyed to highlight the potential positive or negative effects of reintegration projects on the local system of informal apprenticeship. They were randomly selected among master craftspeople from the community performing the same jobs as those of master craftspeople involved in the projects.

- (iii) Three categories of apprentices were involved in the study. The first two categories include children in apprenticeships in workshops associated with reintegration projects.¹⁴ Some of these children had been associated with armed forces and armed groups and were, at the time of the survey, beneficiaries of reintegration projects (first group); while the second category was doing conventional apprenticeships in the same workshops. The information gathered from the latter complements those provided by the former. These were then compared in order to identify potential effects of intervention on the informal apprenticeship system in place.

The third category concerned apprentices who had completed their apprenticeships in a workshop that was not associated with a reintegration project. These children were surveyed to provide points of comparison between apprenticeship conditions where a master craftsman was involved in a project, and those where they were not.

All interviewed apprentices belonged to workshops where the master craftsman was also interviewed. Apprentices were randomly selected within the workshop.

- (iv) The last category of respondents was composed of young people (all having been associated with armed forces and armed groups) who had completed an apprenticeship, which was sponsored by a reintegration project. These were surveyed to obtain information on the effectiveness of informal apprenticeships and the degree of success relating to economic reintegration. According to the survey methodology, these graduate apprentices were to be randomly selected from lists provided by the project implementing agencies.

14 The methodology used did not foresee conducting a survey of the second group of beneficiaries (other children affected by armed conflict; see section 1.1). All of the project beneficiaries surveyed had to be CAAFAG.

For the purpose of convenience, the table below summarises the various categories of respondents and how they will be referred to in this report.

Type of workshop	Master craftspeople	Apprentices		Ex CAAFAG - apprentices (former beneficiaries of reintegration projects)
		CAAFAG apprentices (project beneficiaries)	non-CAAFAG apprentices (non-beneficiaries of the projects)	
“Project” workshop where project beneficiaries were placed as apprentices in conditions that may possibly differ from those normally applied	“project” master craftspeople	CAAFAG “project” apprentices	Non-CAAFAG “project” apprentices	
“Control” workshops that were not associated with reintegration projects for children, and where apprentices were community children following their apprenticeships in the usual manner	“control” master craftspeople		Non-CAAFAG “control” apprentices	
Outside a workshop				Graduate CAAFAG “project” apprentices

In total, the research team individually surveyed 99 people: 68 in Korhogo (18 females) and 31 in Bunia (9 females). The following table shows the number of master craftspeople, apprentices and graduate apprentices surveyed by category, gender and the location.

	Korhogo			Bunia			Together		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
“Project” master craftspeople	10	3	13	4	2	6	14	5	19
“Control” master craftspeople	9	1	10	10	0	10	19	1	20
Total master craftspeople	19	4	23	14	2	16	33	6	39
CAAFAG “Project” apprentices	12	8	20	1	5	6	13	13	26
Non-CAAFAG “Project” apprentices	7	3	10	0	0	0	7	3	10
Non-CAAFAG “control” apprentices	7	3	10	7	2	9	14	5	19
Total apprentices	26	14	40	8	7	15	34	21	55
Graduate CAAFAG “Project” apprentices	5	0	5	0	0	0	5	0	5
Total number of people interviewed	50	18	68	22	9	31	72	27	99

In addition to these interviews, three focus group discussions were organized in Korhogo: the first with eight CAAFAG who had completed their training as part of a project; the second with local NGO child protection network leaders of local NGOs who were not directly associated with reintegration projects, and the third with two master craftspeople, one not associated with the projects and one who was.

In Bunia, three focus group discussions were organised: the first with three “Project” master craftspeople, the second with a project supervisor and a local NGO official, and the third with three field workers from NGOs.

It is interesting to note that none of the 20 Korhogo CAAFAG “project” apprentices acknowledged having been associated with armed forces or armed groups. According to Save the Children and its local partner, the ANAED, this is because the association of children with armed forces and groups is a sensitive issue in Korhogo and the children have been made aware of this.

1.2.4 Tools developed and used for data collection

Two sets of interview guidelines were developed: The first – for interviews with organizations involved in reintegration projects – concerns the use of informal apprenticeship and lessons learned. The second – for interviews with graduate apprentices - focuses on the support received as part of the reintegration project as well as on the employability and social integration of the person.

In addition to the above, two structured questionnaires were developed. The first - for master craftspeople - collected general information about each master craftsman as well as information about the apprenticeship process. It includes specific questions relating to CAAFAG.

The second questionnaire was for apprentices. It has three sections that cover all the children surveyed: (i) general information, (ii) education / training, and (iii) general apprenticeship conditions. A fourth section is dedicated exclusively to CAAFAG and the social dimension of informal apprenticeship.

The questionnaires and interview guides are appended to the report (Annexes 1-4).

The research team also surveyed the workplace, the master craftspeople and the apprentices.

1.2.5 Ethical considerations

The importance of the children's point of view regarding activities that concern or affect them is one of the key principles of the UN Convention on the Rights of the Child (1989) which stipulates in Article 12 that: *"children have the right to participate in making decisions that affect their lives."*

This research complies with this principle and considers children as direct informants, who are well placed to describe their lives and work, and to suggest recommendations and proposals to improve their situation, rather than merely as passive partners.

The approach requires, however, that a number of precautions be taken to protect the children, so four sets of measures were designed for this purpose: (i) child consent was required; (ii) the child had the right to remain silent; (iii) the child had the right to speak; (iv) information obtained was confidential.

With regard to the child's consent to participate in the study, it was subject to a proper understanding by the child of the study's objectives, methods and expected results. The researcher was obliged, therefore, to explain the basic ideas and research framework; furthermore, it clearly specified each child's name and address, as well as those of the institution involved in the study, namely the ILO.

Moreover, children were fully informed as to the use that might be made of any photo taken of them, and of the potential transcription of their personal histories into case studies. Regarding the child's right to remain silent, researchers were obliged to remind each child of his/her right to abstain from participating in the research, and to respect the child's right to remain silent on matters deemed sensitive.

Regarding the obligation to listen to children, researchers paid great attention to the problems and concerns raised by each child, even if these did not directly concern the study. Researchers did all they could to maintain a positive and neutral attitude, by not outwardly reacting with strong emotion to the children's statements.

Lastly, in order to comply with the confidentiality measures, information collected was subject to the same confidentiality provisions as those provided by adults, which guarantee the anonymity of respondents. Additionally, and to further protect the children, interviews were conducted in a relatively safe environment in order to prevent outside people from interfering when a child wished to address certain issues in private.

1.3 Limitations of the survey

1.3.1 Fewer respondents than originally planned

It was initially planned that the survey would involve, in each of the two localities:

- 30 master craftspeople (20 “project” and 10 “control” master craftspeople),
- 40 apprentices (20 CAAFAG “project” apprentices, 10 non-CAAFAG “project” apprentices and 10 non-CAAFAG “control” apprentices)
- as well as five youth who had completed their apprenticeships.

The table below compares the actual number of respondents to the number originally planned.

	Korhogo		Bunia		Total	
	Planned	Surveyed	Planned	Surveyed	Planned	Surveyed
“Project” master craftspeople	20	13	20	6	40	19
“Control” master craftspeople	10	10	10	10	20	20
Total master craftspeople	30	23	30	16	60	39
CAAFAG “project” apprentices	20	20	20	6	40	26
Non-CAAFAG “project” apprentices	10	10	10	0	20	10
Non-CAAFAG “control” apprentices	10	10	10	9	20	19
Total apprentices	40	40	40	15	80	55
Graduate CAAFAG “project” apprentices	5	5	5	0	10	5
Total number of people interviewed	75	68	75	31	150	99

A total of 39 master craftspeople were surveyed for 55 apprentices. These numbers fell far short from those projected, particularly with regard to Bunia, due to a number of difficulties encountered.

In Korhogo, as mentioned in the table above, the research team was only able to investigate 13 “project” master craftspeople, this being the total number of master craftspeople involved in the child reintegration projects in this city. The number of “control” master craftspeople and apprentices has been reached thanks to the city’s tradition of informal apprenticeship; the same applied to graduate apprentices.

In Bunia, the survey took place shortly before most reintegration projects closed. Most of the beneficiaries of these projects had completed their apprenticeships. It was therefore particularly difficult to pair master craftspeople with apprentices involved in reintegration projects. The research team interviewed three of the four master craftspeople still associated with reintegration projects in Bunia Centre, and three

beneficiary apprentices. It then proved necessary to move beyond the original framework of the investigation and to conduct the surveys outside Bunia Centre. The research team, abiding to the very strict security measures, conducted two interviews (a master craftsman and an apprentice) in Gety, then four interviews (two master craftspeople and two apprentices) in Aveba. The team was also able to identify and interview a dozen “control” master craftspeople with their apprentices, but were unable to find graduate apprentices as they were dispersed and in some cases had left Bunia.

Given the small number of people surveyed, the quantitative figures should be interpreted with caution and the drawing of general conclusions should be avoided.

1.3.2 Interference between informal apprenticeship and non-formal vocational training

Some interference between informal apprenticeship and training in non-formal vocational training centres was observed when the economic reintegration projects were examined.

In Korhogo, the graduate CAAFAG apprentices surveyed were first trained in welding and carpentry, in the non-formal LOMANA training centre managed by ANAED (the agency responsible for the implementation of the reintegration project), and then placed with master craftspeople for specialised training.¹⁵ This did not apply to CAAFAG “project” apprentice who were exclusively trained through informal apprenticeship.

In Bunia, the beneficiaries of the COOPI project (one of the implementing agencies) were not actually trained through informal apprenticeships, even though their vocational training had been provided by master craftspeople (see Box 1).

Box 1:

Creation of new workshops (COOPI- Cooperazione Internazionale- in Bunia)

In Bunia, COOPI has established and equipped new workshops and hired craftspeople to train children. This approach stems from the difficulty in finding established craftspeople able to train apprentices (in a context where traditional crafts are not well developed and where most have been devastated by war). In addition, the project faced the challenge of training a very large number of children in a relatively short period.

COOPI, in accordance with the protocol by which it was bound to its local NGO partners, made premises available to the NGOs (rent, electricity, water), who then contracted master craftspeople. These full time and paid craftspeople made a needs-list, which the NGO partners then transmitted to COOPI so that COOPI might ensure the purchase and provision of training material for the workshops. After training, the aforementioned protocol required that 75% of the material be returned to the local NGOs and the remaining 25% to the COOPI warehouse.

The learning phase of coaching and initiation to socio-economic activities was handled using a “learning and production” approach. All revenue generated by these activities was co-administered daily by the NGO and a representative for the beneficiaries, under the supervision of COOPI. 40% of the revenue went to the NGO for self-financing and 60% was allotted for payment of apprentices at the end of their training.

Details on how these workshops function will be provided later in this study.

Under these circumstances it is difficult to speak of informal apprenticeship since framework conditions changed and beneficiaries have been trained in whole or in part through non-formal training. This only partially affects the study however, as it concerns only three CAAFAG “project” apprentices out of a total of 26 respondents (those from the Bunia COOPI) and the five CAAFAG “project” ex-apprentices from Korhogo.

15 The five ex-apprentices surveyed were beneficiaries of the first ANAED project, part of which UNICEF sponsored the LOMANA centre for training in a number of crafts. In the case of the second project, LOMANA did not provide training in carpentry. Children who chose other crafts were trained through informal apprenticeship.

2. The use of informal apprenticeship by reintegration projects in Korhogo and Bunia

2.1 General Background

1.2.5 Korhogo and Bunia, contrasting conditions

Korhogo and Bunia find themselves in two diametrically opposed situations: on the one hand there is the northern Ivory Coast city of Korhogo, which was only used as a rear base for the rebellion and was, therefore, little affected by the fighting; its production capacity remained almost intact. Bunia, on the other hand, a town located on the Congolese border with Uganda was highly affected by armed conflict; conditions of security remain extremely precarious. Both cities also differ in their use of informal apprenticeship training.

Korhogo a city rooted in craftpersonship

In Korhogo, the traditional apprenticeship system was based on caste specialization (such as those of blacksmiths or “*griots*” (oral tradition historians). The transmission of knowledge, know-how and life skills is reflected in the perpetuation of these castes through the “fostering” of children by master craftspeople, who are responsible for transforming them into men who will be capable of durably integrating into the community and of fulfilling a social role. In this framework, training in a trade usually takes place in a family setting and, even today, there are local clusters of specialisation in Korhogo, such as Waraniéné and Kapélé art craft villages or shea butter production in Natio. In 1998 a study by the Institute of Research and Development counted 1,200 apprentices in Korhogo engaged in informal training activities and 5,400 apprentices and domestic staff who were paid little or nothing to work in modern, small and medium size companies.

In Korhogo, since 1994, there has been a Chamber of Trade, which provides monitoring, coordination and information for craftspeople, and acts as an intermediary between the craftspeople and the various local administrative authorities.¹⁶ In 1998, there were 2,527 members, independent craftspeople spread throughout the four departments of the Savannah region.

Bunia or the “curse of gold”

The town of Bunia, on the other hand, seems to have been struck by some sort of curse due to its wealth. Indeed, the proximity of the Mongbwalu gold mine appears to have encouraged people’s hope of enrichment (related to this one mine); little value is placed on any other type of work. It should also be noted that the green pastures of Mont Bleu, which have led to the development of income-generating activities related to agriculture and small livestock has provided for the bulk of people’s needs. Of equal importance are the province’s waters abundant in fishstock, including those of Lake Albert. Since the conflict Bunia has benefited from commerce, which has taken off owing to the financial windfall that has come about due to the presence of UN organizations.

In this context, the few craftspeople in the city have often come from afar (for example North Kivu). They come in the hope of finding employment in the reconstruction of the city and district. These craftspeople have nothing but their expertise and a few tools, but no workshops, and therefore no ability to host and train apprentices.

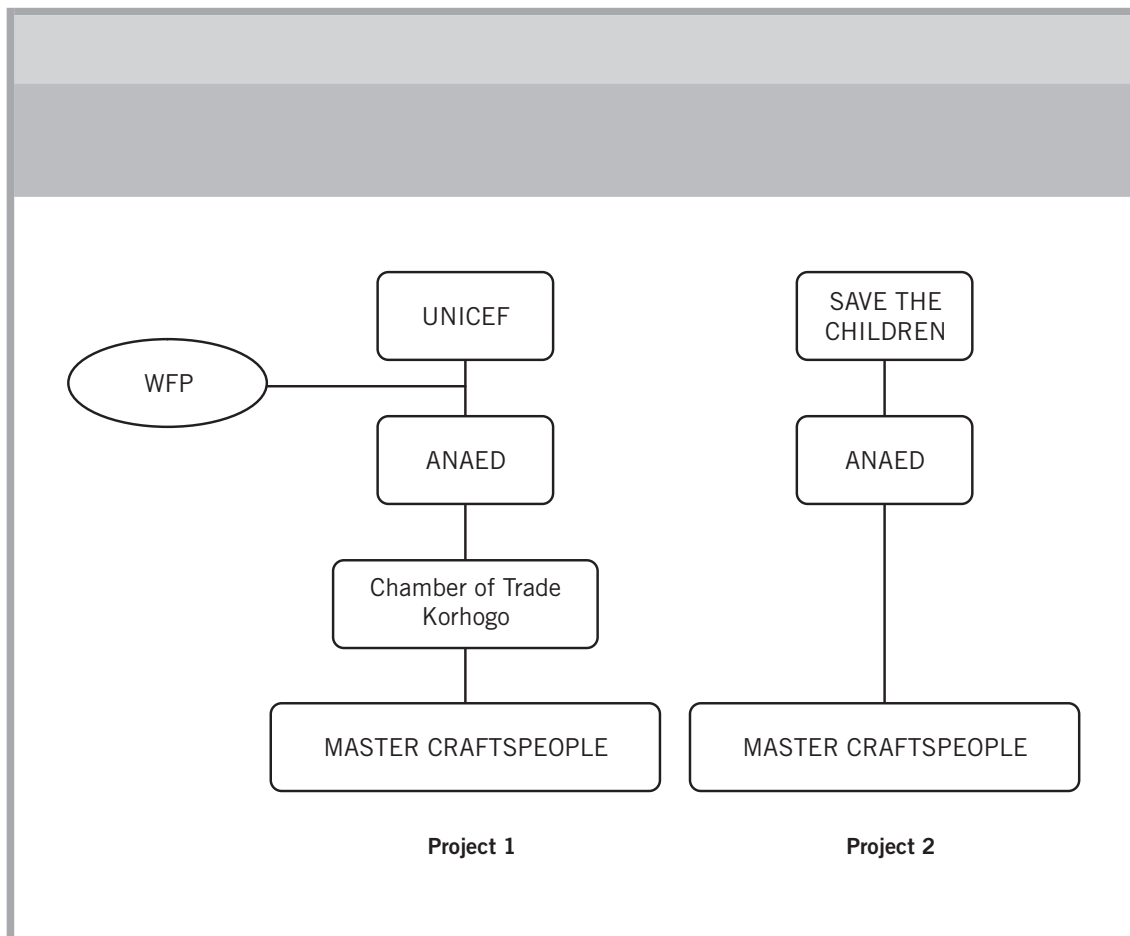
In Bunia, there is no Chamber of Trade or other business entities of this type (such as craft associations).

¹⁶ Financed by contributions from craftspeople, on the one hand, and with a small amount provided by the State, the Chambers of Trade have the main role in organizing small employers who are part of the county’s departmental professional organizations.

2.1.2 The reintegration projects for conflict-affected children in Korhogo and Bunia

In Korhogo and surroundings

In Korhogo, two economic reintegration projects have succeeded, to the benefit of CAAFAG¹⁷ and other conflict-affected children. The first was a UNICEF project and the second one led by Save the Children. For both projects, only one contractor was selected: the National Association of Child Welfare in danger, ANAED.¹⁸



¹⁷ It is worth noting that in Korhogo CAAFAG are designated as « self-demobilized children ». However, in the present report, they will be referred to as CAAFAG (without specifying the manner in which they were released), to avoid confusion.

¹⁸ ANAED has a “LOMANA” socio professional centre that is able to offer training in carpentry, BATIK-dyeing, agro pastoral activities, metal construction and fencing; it also oversees a counselling centre in downtown Korhogo where alphabetisation is provided.

Within the framework of the UNICEF project, ANAED supported 225 children between 2006 and 2008; a quarter of them were girls. Two thirds of these children were CAAFAG while the remaining third was composed of other conflict-affected children. Nearly 200 children were trained to practice a trade; the rest attended school.

As part of the Save the Children project, ANAED supported the economic reintegration of 108 CAAFAG and other conflict-affected children, between June 2008 and May 2009. One group of children was in Ferkessedougou (41) and another in Korhogo (67). These children were trained for eight trades¹⁹ (in the LOMANA centre for woodworking and through informal apprenticeships for other sectors). Annex 5 shows the distribution of project beneficiaries by gender and trade.

The study focused on both the beneficiaries of the UNICEF project (the five graduate apprentices) and the master craftspeople and apprentices involved in the Save the Children project in Korhogo (in the workshops of the "project" master craftspeople).

It is interesting to note that the research team found that CAAFAG continued to be trained by the master craftsman with whom they had been placed by the ANAED, even though the reintegration project had been completed.

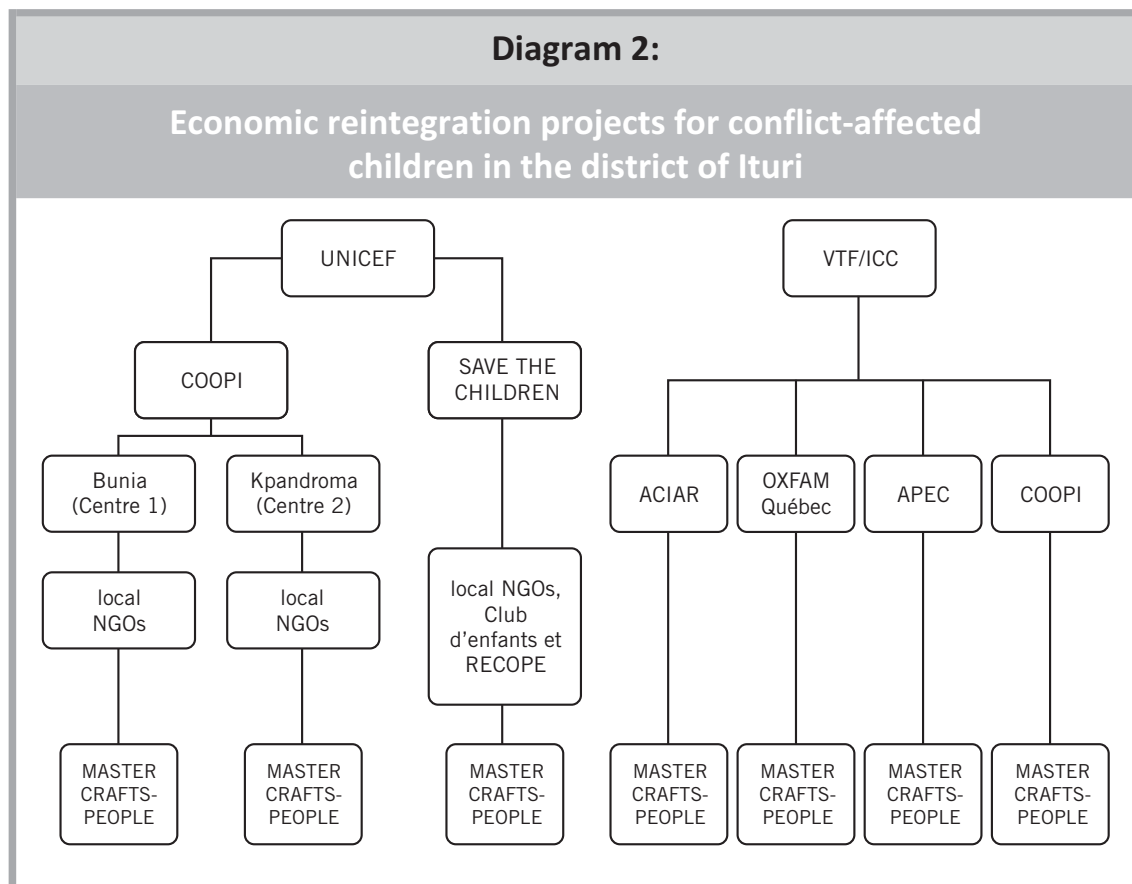
In Bunia and Ituri

In Ituri, the economic reintegration projects for CAAFAG and other children affected by conflict were initiated by UNICEF and by the International Criminal Court (ICC), through its Victims Trust Fund (VTF). UNICEF projects have been implemented by the NGO COOPI (Cooperazione Internazionale) on the one hand, and by Save the Children on the other. The main contractors for VTF/ICC projects are ACIAR (intercultural communication support and rural self-promotion), Oxfam Quebec, APEC (Association for the Advancement of Children in Congo) and COOPI. These NGOs are in turn supported by a wide network of local partners. Save the Children has, for example, worked with five partner NGOs,²⁰ ten Community Networks for the Protection of Children (RECOPE) and eight children's clubs. As for COOPI, it has opened two large rehabilitation centres²¹ and worked with a set of 16 local NGOs who are responsible for the management of master craftspeople.

19 The Save the Children project for the economic reintegration of self-demobilized children in Korhogo was based on the one set up by ANAED with the UNICEF; a number of modifications were made however. For example, in order to overcome the difficulties arising between master craftsman and the Chamber of Trade in the UNICEF project, the latter was not contacted. The master craftspeople who took part in the UNICEF project were directly contacted by ANAED who paid their training fees. And although the leaders of the Chamber were not involved, this did not affect the project as the President of the Chamber was also a Board member of ANAED; skills acquired by the beneficiaries were therefore recognized. In addition, this project did not receive support from the WFP, which emphasised the beneficiaries' problems of existence, consequently training was reduced to one year.

20 TDE (*Terre des Enfants*) in the Bunia axis, AJEDEC (*Association des Jeunes pour le Développement Communautaire*) in that of Aveba, CJD (*Club des Jeunes pour le Développement*) in the Komanda axis, UPRD (*Union de la Population Rurale pour le Développement*) in that of Boga, and PRADE (*Programme Aujourd'hui et Demain pour les Enfants*) the Bunia-Shari axis.

21 Bunia includes the Bunia-Centre, Nizi, Tchomia and Kassenyi axes, and Kpandroma those of Nioka, Aruda, Fataki-Kaa and Jiba.



This study focused on the master craftspeople and apprentices involved in the COOPI (Bunia) and Save the Children (around Bunia) projects.

The COOPI experience

COOPI targeted 4,766 children within the economic component of its reintegration project in Bunia and Kpandroma. This included 4,225 CAAFAG (2587 girls and 1638 boys) and 541 other children affected by conflict (231 girls and 310 boys). In Bunia, where the COOPI project targeted exclusively girls, 1,717 (of which 1,545 were CAAFAG) were reintegrated (Annex 7).

The Save the Children project

This project concerns other localities in Ituri than Bunia. It has accomplished a number of phases and remains ongoing. Between July 2007 and August 2008, for example, Save the Children supported the economic reintegration of 633 CAAFAG and 443 other children affected by conflict. Of these 1,076 recipients, one third received support for starting income-generating activities, particularly in the fields of agriculture and animal husbandry. The other children received vocational training, mostly in dressmaking and carpentry. Annex 6 shows the distribution of project beneficiaries by gender and trade.

2.2 The choice of informal apprenticeship as a means of vocational training

Societies in a post-conflict situation are characterized by two constants:

- A physical or functional absence of state structures, especially those related to training;
- Methods of subsistence, production and training in these societies are firmly anchored to traditional and informal systems developed over many generations. In these informal systems, master craftspeople play a leading role.

In Korhogo, for example, armed conflict led to the closure of formal vocational training structures when grants have ceased and officials left the area to escape the insecurity; in some cases, buildings were looted. Some structures have re-opened but are not yet operational. In this context, ANAED had no alternative but to train the beneficiaries at its own training centre (the Lomana centre) for selected trades²² and through informal apprenticeship, in other cases. It should be noted that there is no other centre of non-formal vocational training in Korhogo.

In Bunia, the implementing agencies faced a similar situation due to the absence of formal and non formal vocational training. Training of beneficiaries through informal apprenticeships emerged as the only possible alternative. To this was added the large number of children needing training. This meant that COOPI had to create and equip new workshops where full-time master craftspeople could provide training. Save the Children placed beneficiaries with master craftspeople in existing workshops.

Overall, the economic reintegration projects examined appear to have been designed as an emergency response even though they were implemented five or six years after the conflicts had ended. As a result, they were short (usually one year maximum) and did not have sufficient means to support the creation or rehabilitation of major training facilities.

In Korhogo, as in Bunia, implementing agencies did not have the choice of the training modality. However, if formal vocational training centres had been operational, it is unlikely (as revealed by the survey results), that the beneficiaries would have filled the education requirements to integrate them, as most could not read or write (see Section 3.1 on the profile of apprentices surveyed).

Implementing agencies have also justified the choice of informal apprenticeship through their desire to continue their humanitarian work in communities. They did this in two ways: by enhancing the productive capacity of existing shops, on the one hand, and by distributing income directly to the master craftspeople, on the other.

22 It is worth noting that UNICEF backed the LOMANA centre, during the first project. This led to the creation of a number of professional craft options; almost all were discontinued when UNICEF support ceased. Today only carpentry remains.

2.3 The selection of trades

Selection of trades offered to beneficiaries by the implementing agency

All of the projects involved in the study were implemented without specific attention being paid to the labour market. Information on existing opportunities and promising sectors in the communities concerned were, therefore, not available. Without such a study, there was the possibility that young people would be trained for a limited number of trades and, therefore, inevitably encouraged toward saturated sectors.

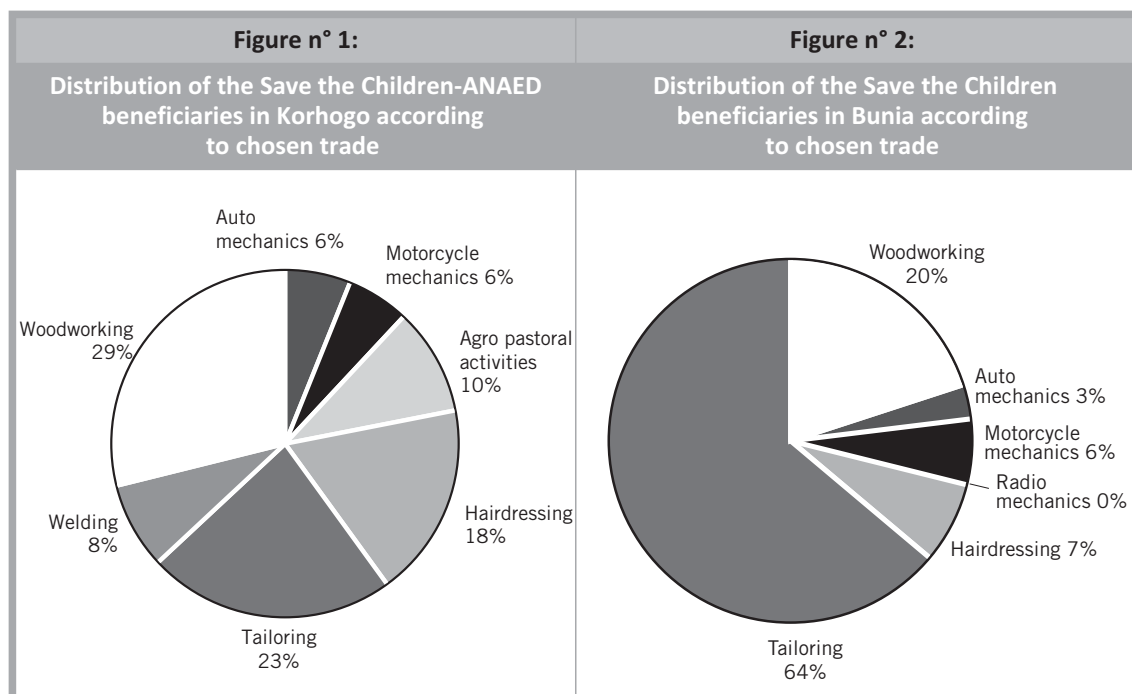
In Korhogo, the ANAED relied on the Chamber of Trade to provide a repository of trades. It seems however that this list did not always meet community needs and was based more on the capacity of workshops than on the employment capacity of the local market.

Choice of trades by beneficiaries

Beneficiaries were to choose a trade or occupation from the list given to them by the implementing agency.

Sometimes the choice of beneficiaries has taken longer, as illustrated by the COOPI approach in Bunia. On leaving the armed forces and groups, children are placed in an interim care centre where they receive psychosocial, medical and educational care (literacy and refresher education) for two or three months and an introduction to income-generating activities and crafts. During this phase, beneficiaries participate in all activities and are advised and provided with information regarding the trade or occupation they wish to be trained for, before being entrusted to the master craftspeople.

Despite local specificities, the trades most often chosen by the beneficiaries are dressmaking, carpentry and hairdressing, as seen in Figures 1 and 2, which were compiled from Save the Children databases in Korhogo and Bunia.



As the implementing agency in Korhogo had the capacity to provide sector-specific training in carpentry, beneficiaries were encouraged to learn this craft and to follow a predefined training path (non-formal training at the LOMANA centre followed by training in a master craftspeople's business). 29% of

beneficiaries, all boys, thus opted for carpentry. Girls on the other hand chose dressmaking and hairdressing.

The Save the Children project in Bunia indicated that the children's choices were heavily influenced by their parents. Dressmaking, in particular, seems very attractive because of the cost of the professional kit available at: \$100 (sewing machines \$ 80, plus about \$ 20 worth of thread). In a socio-political context of great poverty and unstable families, selling this kit (provided free of charge) at the end of the training period is a boost for the families.. It is interesting to note that this applies to both girls and boys.

The fact that the beneficiaries tend to choose from only a small number of trades indicates, on the one hand, a problem with the identification of trades and occupations proposed to children and on the other hand, a lack of career guidance. To what extent are children supported so that they may choose a profession that reflects their true aspirations and abilities? This is particularly true for girls who have all, without exception, chosen hairdressing and sewing in both localities.

2.4 The master craftspeople who are associated with the projects

2.4.1 Recruitment procedures

The implementing agencies of economic reintegration projects have used a number of methods to recruit master craftspeople.

In Bunia, Save the Children based its choice of master craftspeople on the socio-professional aspirations of the beneficiaries. The organization used its NGO partner, RECOPE and some child committees to make a rapid assessment of workshop capacities and apprentice training approaches in order to identify the most suitable master craftspeople. Save the Children then selected the master craftspeople with whom the recipients would be placed.

In Korhogo, the craftspeople were recruited through the Chamber of Trade. The Chamber chose the master craftspeople from among its own members and then made the list available to the implementing agency. As noted above in the section on trade selection, the choice of master craftspeople took place before the identification of trades and occupations to be proposed to beneficiaries, this obviously led to problems.

The case of COOPI in Bunia, is unique in that craftspeople were recruited to train apprentices in a workshop which was recently set up; this did not, admittedly, actually constitute informal apprenticeship (see limitations section of the study 1.3). COOPI initially contacted master craftspeople who needed work and had neither tools nor workshops of their own; hiring fully equipped professionals was deemed too expensive. This led to a certain degree of favouritism and to the recruitment of master craftspeople whose skills were sometimes challenged later on. The NGO decided, therefore, to have its craftspeople evaluated by industry professionals of recognized competence, six months after the beginning of their contracts. Thereafter they only continued to work with the best, or called upon master craftspeople independent from the local NGOs associated with the project.

2.4.2 Profile of master craftspeople surveyed

In the cities surveyed, the average age of master craftspeople was 36, which is relatively young. The craftspeople involved in reintegration projects appear, however, sufficiently mature to meet their training obligations. Indeed, two-thirds of them had over ten years experience. This reflects the fact that the implementing agencies prefer experienced master craftspeople.

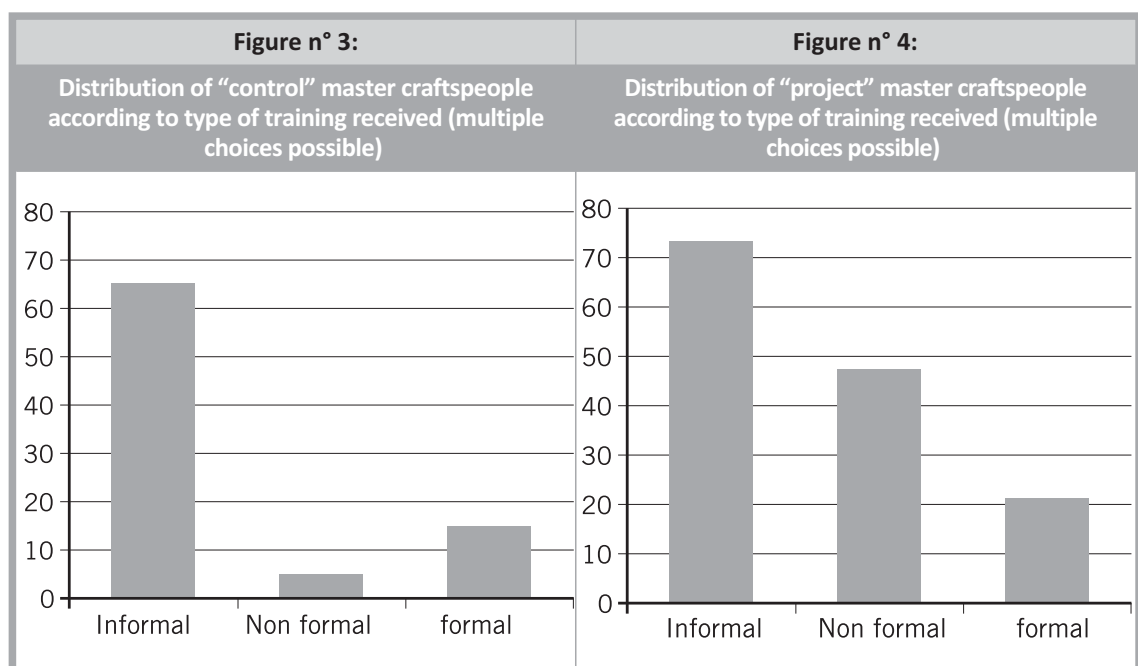
Table 4:

Distribution of master craftspeople by category and experience

Experience		Category of master craftspeople		Total
		“Control” master craftspeople	“Project” master craftspeople	
Less than 10 years	N	12	6	18
	%	60.0%	33.3%	47.4%
10-15 years	N	6	9	15
	%	30.0%	50.0%	39.5%
16 years or more	N	2	3	5
	%	10.0%	16.7%	13.2%
Total	N	20	18	38
	%	100.0%	100.0%	100.0%

Although 84.6% had some schooling, only 10% of master craftspeople had reached the final year of upper secondary education, while a third had completed the first cycle of secondary education. More than half of them had completed no more than six years of schooling (56.4% had completed primary education). It may be safely stated, therefore, that most of the master craftspeople surveyed, both those who were involved in the projects, and those who were not, had a relatively low level of education, although sufficient to train the apprentices in their care.

It is thus hardly surprising that slightly over 70% of them reproduced the system of informal apprenticeship through which they themselves had been trained by the master craftspeople to whom they had been entrusted. And even though 47.4% of the “project” master craftspeople received training in non-formal centres, it is worth noting that among these one out of every two still completed an informal apprenticeship with a master craftsman.



The fact that a much larger share of “project” master craftspeople has benefited from non-formal training than “control” master craftspeople may reflect the selection criteria used by implementing agencies.

The table below shows the occupations of the craftspeople surveyed. It should be noted that both in Korhogo and Bunia, the majority of the “project” master craftspeople were professional dressmakers.

Table 5:			
Breakdown of master craftspeople surveyed by activity			
	Master craftspeople category		Total
	“Control” master craftspeople	“Project” master craftspeople	
Korhogo			
Hairdresser	1	3	4
Metalworker	2	2	4
Sewing	2	4	6
Auto electricity	0	1	1
Auto mechanic	3	2	5
Carpenter/upholsterer	2	1	3
Total	10	13	23
Bunia			
Bricklayer	1	0	1
Embroidery /sewing	1	4	5
Hairdresser	1	0	1
Metalworker	1	0	1
Gasket manufacturing	1	0	1
Auto/motorcycle mechanics	2	0	2
Carpenter/upholsterer	3	1	4
Pastry making	0	1	1
Total	10	6	16

2.5 Contractual arrangements with the master craftspeople

The placing of reintegration project beneficiaries with master craftspeople is subject to a written contract. In Korhogo, it was an apprenticeship contract that specified the obligations of master craftspeople, apprentices and their parents (or guardians). In Bunia, on the other hand, the contract took the form of a collaborative agreement between the implementing agency (or its local partners) and each master craftsman.

The approach of implementing agencies regarding capacity building provisions, and the extending of financial benefits to master craftspeople, were fundamentally different in Bunia and Korhogo.

In Bunia, the Save the Children approach was to strengthen the capacity of production facilities, particularly in terms of support equipment and tooling. These workshops are in environments that have been profoundly affected by war and have very low production and apprentice training capacity. The master craftspeople received no financial incentive. Having assessed training workshop capacity (identified in terms of tools and experience of the master craftsman), Save the Children, after finding

satisfactory working conditions, entered into “Cooperation Agreements.” These agreements define equipment requirements or, if necessary, provide consumables requested by master craftspeople to a maximum value of approximately \$ 80 per child.²³ The chosen material is later made available to the partner workshop.

In Korhogo, where the productive capacity of master craftspeople had remained intact, the implementing agencies nevertheless opted for financial incentives. Under the first project (UNICEF), master craftspeople received the sum of 50,000 CFA (about 125 dollars) per child, for the duration of training. Under the second project led by Save the Children, master craftspeople received 25,000 CFA ²⁴ (about 62.5 dollars) per child and the equivalent of this sum in hardware (provided by ANAED).

The COOPI approach in Bunia was once again different. In COOPI, master craftspeople who were hired on a full-time basis received a monthly fee of \$ 70, for the duration of their contract, which was 10 to 20 dollars above the monthly salary of a teacher in the Congo.

2.6 Training conditions

It is important to note that none of the surveys have studied the general conditions of informal apprenticeship applied in the locality. And yet doing so would be key to understanding how training takes place in workshops that are not part of a reintegration project.

The overall learning conditions found in the agreement between the reintegration agency and the master craftspeople remain rather vague regarding child protection in the workplace. It is worth noting, for example, that one of the responsibilities of structures/individuals/communities is to “protect children against all forms of abuse / ill treatment/exploitation” (Save the Children), and yet these are never formally specified. The allusion to hazardous work is often made without reference to existing national legislation: *“I will not ask him to perform work that is beyond his physical capacity, or that does not correspond to his age, or to work for an excessive number of hours; I will never inflict corporal punishment. And I will treat him as if he were my own child.”*²⁵ In short, master craftspeople are socially responsible for the children with whom they are “entrusted”.

The contracts specify however, that the implementing agency (or its local partner) will schedule regular visits to monitor training quality. The aim of these visits is to evaluate the general conditions of training and use of equipment; if necessary, the monitoring staff may intervene to settle differences between apprentices and master craftspeople. Some implementing agencies document the follow-up of beneficiaries using standard monitoring forms.

The written contracts specify the length of the apprenticeship. They remain relatively vague regarding training content. In Korhogo, for example, in the agreement that binds the master craftspeople to the apprentice and his or her parents, craftspeople commit themselves to provide *“gradual, methodical and complete training”* that will enable the apprentice to engage in the concerned trade. Certain contracts (COOPI), on the other hand, mention the need to establish, at an early stage of training, an individual training / coaching plan.

In most cases predefined training curricula do not exist. In Bunia, however, COOPI, in the wake of the evaluation by professional master craftspeople employed in its production workshops / training (see Section 2.4.1), took steps to develop curricula. COOPI required master craftspeople under contract to hand in their pre-defined training plans. Observation by trained apprentices was used to identify the best craftspeople and therefore, the best curriculum. These were validated by a panel of master craftspeople

23 This amount is, however, exceeded where disabled children are concerned. This requires supplementary means in terms of wheelchairs or tricycles.

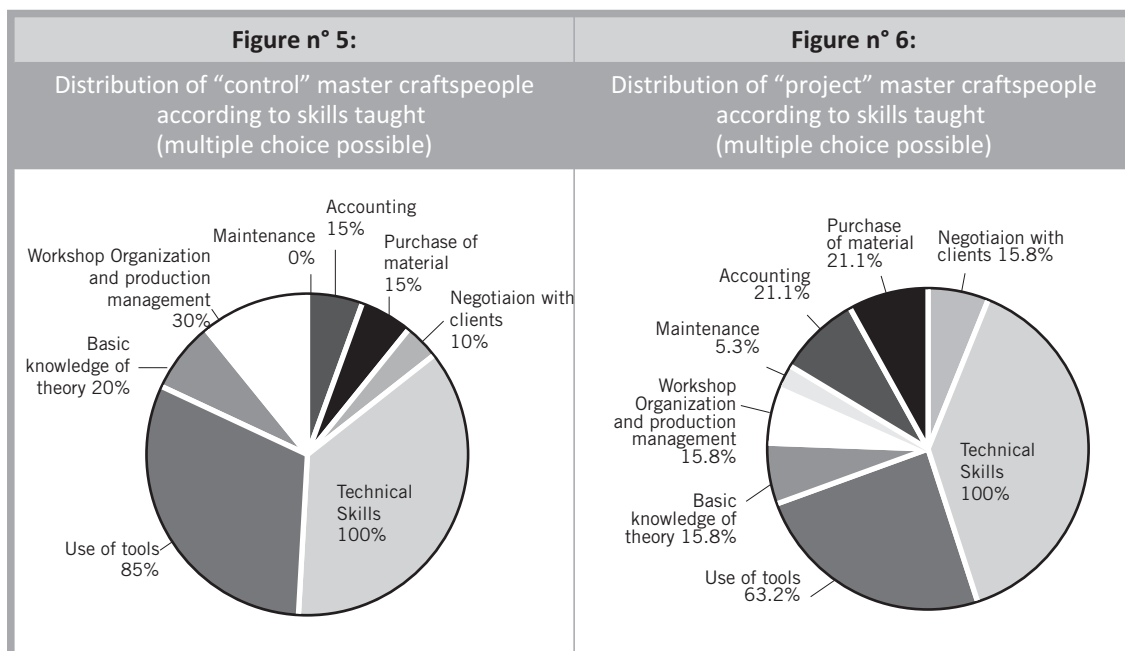
24 Even though less than the compensation provided within the framework of the UNICEF project, the smaller amount did not lead to problems. This was almost certainly due to the fact that the money was given directly to the master craftspeople by ANAED, contrary to the UNICEF project where many of the master craftspeople certify to not having received the full sum due. In addition to this, certain master craftspeople, while arguing that their motivations are of a social nature, expect that such projects will lead to recognition of their skills.

25 Extract from an apprenticeship contract between a master craftsman, an apprentice and the parents, within the ANAED project framework.

selected by COOPI and then disseminated to all workshops. Curricula focused on four trades and income-generating activities: dressmaking, baking, hairdressing and carpentry.

The survey showed that beneficiaries primarily acquire technical skills and learn how to handle tools during their training. Less than a fifth of the master craftspeople were capable of providing basic theoretical skills (17.9%), skills to perform calculations (2.4%), or to manage production (15.4%). This is undoubtedly due to their low level of general schooling and to the way they themselves have acquired their skills.

Similarly, the development of apprentice entrepreneurial skills (those of beneficiaries as well as non-beneficiaries) is totally absent from the economic reintegration projects observed: since they are considered too young, apprentices are not involved in procurement decisions or negotiations with customers, and do not even receive training in basic accountancy (Figures 5 and 6).



All the master craftspeople surveyed believe in informal apprenticeship and the values of the traditional mode of knowledge, know-how and life skills transmission. They are convinced they must play a crucial role as educators of children in their care. This is especially true for "project" master craftspeople; 84.2% of them consider this role as "very important".

Craftspeople perception of the importance of their role of advisor/educator for apprentices		Master craftspeople category		Total
		"Control" master craftspeople	"Project" master craftspeople	
Very important	N	11	16	27
	%	55,0	84,2	69,2
Important	N	8	2	10
	%	40,0	10,5	25,6
Not communicated	N	1	1	2
	%	5,0	5,3	5,1
Total	N	20	19	39

2.7 End of training and post-training support

Measures taken for the assessment and certification of training

In Korhogo, as in Bunia, the recipients were assessed at the end of training. The terms of this assessment, however, were different from one project to another.

In Korhogo, the skills of project apprentices were assessed by teams consisting of representatives from the implementing agency and the concerned master craftsperson. Assessment was performed on two levels, theoretical and practical. The master craftsperson was also asked to assess the conduct of the recipient. Apprentices who had completed their training received a diploma from ANAED that could be converted into one issued by the local Chamber of Trade, for about 25 dollars. These diplomas, which are recognized by all the country's local Chambers of Trade, contribute to the employability of beneficiaries across the country.

In Bunia, a practical skill assessment jury was set up at the end of the training with the support of the Ministry of Youth and Sports, to issue certificates of professional competence.

Measures planned to support the beneficiaries at the beginning of their economic activity

All reintegration projects in the study included the distribution of an installation kit consisting of tools and materials to help beneficiaries start their businesses. This kit is usually individual, but in some cases collective kits have been distributed to groups of recipients who intend to exercise their activity jointly.

In the case of COOPI beneficiaries, this kit has included the revenue generated by the sale of products produced as of the third month of their training²⁶. The money thus generated is pooled and evenly shared among the beneficiaries at the end of the project. It comes as a lump sum ranging from 5 to 15 dollars. Moreover, in one of the centres, a quarter of the material due to be returned to COOPI is distributed to the beneficiaries as a form of encouragement.

26 Before the third month, products produced by apprentices are often judged of insufficient quality for sale.

3. The effectiveness of informal apprenticeship as a means of reintegration

This section examines the effectiveness of informal apprenticeship as a way of reintegrating children affected by armed conflict based on the following criteria:

- At the individual level: the extent to which CAAFAG have managed to integrate socially and economically;
- At the training system level: how well reintegration projects have managed to avoid producing negative effects on the local system of informal apprenticeship, or, on the contrary, how these projects have positively affected the quality of informal apprenticeships.

This analysis is preceded by a description of the apprentices surveyed.

3.1 General characteristics of surveyed apprentices

At the time of the interview, 34 boys and 21 girls, aged between 11 and 25 (average age was 17), were surveyed. This confirms that children under 14 (minimum age for apprenticeship according to ILO Convention No. 138) were placed in training with master craftspeople.

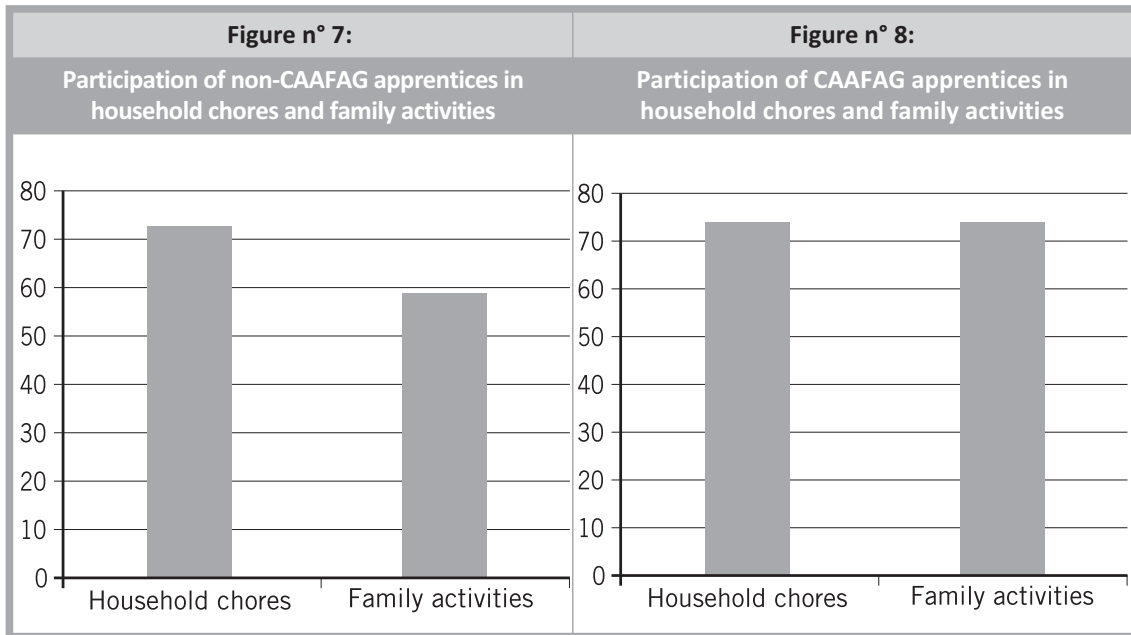
It is of concern that an 11 year-old child was surveyed in the workshop of a “control” master craftsman and the inclusion of 12 year olds in an economic reintegration project is particularly problematic.

Table 7:
Distribution of trainees surveyed by city, category, and age

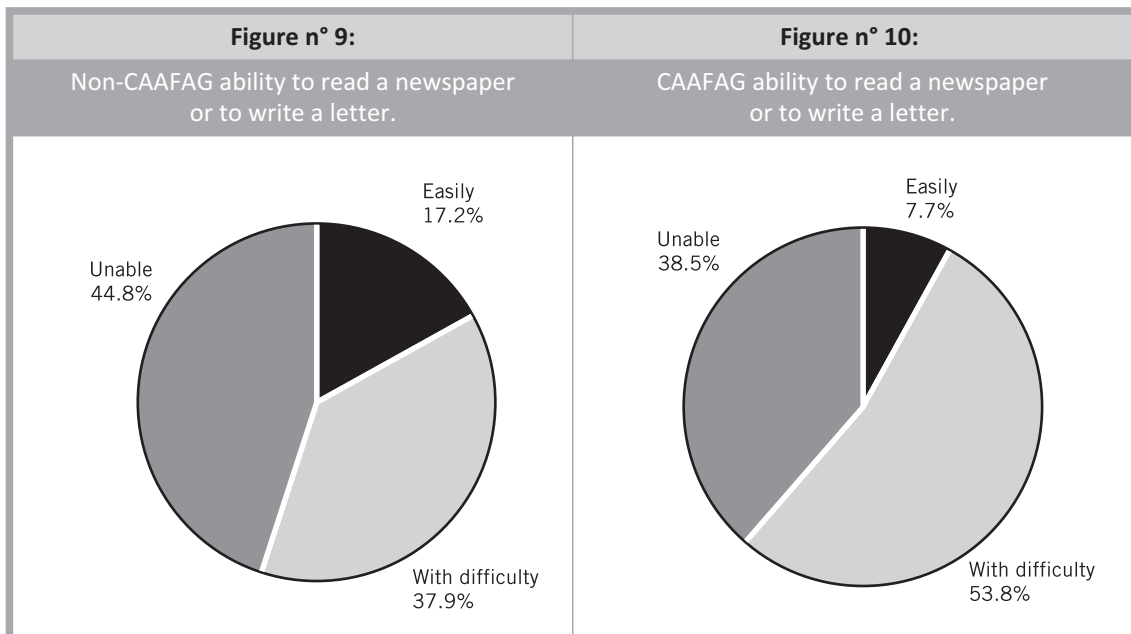
City surveyed	Age range	Category of apprentice		Total
		non-CAAFAG	CAAFAG	
Korhogo	11-13	2	2	4
	14-17	6	10	16
	18 or more	12	8	20
	Total	20	20	40
Bunia	11-13	0	1	1
	14-17	8	2	10
	18 or more	1	3	4
	Total	9	6	15

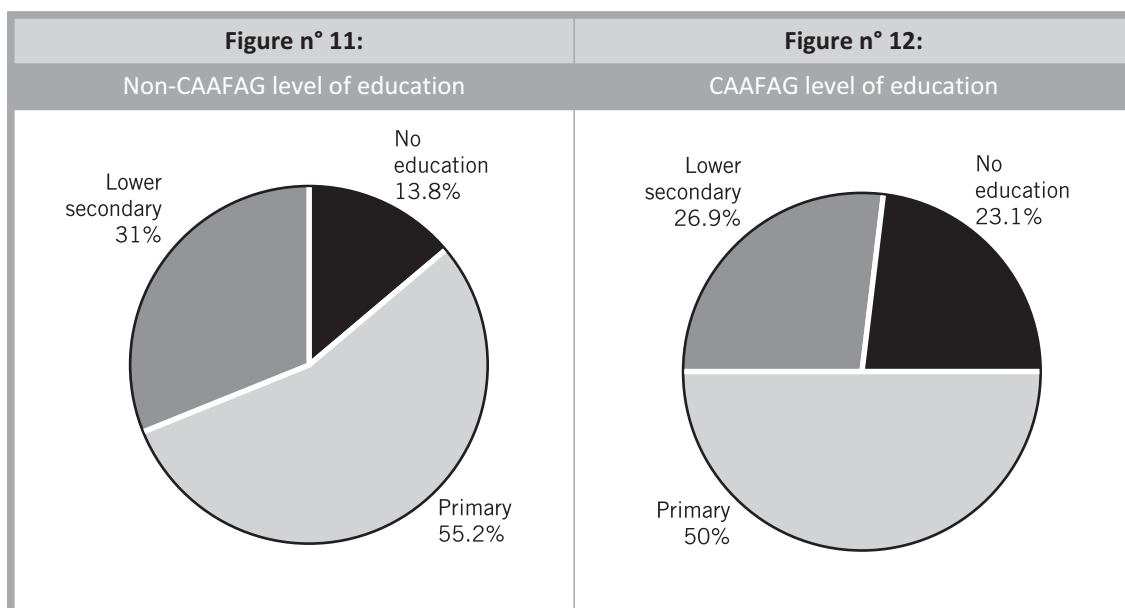
12.7 % of apprentices surveyed, although no longer living with their parents, have to take care of at least one child. Most apprentices live with their biological parents (51.7% of non-CAAFAG apprentices, 61.5% of CAAFAG) or with other relatives (37.9% of non-CAAFAG apprentices, 34.6% of CAAFAG).

Under these circumstances, it is evident that they depend materially and financially on these adults who also provide moral support. In return, 72.7% of them are partially occupied with household chores while 65.5% of them contribute to the family economic activity. Most, however, declare that this does not interfere with their training (only 28 % of CAAFAG and 13.8% of non-CAAFAG state that it bothers them).



Apprentices have a low educational level: only 12.7% said they could read a newspaper correctly or write a letter. This situation is particularly dramatic for CAAFAG; only 7.7% are able to do so, in contrast to 17.2% of non-CAAFAG apprentices. 73.1% of CAAFAG apprentices have either never attended school or have not gone beyond the primary level and only 26.9% have reached junior high school. The difference in educational attainment between non-CAAFAG and CAAFAG apprentices is not substantial.





The table below shows the occupations for which the apprentices surveyed are training and reveals that, both in Korhogo and Bunia, the majority are learning dressmaking.

Table 8:

Distribution of trainees surveyed by city, activity and category

City surveyed	Activity	Category of apprentice		Total
		non-CAAFAG	CAAFAG	
Korhogo	Hairdressing	3	6	9
	Metalworking	4	2	6
	Dressmaking	5	5	10
	Auto electricity	1	2	3
	Auto mechanic	4	3	7
	Carpentry	2	2	4
	Upholstery	1	0	1
	Total	20	20	40
Bunia	Bricklaying	1	0	1
	Metalworking	1	0	1
	Dressmaking	1	4	5
	Gasket manufacturing	1	0	1
	Auto mechanic	2	0	2
	Carpentry	2	1	3
	Pastry making	0	1	1
	Upholstery	1	0	1
Total	9	6	15	

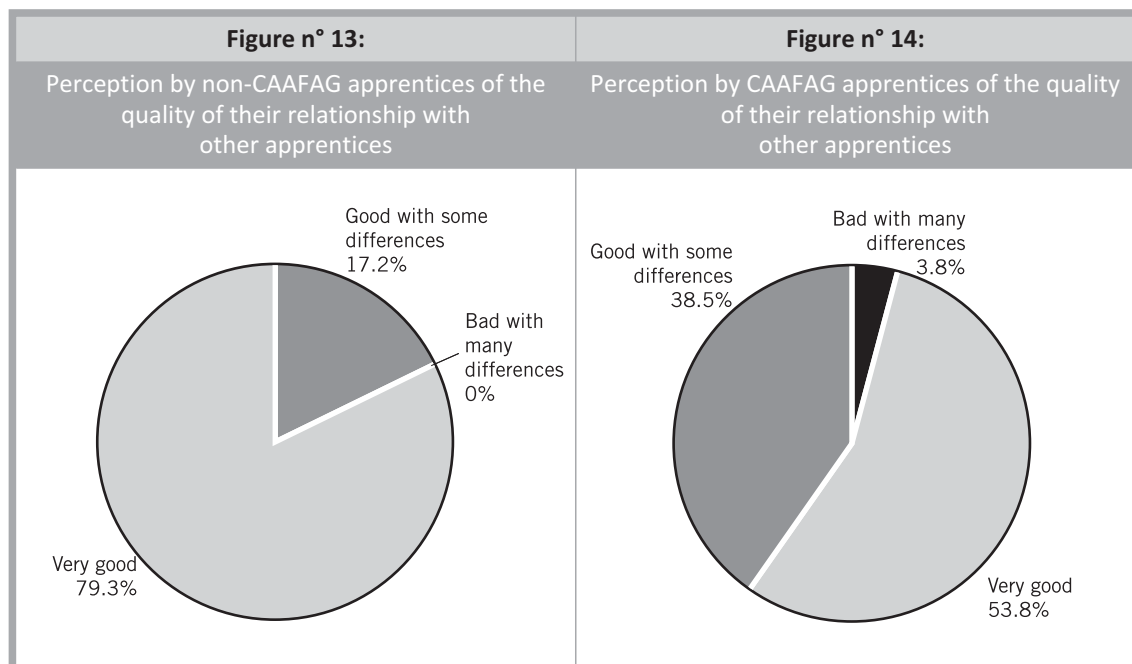
3.2 The degree of success of socio-economic integration of beneficiaries

One objective of the study was to determine whether, and to what extent, informal apprenticeship contributes to the socio-economic inclusion of CAAFAG. Will CAAFAG eventually succeed in socially integrating their communities and will they be able to work in a viable profession?

3.2.1 Social integration

Several factors suggest that the beneficiaries of projects are socially accepted. This is particularly true from the viewpoint of their integration into the workshop training process, and their reintegration into their families and communities.

The integration of apprentices in the workshops is going relatively well. Indeed, although some project recipients (3.8%) state that "living with the other apprentices is difficult", 92% of them consider it *fairly good*, although some differences remain between them and other apprentices. Particularly positive is the fact that more than half of them consider their relationship with other trainees *very good*. As regards non-CAAFAG apprentices, they judge cohabitation to be "*very good*" (79.3%). This reflects the fact that CAAFAG do not interfere with their training - in other words, that the informal apprenticeship system does not appear to be affected by this integration.



The vast majority of CAAFAG apprentices are satisfied with the trade learned (96%) and wish to pursue it (84%). These aspirations are attainable thanks to the attitude of their families and communities: "Today I cannot say that I have won as I have not succeeded yet, but I am confident now that I have a diploma and can work anywhere. It's as if half of my life has been won", says YSB, 23, a carpenter. And as D. Gbery of ANAED states: "The projects have provided opportunities for the children and hope for their parents", KSA, 21, a beneficiary says "When my mother learned that I had a job, she was so happy; and as for my father I have not told him but I know he knows ...".

Ultimately, the role that CAAFAG apprentices play within their own families by taking on household chores and helping with the family business (Figure 8) can be seen as an indicator of their acceptance by their families.

3.2.2 Employability

Several factors make it doubtful that CAAFAGs will be able to pursue the trade for which they have trained and to earn an independent livelihood.

Career choice

Section 2.3 revealed two problems related to the way trades were selected:

- Implementing agencies developed a list of trades and occupations without first analyzing the economic environment and based their choices more on the availability of training structures than on market demand.
- There was no career guidance *per se* to help children choose a trade that corresponded to their true aspirations and abilities. Instead, it appears that some were influenced in their choice.

Accordingly, there is a significant risk that some children have been trained for trades where the market is saturated (especially dressmaking and carpentry). The results also show that 12% of CAAFAGs are not satisfied with the chosen profession (while 100 % of non-CAAFAG apprentices are satisfied).

Informal apprenticeship is too short

Most of the master craftspeople consider the period of apprenticeship for project beneficiaries as being too short to allow them to fully carry out their role as trainers. In Korhogo, where the apprenticeship system has a long tradition and is well established, the average period is four and a half years. In contrast, in Bunia, it is one year (see table 9). The common apprenticeship periods²⁷ are equivalent regardless of the category of master craftspeople surveyed.

	Korhogo	Bunia	Total average
"Control" master craftspeople	54	12	34
"Project" master craftspeople	51	8	37

Moreover, as the table below shows very clearly, the actual apprenticeship periods for reintegration project beneficiaries are much shorter than for other apprentices; the average is one year in Korhogo and five months in Bunia.²⁸

²⁷ It is important to remember that the apprenticeship period depends to a great extent on the trade learned. The greater its complexity and the complexity of the skills required, the longer the apprenticeship will tend to last.

²⁸ Training for certain crafts actually lasts less than one year: 9 months for carpentry and dressmaking, 3 months for hairdressing, for example.

Table 10:**Actual duration of apprenticeships according to apprentice category and location (in months)**

	Korhogo			Bunia			Total		
	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.
Non-CAAFAG apprentices	132	40	3	96	18	1	132	33	1
CAAFAG apprentices	24	12	1	7	5	2	24	10	1

95.6% of master craftspeople deplore the short apprenticeship periods of CAAFAG. They consider them insufficient for learning a trade, especially as apprentices have a very low level of education; this makes it more difficult for them to assimilate the knowledge and skills they are taught. The assessment of beneficiaries in Korhogo (see Annex 8) shows that even after nine months of apprenticeship, children rarely master their craft. With the notable exception of children evaluated for motorcycle mechanics who have an acceptable level, all others have a relatively low theoretical and practical level of knowledge and skills.

Most master craftspeople consider, therefore, the training of the CAAFAG apprentices as unfinished and therefore insufficient to ensure employment.

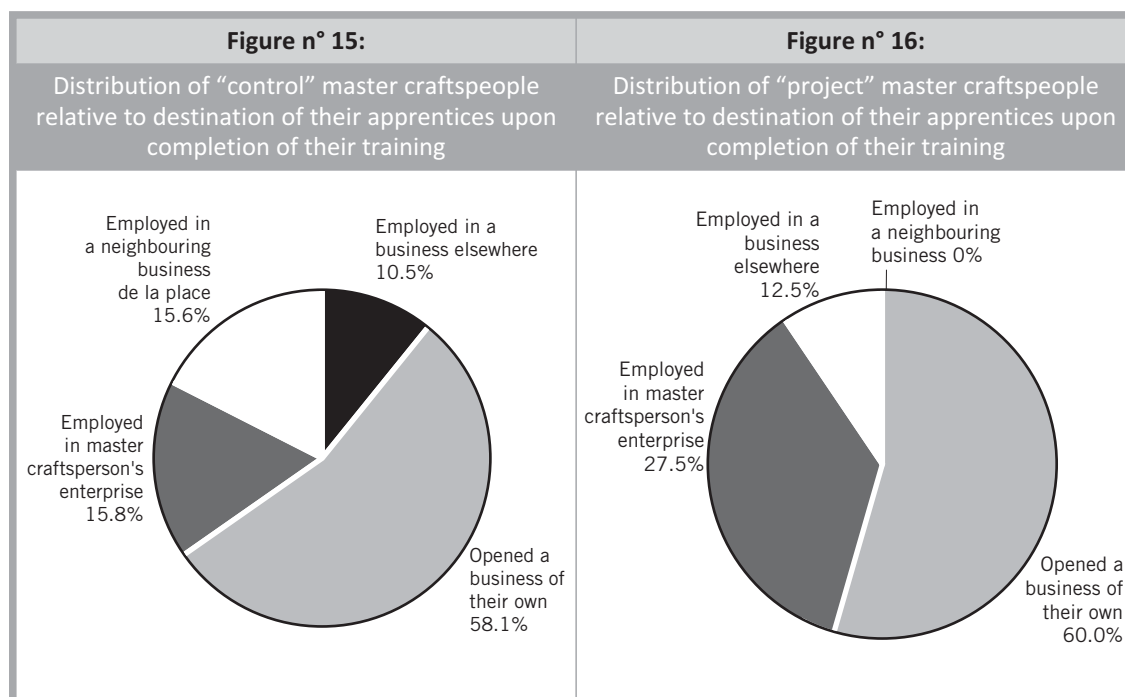
The proportion of apprentices wishing to remain in the master's workshop after their training is completed is also higher among CAAFAG (16%) than among non-CAAFAG (3.4%). This may be due to the fact that CAAFAG do not feel ready or able to manage alone.

Difficult integration into the labour market despite the recognition of skills

In informal apprenticeship, apprentice skills are rarely certified upon completion: slightly over a third of the master craftspeople interviewed (36%) provide such certification. In the case of the “project” master craftspeople the proportion is higher (53% as opposed to 20% in the case of “control” master craftspeople).

The results of the study do not tell us whether apprentices who have received a diploma have been more successful on the job market than others. In Korhogo where the ANAED diploma may be converted into another diploma delivered by the local Chamber of Trade, the number of young people who have used this option is unfortunately not known. In Bunia, where the certificate is recognized at the Ministerial level, there is no information as to whether this has improved trainee employability as most apprentices have left Bunia after completing their training.

Most of the apprentices set up their own business after completing their training or remain with their master-craftsperson.



The above figures concern all apprentices who have been trained in the workshop in the past two years. Regarding CAAFAG apprentices, only 18.9% of “project” master craftspeople have reported being able to place at least one graduated apprentice on the job market over the past two years. This is explained by the fact that in Korhogo, some “project” master craftspeople keep CAAFAG apprentices beyond the end of the project to enable them to continue and finalize their apprenticeship.

Design and implementation of projects

At the end of apprenticeship, beneficiaries usually receive a certificate and an installation kit. The study reveals, however, two types of challenges that threaten the successful economic reintegration of the beneficiaries. The first concerns the difficulty in implementing the planned measures, while the second concerns the design of projects that do not provide enough post-training support.

Difficulties in implementing agreed measures

The implementation of agreed certification and support material measures has indeed been a problem. In Korhogo, installation kits have not always been distributed to the disappointment of the beneficiaries who are often, therefore, left without prospects: *“We were promised material. Now that we have finished, we see nothing. Even if they cannot give us the machines, they should tell us something, tell us the truth. It is not right to leave us like this ...”* complains an indignant OTS, 19, a dressmaker. The promise to help beneficiaries to start their businesses has not always been kept.

In Korhogo, the project did not budget the cost of conversion of ANAED diplomas into those of the Chamber of Trade and the conversion cost is too high for most beneficiaries. The beneficiaries are concerned that ANAED diplomas will not permit them to become recognized professionals.

The need for post-training support is not taken into account during project design

Due to the short apprenticeship periods, CAAFAG apprentices do not master their skills upon completion. They have only reached partial mastery of skills and have no real prospects of applying them in the trade. In addition, beneficiaries lack entrepreneurship skills, and even if they receive material support they are not prepared to deal with the realities of business, let alone to find customers in order to earn a decent living from their work.

Receiving *installation kits* was the most popular project measure but, as stressed by A. Goff, VTF / ICC, this is not enough: *“the concern is not about training; it is not when they receive their kits; it is when they must deal with competition, pay taxes, manage their kit inventory, or face problems at home....”* . The

post-training support is often not foreseen by the projects, although this is vital to the sustainable economic reintegration of the beneficiaries.

Becoming aware of the beneficiaries' incapacity to manage their own lives, some implementing agencies have tried to find solutions. The COOPI example, described in the box below, shows that it is very difficult to develop new productive structures without fixed rules, that disregard the traditional form of knowledge transmission and informal apprenticeship.

Box 2:

The failure of the COOPI community workshops

Based on the fact that too many young people lack the skills to do their work independently, COOPI launched the idea of community workshops, a form of cooperative for children, to enable them to take charge of their own lives. In this context, they received the necessary materials and were provided with access to a COOPI supported workshop. Then, with the help of their parents, the children hired a professionally qualified person to manage the production unit (this initiative, therefore, constituting a private initiative).

Unfortunately, this initiative was soon stopped due to:

- The absence of rules in the workshops due to the withdrawal of COOPI (Parents who were not sufficiently involved)
- Stripping of machines (cheap parts, no sanction, copycat effect)
- The inability to repair the machines
- The professional was overwhelmed due to lack of training in managing CAAFAG
- The tarnished image of COOPI: "We were abandoned here, it does not work"

Beyond the failures reported, this failed case raises larger concerns:

- Was the time spent in transit centres and in orientation (after leaving the armed forces and groups) sufficient to absorb the psychological problems of CAAFAG? Had the children been permanently treated to prevent relapses and flashbacks?
- How were children involved? Was the homogeneity of the groups an objective fact?
- What type of organization for children's workshops of this type should be adopted? How should they be administered?
- Have the workshops met the real needs of communities?

The absence of post-training support is partly due to the fact that CAAFAG reintegration takes place in emergency conditions. ACIAR's E. Mongolian, insists however, on the importance of separating the emergency and consolidation phases: *"I don't believe in rushed economic reintegration; I do believe that for real anchoring into the community to occur, it is fundamental that the project be sustained and that a more personalized approach be developed in the area of trainee surveillance (which may actually be provided by informal apprenticeship). Training may be carried out swiftly, but post-training should be longer: the child must learn self-management, to set up a basic accounting system and be capable of implementing cost saving measures."*

3.3 The effects of reintegration projects on the system of apprenticeship

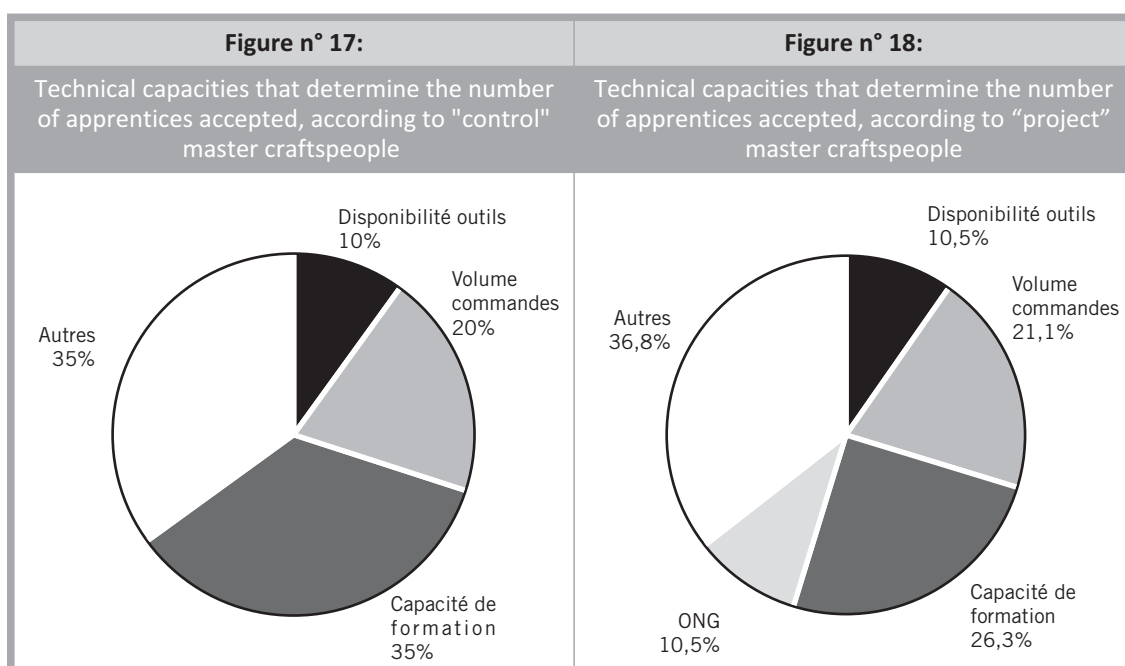
After analyzing the effectiveness of the socio-economic integration of beneficiary apprentices the study considers the possible effects of reintegration projects on the local system of informal apprenticeships. Does the large number of recipients placed in this traditional system affect children's access to the apprenticeships and functioning of vocational training in micro and small enterprises? Is the social protection of apprentices given more importance in one case over the other? Do the projects contribute to the improvement of master craftspeople's skills and training capacities?

This section is based specifically on comparison of data collected from "control" master craftspeople and apprentices, on the one hand, and from master craftspeople associated with reintegration projects and the project beneficiaries, on the other.

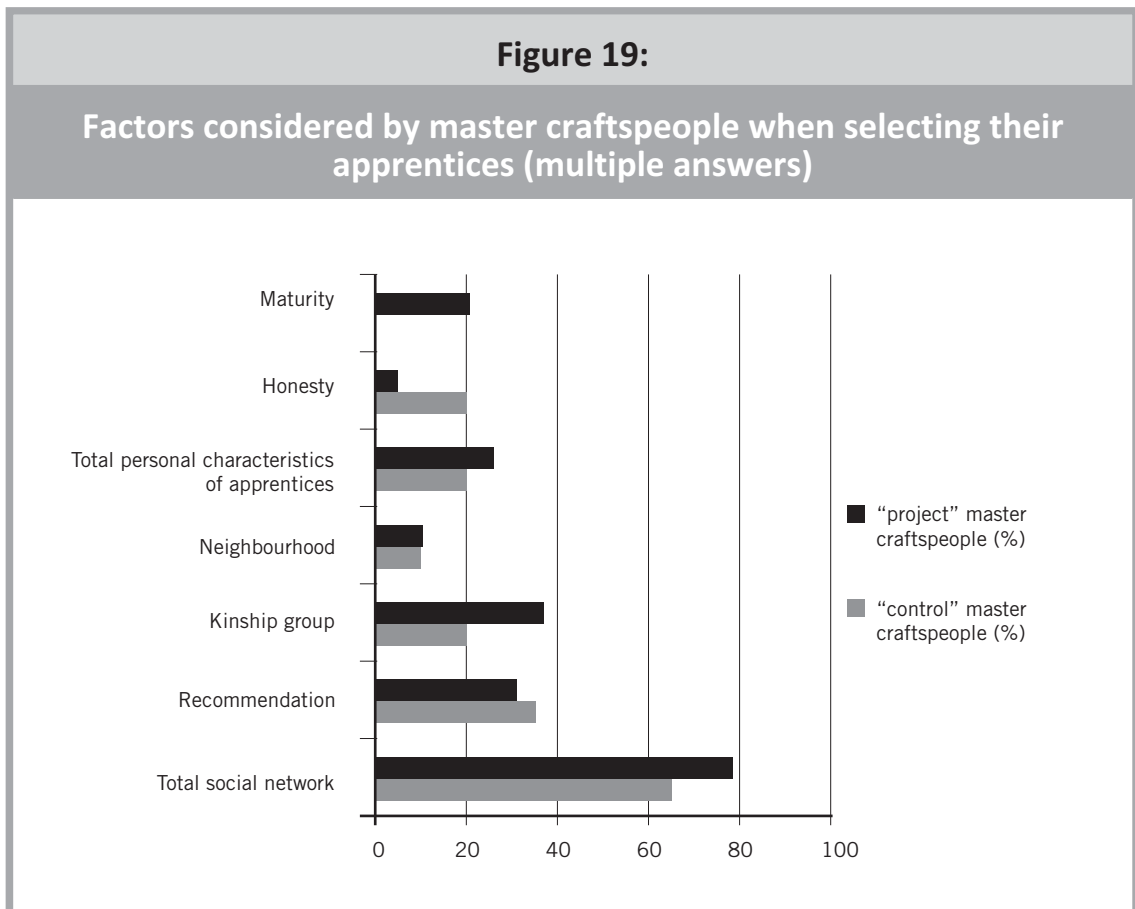
3.3.1 Children's access to informal apprenticeships

Access of children who are not beneficiaries of reintegration projects

Overall, master craftspeople's motivations for providing apprenticeships in their workshops are the same whether they are under contract with reintegration projects implementing agencies or acting on their own account. Prior examination of the technical capacities of each workshop (which is a condition for admitting new "project" apprentices from implementing agencies) has indicated that what matters most is the training capacity of the master, his/her turnover (on which will depend his/her need for extra help), and the availability of tools. Only 10.5% of "project" master craftspeople say it is the NGOs' request that determines the number of apprentices in a workshop.



Moreover, like their "control" counterparts, the "project" master craftspeople particularly welcome apprentices who are part of their social networks (recommendations, members of their families or neighbourhoods). Personal characteristics of apprentices, such as honesty or maturity, seem secondary.

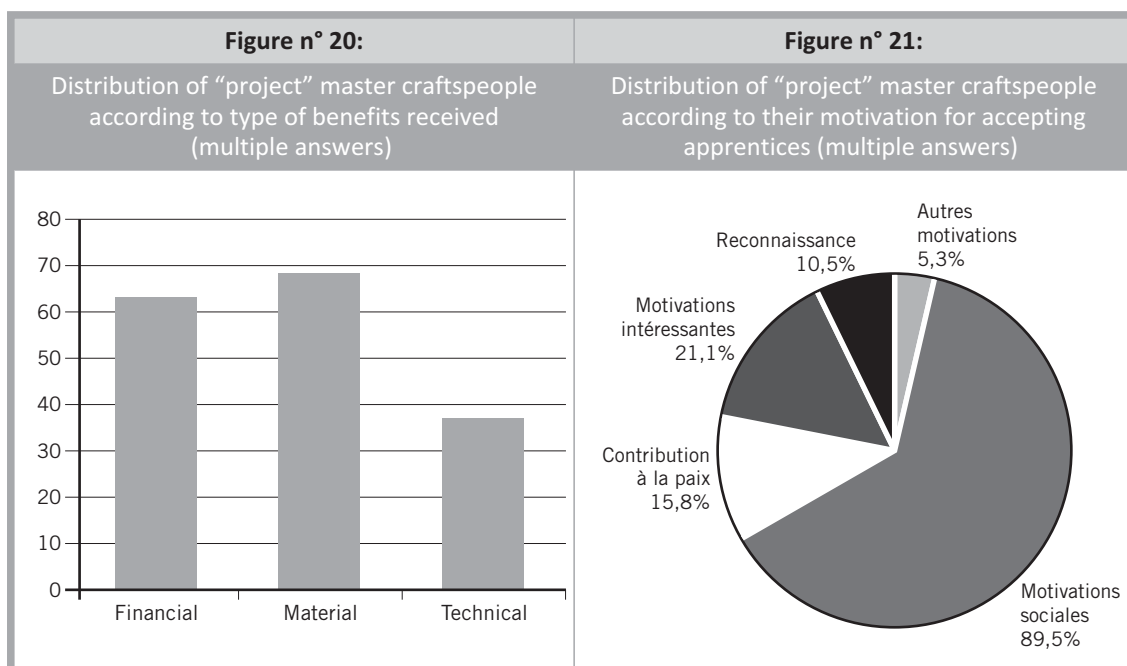


This suggests that reintegration projects have no significant effect on the selection criteria for apprentices and that membership in a social network continues to play an important role.

Access of child beneficiaries to reintegration projects

All of the "project" master craftspeople have either received financial or material benefits to train project beneficiaries²⁹. Analysis of their incentives for taking children affected by conflict into their workshop, reveals, however, that this material or financial support is of secondary importance (only 21.1% are motivated by "profit", Figure 21). According to them the primary motivation is of a social nature (89.5%).

²⁹ Figure 20 seems to indicate that one third of master craftspeople received technical training. In fact the training received is on child protection.



Effects of possible crowding out of community children by project beneficiaries

It is common practice in Ivory Coast that master craftspeople require apprentices to pay training fees. In Korhogo, however, one of the poorest communities in the country, it is often the case for children that families are unable to pay these fees. Master craftspeople tend to be willing to train these children free of charge, thereby playing a social role. In the context of a project however, “project” master craftspeople receive a financial “incentive” for training beneficiaries (Section 2.5), who are then designated as “profitable” apprentices by the master craftspeople.

If one considers that the number of apprenticeships in a workshop is determined by the turnover and training capacity of the workshop, it is possible that the choice of an apprentice may be linked to his “cost effectiveness”. This means that master craftspeople are more likely to open their workshops to reintegration project beneficiaries; which could, in other words, lead to undesirable behaviour such as the replacement of non-CAAFAG apprentices by CAAFAG beneficiaries. Yet, none of master craftspeople surveyed has admitted refusing a community apprentice in favour of a project beneficiary. One should not necessarily conclude, however, that this never occurs.

3.3.2 Age of apprentices

The average age of non-CAAFAG apprentices at the beginning of their apprenticeships is 15, and that of “project” apprentices 16. It is to be noted that training often starts at an age that violates ILO Minimum Age Convention No. 138, especially for non-CAAFAG apprentices, some of whom have been placed in apprenticeship at the age of 7. In the case of CAAFAG apprentices however, the youngest has been 11.

Table 11:**Age of apprentices at the beginning of training according to category and city surveyed**

	Korhogo			Bunia			Together		
	Max.	Average	Min.	Max.	Average	Min.	Max.	Average	Min.
non-CAAFAG apprentices	22	15	7	17	15	8	22	15	7
CAAFAG apprentices	20	16	11	18	16	13	20	16	11

Even though children under 14 have been placed in apprenticeships as part of the reintegration projects, it would appear that the project implementing agencies are relatively sensitive to the fact that the minimum age for apprenticeships is 14. Thus, the projects could have a ripple effect and lead to an increase in the age for entering apprenticeship in the community.

This is corroborated by the fact that half of the “project” master craftspeople believe that learning should start at 14 years old, at the earliest, while only 35% of “control” master craftspeople think so (Table 12). This suggests that “project” master craftspeople are more aware of the legal age for admission to training and should in future take this factor into account.

Table 12:**Distribution of master craftspeople by category and their opinion of when apprenticeships should start**

How early should training start?	“Control” master crafts-people (%)	“Project” master crafts-people (%)
Less than 10 years old	5.0	5.6
From 10-13	55.0	44.4
From 14-16	25.0	50.0
From 17-19	10.0	-
Non-specified	5.0	-
Total (N)	20.0	19.0

3.3.3 Working and training conditions in apprenticeship

In general, training conditions are similar for non-CAAFAG and CAAFAG apprentices.

The atmosphere in the workshops visited is quite pleasant, as evidenced by the apprentices themselves. Indeed, virtually all apprentices, non-CAAFAG and CAAFAG alike, say they get along well, not only with others (see above) but also with the master craftspeople, who rarely reprimand them. Generally they get away with a scolding.

Working hours

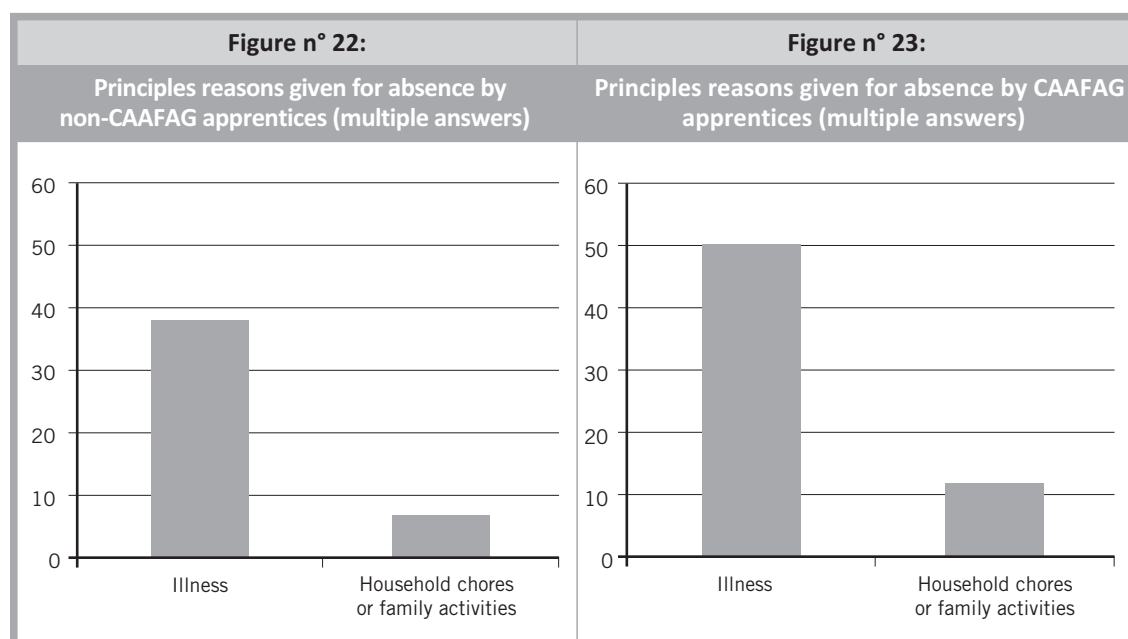
Although relatively less busy than non-CAAFAG apprentices, the CAAFAG admitted to economic reintegration projects work an average of 50 hours a week, which is too long.³⁰

	“Control” master crafts-people	“Project” master crafts-people	Total average
Non-CAAFAG apprentices	55	63	58
CAAFAG apprentices	N/A	50	50

Surprisingly however, 93.1% of non-CAAFAG apprentices believe their training schedules allow them to assume their responsibilities at home, while only 80.8% of CAAFAG think so. This difference may be explained by the fact that CAAFAG respondents participate more in household activities (Figure 8).

Absenteeism

Barely 20% of respondents reported having been absent from training at least three times over the last three months, while nearly 30% were never absent. For those who were absent, illness was the main cause (37.9% of non-CAAFAG apprentices and 50% of CAAFAG apprentices), and only rarely the need to help parents with domestic activities the cause (6.8% of non-CAAFAG apprentices and 11.5% of CAAFAG apprentices).



³⁰ The ILO Weekly Rest (Industry) Convention, 1921 (No. 14), 1921, stipulates that working time in industrial undertakings should be limited to eight hours per day and 48 hours per week. It is important to note, however, that in particular in informal economy settings, it is impossible to distinguish between real time worked and overall time spent in the workshops by apprentices.

Access to tools and materials

CAAFAG generally feel that they have less access to tools and materials than other apprentices. This could be due to the fact that CAAFAG remain in training for a shorter period than other apprentices who are possibly trusted more by the master craftspeople. It should also be noted that the implementing agencies sometimes provide the material and tools apprentices work with.

Table 14:

Apprentice's access to tools and material (percentage)

Access to tools and material	Non-CAAFAG apprentices (%)	CAAFAG apprentices (%)
Unlimited access to materials	86.2	65.4
Unlimited access to tools	100	88.5

Financial contribution of apprentices to the cost of apprenticeship

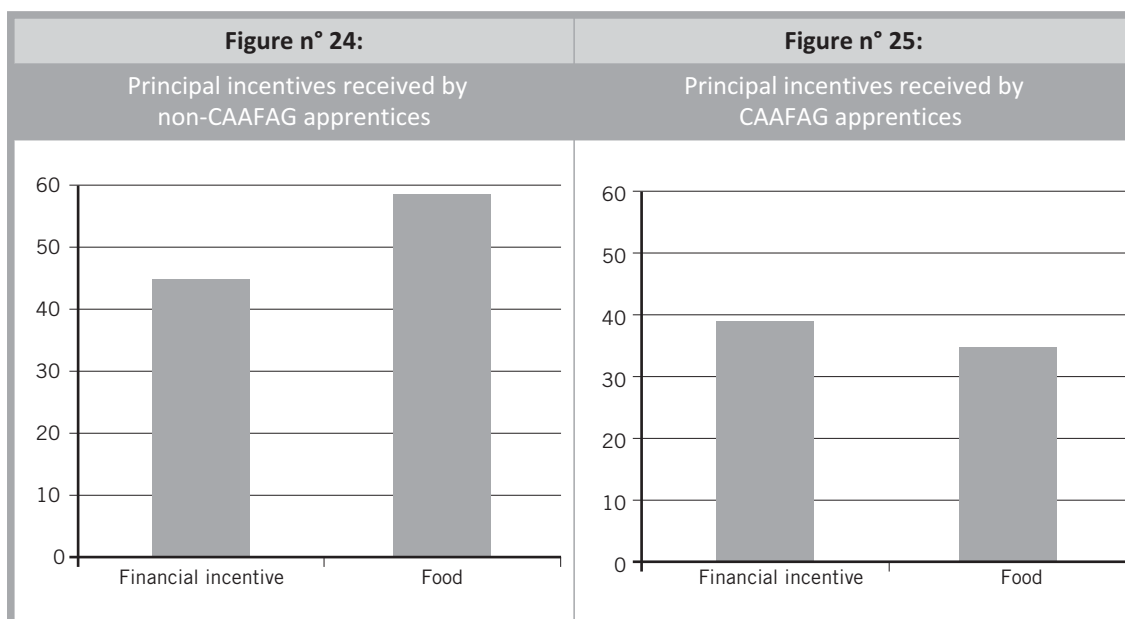
The CAAFAG pay no training fees except for the financial incentive paid by the implementing agencies to master craftspeople, regardless of the period for which each apprentice remains. In contrast, one third of non-CAAFAG apprentices surveyed pay for training. Their training fees range from \$ 5 a month, payable in U.S. dollars to a single yearly payment of between \$ 127.5 and \$ 150. This seems to be the practice in the Ivory Coast (see Section 3.3.1). It is not uncommon however, for master craftspeople to exempt apprentices from paying training fees. Sometimes fees are also covered in kind (with one or two goats, for example).

Remuneration of apprentices

One of the clauses of the contract signed between implementing agencies and master craftspeople stipulates that apprentices should not receive financial remuneration. It must be noted however, that in actual fact, many master craftspeople treat them like non-CAAFAG apprentices and do pay pocket money or provide food if this is the practice of informal apprenticeship. 40% of apprentices receive financial incentives. However, like non-CAAFAG apprentices, CAAFAG apprentices receive food support from their teacher-trainers, as shown in Figures 24 and 25.

This result demonstrates the strength of the system of informal apprenticeship: master craftspeople believe that inclusion of "project" apprentices into the traditional rules of the system is more important than complying with the terms of their contracts with the NGOs. It also shows that NGOs have not conducted enough research to understand how informal apprenticeship is organised in the community.

Some implementing agencies believe that one explanation for beneficiaries dropping out of apprenticeship is the fact that the project budget does not provide for food support.



Responsibilities in the workshop

In general, the master craftspeople assume liability for any damages provoked by their apprentices (76.9%). The rules and practices in the workshops are always determined by the master craftspeople themselves and by local customs and tradition pertaining to informal apprenticeship. Under these conditions, master craftspeople apply the same rules to all apprentices and feel they have the right to dismiss project beneficiaries if they deem it appropriate.

Master craftspeople therefore claim that reintegration projects have only a marginal effect on informal apprenticeship and their businesses' mode of operation.

3.3.4 Health and safety

The research team observed the apprentices' workplace from the viewpoint of safety, temperature, humidity, noise, light, space, workshop storage, hazards and risks to children in terms of injury or illness. The team made no specific observations and it seems that apprenticeship takes place under conditions which do not jeopardize the apprentices' health and safety. This of course would require corroboration by people with expertise in the areas of occupational safety and health.

The master craftspeople themselves seem well aware of the risks faced by apprentices in certain trades, and are anxious to complete their training successfully and to provide a trade for the children entrusted to them.

Two thirds of the apprentices, regardless of their category, have not been injured during the last three months. When injuries do occur, the master craftspeople usually provide first aid before releasing apprentices to their parents or to the responsible NGOs.

Although apprentices are relatively well protected, it is important to pay attention to a number of factors. One third of apprentices, for example, have sustained their most recent injury in the course of their apprenticeship. Moreover, particularly dangerous trades such as welding seem to be faced with cases of fraud as regards the actual age of project beneficiaries. Furthermore, the economic reintegration projects seem to be considered as a business by some individuals who, playing on the vulnerability of families and the promise of a kit at the end of training, do not hesitate to "remove" children from school with the complicity of their parents. Added to this is the fact that even if monitoring of children is carried out, increased attention by the NGO project contractors is vital to strengthening the protection of beneficiaries and to reducing violations by local NGOs that sometimes have little or no awareness of the legal provisions that protect children at work.

Box 3:**The unfortunate initiative of a local NGO**

In a project to build a school in Mahagi, a local NGO funded by UNICEF used the beneficiaries of an economic reintegration project as manual low-skilled labourers (masons) on the building site. And this, notwithstanding the most basic rules of safety for the children entrusted to them:

- UNICEF was not informed of this initiative
- Violation of ILO Convention 182 regarding the worst forms of child labour, particularly the provisions relating to hazardous work
- No prior consent of children before moving them a distance of 50 km
- No prior training of children in masonry (neither theory nor practice)
- No contract
- No special provisions to accommodate children
- No protection

3.3.5 Capacities of training stakeholders

Clearly, the economic reintegration projects are an excellent way of improving the skills of all those who are involved with the system of informal apprenticeship. Indeed, it offers them the opportunity to assess the skills of master craftspeople and, if necessary, upgrade them. Improved skills of master craftspeople will have a positive effect on the system of informal apprenticeship as a whole: master craftspeople will then be able to transmit these skills to future apprentices.

The projects analyzed in this study have not, however, dealt with this issue in a consistent and methodical manner. For a few master craftspeople, these projects are an opportunity to compare the training content with their peers, to develop training curricula, and to exchange them.³¹ Moreover, their productive capacity may be improved since they receive materials and tools. Yet none of the reintegration projects has offered courses in technical skills or trade-related theory to master craftspeople themselves.

Beyond helping to improve the technical and technological level of businesses, the interventions have the potential to enhance the recognition of skills of graduated apprentices by providing certificates at the end of training. It remains to be seen whether the credentials obtained have improved the employability of the beneficiaries - the determining factor being the recognition of these diplomas by professionals.

3.3.6 Benefits to communities

Young people in developing societies are characterized by low levels of employability, especially in rural regions. This situation is more pronounced in post-conflict societies where juvenile delinquency is a genuine concern. By developing economic reintegration projects with the help of informal apprenticeship, the agencies contribute to local development in various ways: first, they handle the problem of juvenile delinquency by entrusting project beneficiaries to master craftspeople. Second, they provide beneficiaries with a means of increasing their employability; and third, these economic reintegration projects significantly revive production and training capacities in post-conflict societies. Thus, even though the impact of projects in Bunia Centre is not widely publicized, reintegration projects have strengthened the training capacity of master craftspeople in the informal apprenticeship system. In particular, they have strengthened production and training capacity, particularly in rural areas, by importing new machines. The corollary is the strengthening of local production capacity, which previously depended almost entirely on the city of Bunia for its supply of various goods and services. In Bunia, these projects have also generated a taste for learning and self-employment initiatives in a community that has for too long depended on land, fisheries, livestock and the largesse of mines.

31 Curricula developed for these programs can be shared on a larger scale. Thus, the APEC, an NGO, was selected from a pool of training providers at national level and their training modules were selected and submitted for approval by Kinshasa. A training project for master craftsmen is apparently under development with UNICEF.

4. Conclusions

This study permits many conclusions to be drawn regarding the use of informal apprenticeship in reintegration projects for children affected by armed conflict, especially for CAAFAG.

On the design and implementation of reintegration projects

It appears from this study that in both Bunia and Korhogo reintegration project implementing agencies have had no choice but to train their beneficiaries through informal apprenticeship; this is due to the absence, or non-operational capability, of formal and non-formal vocational training centres.

It should be noted that these two projects were implemented in quite different environments. Korhogo has a long tradition of informal apprenticeship in contrast to Bunia, where the implementing agencies had difficulties in identifying workshops that could accommodate beneficiaries for training. Moreover, the number of children who had to be reintegrated in Bunia (and Ituri) was much larger than in Korhogo.

In both localities, the reintegration projects implemented by child protection agencies were emergency projects with short-term and often inadequate financing.

The concentration of beneficiaries in a limited number of occupations is indicative of a dual problem:

- The identification of trades or occupations offered to beneficiaries is not based on an analysis of the labour market. The trades offered are relatively conventional and offer nothing new or attractive to the children.
- There has been no career guidance as such, and the choice of occupations by the beneficiaries, in some cases seems to have been influenced by parents or by the implementing agencies. Girls have often opted for stereotyped professions, such as dressmaking.

Implementing agencies do not seem to have studied the functioning of the local system of informal apprenticeship before placing beneficiaries. This has led to flaws in project design, such as excessive financial compensation for master craftspeople providing training to project beneficiaries, as well as training periods that are too short.

The choice of master craftspeople has been handled in different ways. A good practice identified in Bunia was to first perform a rapid assessment of workshops capacity.

Projects included a number of incentives for master craftspeople participating in the project. All of the workshops surveyed received material support (in terms of tools and materials). In Korhogo, master craftspeople also received financial incentives. None of the master craftspeople surveyed received technical or educational support, or other types of services. It seems that even though such incentives would be welcome, the social responsibility of the master craftspeople is still very pronounced. At Korhogo, for example, master craftspeople have kept the children in apprenticeship after completion of the reintegration project.

Conditions relating to the placement of project beneficiaries with master craftspeople have generally been defined using written contracts that specify the obligations of master craftspeople, apprentices and their parents. Some contracts are more developed than others (and include, for example, establishment of a training plan or monitoring by the staff of the implementing agency). Contracts are still too vague regarding the type of work that an apprentice can do, and do not, therefore, effectively protect apprentices from engaging in hazardous work.

It is regrettable to note that some beneficiaries had not reached the age of 14 (minimum age for apprenticeship) at the time they were placed in training with a master craftsman. This suggests that the labour laws were ignored and /or not applied.

Generally the period of training for project beneficiaries does not match the usual period of informal apprenticeship for the concerned trade. This is due to the fact that the project duration is itself too short, and to the lack of understanding of local traditions and practices of informal apprenticeship.

The implementing agencies have generally provided a system of training certification, which is of benefit to recipients (although the study does not allow one to conclude whether this has actually increased their employability).

Finally, the projects provide material support for beneficiaries (at the end of their training), and enable them to have the tools that they need to set up a business of their own.

On the socio-economic integration of CAAFAG

The study does not permit conclusions on this point, especially given the small number of apprentices surveyed who admitted to being CAAFAG (apprentices or graduated apprentices).³² While some indicators suggest social reintegration is on track, others suggest that the beneficiaries will find it difficult to exercise a viable profession at the end of their training.

All respondents unanimously agreed that the short period of their apprenticeship resulted in non mastery of their trades and, as a consequence, in a lack of their employability at the end of training. Furthermore, no post-training support was provided while, according to several people working for the implementing agencies, such support is essential if young graduates are to exercise their professions and to earn a living.

Possible adverse effects of reintegration projects on the local system of informal apprenticeship

There is a risk that reintegration projects may negatively affect the system of informal apprenticeship. These projects are aimed at providing training, in a given locality and within a fairly short period of time, to a significant number of children who correspond to a particular profile, and to which relatively large financial resources are committed.

The study highlighted two of these risks without confirming whether they had materialized:

- The fact that project beneficiaries are trained for a small number of trades without taking into account market needs may lead to the saturation of some trades;
- Providing financial incentives to master craftspeople makes project beneficiary apprentices “profitable”. So one could conclude that some craftspeople will prefer to take on these apprentices in their workshop at the expense of children in the community who are not supported by a project. The study does not allow one to draw clear conclusions in this area, however.

Study results do indicate, on the other hand, that the reintegration projects have not resulted in any change regarding selection criteria of apprentices by master craftspeople. They continue to favour membership in a social network. The craftspeople also seem to treat CAAFAG and non-CAAFAG apprentices equally; they often provide them with food and assume liability for any damages caused, while applying the same rules to all. From the viewpoint of these master craftspeople therefore, projects have only a marginal effect on operations and on the organization of informal apprenticeship. Finally, the social climate in the workshops is friendly. In other words, the informal apprenticeship system does not appear to be disrupted by the integration of CAAFAG.

The potential contribution of reintegration projects to the improvement of informal apprenticeship

The study has highlighted many aspects of reintegration projects that contribute to the improvement of informal apprenticeships. The reintegration agencies have indeed taken a number of measures that may have a positive effect on the informal apprenticeship system for other apprentices after completion of the project.

Some of these measures, such as the strengthening of production and training capacity of the workshops, or the training of master craftspeople in the area of child protection, will have a lasting effect.

32 It should be recalled that the 20 CAAFAG apprentices in Korhogo (for reasons discussed in section 1.2.3) would not admit to having been associated with armed forces and groups. Accordingly, Part 4 of the apprentice questionnaire (only intended to CAAFAG) was not administered to them.

Other measures taken within the framework of the project will help to improve informal apprenticeship in the community, provided the craftspeople continue to apply them to other apprentices. These are:

- Placement of children in apprenticeship has included written contracts between master craftspeople, apprentices and their parents;
- Some master craftspeople have developed training programs and curricula for individual trades;
- The agencies have set up a certification scheme;
- Working-hours for reintegration project apprentices are shorter than for other apprentices;
- The average age of project apprentices is higher than that of other apprentices.

If all of these measures constitute steps toward the improvement of the system of informal apprenticeship, it is important to emphasize that they also represent missed opportunities to do better. The following section presents recommendations to that effect.

5. Recommendations

The following recommendations are aimed at ensuring sustainable socio-economic reintegration of CAAFAG and other children affected by armed conflict, while maintaining and improving the local system of informal apprenticeship. It is important to provide agencies implementing reintegration projects with such recommendations. These projects are often carried out in places where, in the absence of opportunities for formal and non-formal training, informal apprenticeship is the only available option.

First, however, attention should be drawn to the various situations that may arise and that will influence the reintegration strategy through informal apprenticeship:

- In some countries, informal apprenticeship is highly developed and the opportunities for beneficiaries to be taught by experienced master craftspeople are many (as was the case in Korhogo). In other countries where this system of training is less developed, implementing agencies may have to call on informal sector workers, who may have little experience in training apprentices (as was the case in Bunia).
- Moreover, the number of beneficiaries to be trained is also critical. The intervention strategy will not be the same in places like Korhogo, where there have been a few dozen beneficiaries and in locations such as Bunia, where hundreds of children needed to be reintegrated.

Preparation of reintegration projects

- The **capacity of implementing agencies** to design and implement economic reintegration projects, particularly through informal apprenticeships, has to be strengthened.
- Implementing agencies should be made aware of **national labour legislation**, including legislation relevant to informal apprenticeship. They must be careful not to include children who have not attained the minimum age for apprenticeship projects (14) in economic reintegration and must ensure that project beneficiaries are not involved in hazardous work during their apprenticeship. This will require that they be made aware of occupational safety and health issues. They will have to take these issues into account when identifying trades, selecting master craftspeople and monitoring beneficiaries during their apprenticeship.
- It is important to **consult all local stakeholders** at the project design stage: local authorities and decentralized state services, workers' and employers' organizations, professional and youth associations, people living with disabilities and so on.
- The list of trades presented to project beneficiaries should be based on a labour market assessment and thereby **take labour market capacity into consideration**. This is essential both in terms of economic integration of the apprentices and to avoid negative effects of projects on the local system of informal apprenticeship. The analysis should also aim to identify innovative and attractive jobs for young people.
- Any intervention should be preceded by an **analysis of the local system of informal apprenticeship** to understand its functioning, rules and traditions. This will allow the system to be used correctly, help to identify weaknesses, contribute to their improvement, and prevent informal apprenticeship from being adversely affected by external intervention.

Organization of apprenticeship training

In a context where the informal apprenticeship system is developed, it is strongly recommended that the implementing agencies comply, whenever possible, with local practices, particularly as regards length of training and financial compensation.

For some trades, apprenticeship periods are relatively short³³ and can be completed within the project period. The project will then help the young people to start an economic activity (see post-training support

³³ The apprenticeship may also be shortened by agreement with the master craftsman on skills that s/he will teach the apprentice. This means that even though the beneficiary will not have mastered all the skills required, s/he will still be able to go into business, and improve his/her skills at a later date.

below). For other trades that require a longer apprenticeship, the goal will be to ensure that the beneficiary remains in apprenticeship beyond the end of the project and to design, as appropriate, incentives to encourage master craftspeople to accept them (see capacity building below). In all cases, apprentices should receive tools early in their training and additional training to enhance their employability (see below).

In a context where the tradition of informal apprenticeship is less well established, it is unlikely that children will remain in apprenticeship beyond the period of the project. The implementing agencies should, therefore, negotiate shorter apprenticeship periods. It is recommended that the implementing agency closely monitors the beneficiaries; this may involve developing a simplified training plan (content and timing) and regular monitoring visits to verify skills.

In a context where there are a large number of beneficiaries - whether informal apprenticeship is well established or not - it is essential to analyze the capacity of the labour market and to place a limited number of beneficiaries with master craftspeople. For other beneficiaries, it is necessary to identify promising trades and occupations in the locality and to hire trainers from outside the community, as well. Such training should not take place by means of informal apprenticeship.

Recommendations that are applicable to all situations described above are:

- The **selection of master craftspeople** who take on beneficiaries should be based on pre-defined criteria, which will in turn serve to evaluate the workshops of the master craftspeople in the locality. These criteria should, at the very least, consider minimum workshop health and safety standards, as well as the volume of activities. It is advisable to go through the Chamber of Trade or other types of association, if they exist.
- The choice of trades by beneficiaries should be the result of a **vocational orientation** process in which the children establish career plans that correspond to their aspirations, their capacities and to opportunities in the labour market. It is important to give girls the opportunity to opt for non-stereotyped occupations.
- The terms of training should be set down in a **written contract** between the master craftsperson, the apprentice and the child's parents. They should correspond to the usual practices identified through analysis of the local system of informal apprenticeship. Besides the length and cost of training, it is important that the contract specify the working conditions (in accordance with national legislation) and insist on respect for minimum working standards (especially in the area of health and safety). Depending on circumstances, it may also include a simplified training plan.
- Implementing agencies should plan for sufficiently long **apprenticeship periods** in order to allow apprentices to learn the skills necessary to master their profession. This should be taken into account at the design stage of the reintegration project, as many of the projects are too short.
- The payment by the implementing agencies of **financial compensation** may be necessary, but the amount should be based on the training fees usually charged in the locality. Fees that are too high may, in fact, lead to local children being crowded-out by the projects beneficiaries, who are considered more "profitable." It is also recommended that other types of compensation be explored (such as capacity building of master craftspeople as described below) that could lead to improved workshop productivity, as this could prove to be sufficient motivation to diminish or even eliminate the need for financial compensation by implementing agencies.
- Implementing agencies generally consider measures to **enhance the capacities** of master craftspeople, but these are often limited to material support in terms of equipment and raw material. Agencies should consider other types of support that could be just as effective, if not more so, in order to ensure not only good quality training for project beneficiaries, but also to contribute to the sustainable improvement of informal apprenticeships. This support may be, for example, helping with the development of simple training plans or workplace improvement, support for the training of children with disabilities, specific training (entrepreneurial and / or technical skills), and access to micro finance services (micro credit, micro health insurance and others).

Protection of apprentices

- **Both the master craftspeople and apprentices should be made aware** of the national legislation related to employment and apprenticeship, especially regarding rights and obligations, health and safety and working conditions.
- The reintegration projects should include provisions for **monitoring** children in apprenticeship. This monitoring would focus on compliance with the terms of the apprenticeship contained in the written contract. It would check, for example, the acquisition of the competencies set down in the training plan, while ensuring the smooth integration of the apprentice into the workshop.

Provision of other skills and additional support

- Considering the low level of education of the beneficiaries, it is recommended that they be provided not only with technical skills but with other **core skills for employability**. These can include functional literacy and numeracy skills, or life skills.
- It is also recommended that apprentices receive **entrepreneurship training** to prepare them for the start-up phase, management and development of an economic activity, alone or in cooperation with other graduated apprentices. This training should be provided as complementary courses in parallel with apprenticeship.
- To prevent the risk of dropouts during the training period, agencies should consider how best to deal with **food support** for apprentices, and with the provision of additional support to cover costs related to illness. Facilitating access to **micro health insurance** (when such scheme exists) could be a good solution.

End of apprenticeship and entry into professional life

- Apprenticeship certification will generally increase apprentice employability. It is important, however, that the certification be recognized, if not by the competent State authorities, at least by the Chamber of Trade or other types of association present in the locality. The implementing agencies should take this into account (as well as the costs that may be involved) at the design stage of the project. This may encourage craftspeople to extend this practice to other apprentices in the future.
- When apprenticeship is completed before the end of the project, implementing agencies should provide, in addition to material support, **post-training support** to help the beneficiaries pursue their profession and earn a living. This can include access to further training or business support services. Psycho-social support may also prove necessary. Finally, the possibility of the child joining a professional association should be explored.

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ANNEX 1

Research tools

Interview guide for organizations involved with reintegration projects

1. DDR-children, economic reintegration and informal apprenticeships

- How many children and young people have you reinserted (within the DDR-children framework) in this place? How much has this cost?
- What are the reasons for using informal apprenticeship for the training of CAAFAG as opposed to other types of training?
- What are the different services provided to beneficiaries before, during and after undergoing vocational training as part of the reintegration process?
- What kind of system analysis of informal apprenticeship was performed before beginning your intervention? What method did you use?

2. Methods for implementation of an economic reintegration process through informal apprenticeships

Participation / Cooperation

- What were your relations with the social partners, including village communities during the implementation of this program?
- Did this program benefit from the experience of other development agencies? Which ones?
- Was this cooperation extended to the METFP?
- Is there a coordination mechanism, whether formal or not, between the various agencies that use informal apprenticeship in programs of economic reintegration of people who have been affected by war?

Beneficiaries – Eligibility – Motivations

- Please complete the following table for beneficiaries of your economic reintegration activities.

	Girls	Boys	Total
CAAFAG trained through informal apprenticeships			
CAAFAG trained using other types of training			
AEV trained through informal apprenticeships			
AEV using other types of training			

- Does your program oversee recipients living with disabilities? If yes how?
- What is the minimum and maximum age of eligibility for the program of economic reintegration?
- How were the concerned professions chosen?
- Do recipients have tools and materials for their training? Who selected and purchased these? Were these tools and materials free, or were the apprentices/Master Craftspeople obliged to contribute to their cost? How much was this contribution?

- Did your agency offer additional courses for apprentices or Master Craftspeople (health and safety, entrepreneurship, literacy etc.)?
- Have you identified specific needs for girls or people with disabilities? If yes, what action have you taken to deal with these?
- Have you witnessed problems of cohabitation between trainees within a single workshop (between CAAFAG and other apprentices, for example)? If yes, to what do you attribute these problems?
- How long does it take for beneficiaries to definitively leave the economic reintegration program?

Master Craftspeople

- How were the Master Craftspeople identified and selected for this program?
- What were the criteria used to select them? Why? (Voluntary - Backlog – Training experience - Member of an association of craftspeople ...)
- What were the terms of the agreement between your agency and the master craftspeople regarding CAAFAG? (Length of training - course content - working conditions and hours, social protection, liability for damages, etc...) Was the apprenticeship contract in writing?
- Did these contracts include coaching by Master Craftspeople during the set up stage?
- What was the method used to ensure that contract clauses were followed? By whom?
- How were Master Craftspeople motivated to take part in this program? (Allowances - Training - Training Program Design - Access to micro credit) In particular, what financial arrangements were found? Was there any mention of a learning fee? Who covered the expenses?
- How do apprenticeships come to an end? Does a process for the validation of trainees' professional competencies exist? What is this process?

3. Results

- Have the economic reintegration objectives defined by your agency been met?
- How many CAAFAG have finished their training to date? Have they all been helped to enter professional life? Are employees in the same workshop, another workshop, or are they working on their own account? Do they continue to practice the profession for which they were trained? Are they able to earn a living?
- Is the length of their training sufficiently long to give them the practical skills that may enable them to do work independently? Do they need technical recycling after they end their apprenticeships?
- Have they received post-training support? (Micro credits, tools, help in finding an employer etc.).

4. Lessons

- What were the main challenges you faced in this CAAFAG informal learning training program?
- What lessons did you learn in terms of advantages and disadvantages of informal apprenticeships, as opposed to other types of training?
- Under what conditions would teachers be willing to hire CAAFAG? Do you know of cases where CAAFAG have been hired without going through a program?
- Were there other apprentices in the workshops? Were there other conditions linked to apprenticeships? What were the effects of this economic reintegration on the local learning system? How does informal learning contribute to the reintegration of CAAFAG?
- Have socioeconomic reintegration programs negatively affected – directly or indirectly – informal learning at the local level?
- Do agencies, including your own, have any recommendations for the design of more effective economic reintegration programs, using informal learning, in the future?

ANNEX 2

Research tools

Interview guide with the former CAAFAG apprentices

Characteristics

Age – Gender – Level of education – Tribe / Nationality – Marital status ...

Training / Professional activity

- How long did your training last? Do you think it was long enough? Do you need additional training? Who do you think could best provide such training? Can you afford it? Is your former boss still accessible to you?
- If you are self-employed, have you received an installation kit (equipment - tooling)? Was this kit sufficiently complete to enable you to work independently? Have you had access to micro credit? Do you still have access?
- Do you belong to an association of craftspeople, a cooperative, or an umbrella organisation? Who registered you?

Craft / Prospects

Do you have enough customers / orders to earn a decent living from your craft?

- If not, do you regret having chosen this profession? Are you planning to leave it? Why? What do you intend to do?
- Are you obliged to do other work to survive? Are parts of your living expenses borne by a third party?

Do your business and the income it generates allow you to occupy an honourable position in your community?

- Does your business provide you with the respect of others?
- Is it enough?

Reintegration program / Lessons

What do you think of the reintegration through apprenticeship program?

- What is your opinion of the training content?
- Of the post-apprenticeship support?

How has this program affected your life?

- How was your life changed by the program?
- What is wrong with the program?
- What do you think should change to increase the efficiency of the program?

ANNEX 3

Research tools

Questionnaire for Master Craftspeople					
General information					
	Question	Answer	Code		Go to
B1	Master Craftsperson code				
B2	Activity				
B3	How old are you?				
B4	Are you a man or a woman? 1. Man 2. Woman				
B5	What is your current marital status? 1. Single 2. Married 3. Separated 4. Divorced 5. Widow(er) 6. Unmarried but living in a marital relationship				
B6	Have you ever been to school? <i>Please tell me the latest grade you completed</i> Write "0" for "No schooling"				
B7	Have you had some sort of vocational training? 2. None 3. Reading and writing 4. Non formal apprenticeship (NGO, Churches ...) 5. Formal training 6. Informal training <i>(Multiple choices possible)</i>				
B8	What is your tribe / nationality?				
B9	What is your religion?				

The learning process					
	Question	Answer	Code		Go to
B10	How long have you been a trainer?				
B11	Do you have enough work to provide training opportunities for your apprentices	1. A lot of work			
		2. Enough work			
		3. A bit of work			
		4. Very little work			
B12	From your experience, at what age should an apprenticeship begin?	1. Less than 10 years old			
		2. 10-13 years old			
		3. 14-16 years old			
		4. 17-19 years old			
		5. 20-21 years old			
		6. > 22 years old			
		9. NSA			
B13	Why at that age?				
B14	How many of your apprentices have finished their training over the last two years?				
B15	How many of them were girls?				
B16	How many of them were benefiting from the reintegration programs?		Total	CAAFAG	
B17	What did your apprentices do after completing training? (Please indicate how many)		Total	Beneficiaries	
		1. Self employed			
		2. Employed by you			
		3. Employed by another Master Craftsperson			
		4. Employed by local companies			
		5. Have gone to work in another city			
		6. Unemployed			
B18	How many of your apprentices have finished their training over the last two years?				
B19	Why did they leave your workshop?				
B20	How many of them were CAAFAG?				

	Question	Answer	Code		Go to
B21	Do you know what became of the CAAFAG that left the workshops before finishing their training?	1. Returned to training centre/NGO			
		2. They went back to their families			
		3. They returned to the military			
		9. NSA			
B22	What determines the number of apprentices you will accept?	1. Availability of tools			
		2. Volume of activities/ orders			
		3. Your training capacity as a Master			
		4. Other			
B23	What do you consider when choosing an apprentice? (Multiple answer possible)	1. Family links			
		2. Neighbours			
		3. Recommendations from friends / colleagues			
		4. Tribe			
		5. Religious affinity			
		6. Level of instruction			
		7. Professional experience			
		8. The parents' capacity to pay			
		9. Maturity			
		10. Honesty			
		11. Other (Specify)			
B24	Why did you accept beneficiaries of reintegration programs into your workshop? (Multiple answers possible)	1. Social reasons			
		2. Contribution to peace			
		3. Profitable (financially, materially, technically, access to microfinance resources)			
		4. Need of recognition			
B25	What were you given in exchange for accepting them in your workshop? (Multiple answers possible)	1. Financially (Higher training fees)			
		2. Materially (tools, improvement of the workshop, ...)			
		3. Technically (Training, Recycling...)			
		4. Access to services (loans, insurance, ...)			
		5. None			
		6. Other (Specify)			

	Question	Answer	Code		Go to
B26	What would you prefer in exchange for participating in reintegration programs in the future? (Multiple answers possible)	1. Financially (Higher training fees)			
		2. Materially (tools, improvement of the workshop, ...)			
		3. Technically (Training, Recycling...)			
		4. Access to services (loans, insurance, ...)			
		5. Other (Specify)			
B27	Have you ever refused an ordinary apprentice in order to take on a reintegration program beneficiary?	1. Yes			
		2. No			
B28	Please explain your answer				
B29	What type of contract do you have with the agencies that entrust the beneficiaries with you?	1. Oral			
		2. Written			
		3. None			
B30	Have you ever changed the terms of the agreement? What did you change and why?				
B31	Does the agency that has placed a reintegration program beneficiary with you follow the training during the apprenticeship?	1. Yes, regularly			
		2. Yes, but irregularly			
		3. No, not at all			
B32	How long does an apprenticeship usually last in your workshop?				
B33	Does that delay also apply to reintegration program beneficiaries?	1. Yes			B27
		2. No			
B34	How does the delay affect beneficiaries reintegration program ? To complete their training do they require	1. Much less time			
		2. Less time			
		3. More time			
		4. A lot more			
B35	What are the consequences of this difference?				
B36	As a general rule, do apprentices have to pay training fees?	1. Yes			
		2. No			
B37	How much?	TOTAL			
		The totality paid			
		Yearly			
		Monthly			
		Weekly			
B38	How much for reintegration program beneficiaries?	1. They pay the same fees			
		2. They pay different fees			

	Question	Answer	Code		Go to
B39	Do these apprenticeship fees differ from one agency to another?	1. Yes			
		2. No			
		9. NSA			
B40	How much do these agencies pay? (Specify NGO and the amount paid for the apprentice to be accepted)	1.			
		2.			
		3.			
		4.			
B41	What determines the amount of the fee?	1. All apprentices pay the same amount			
		2. Apprentice's capacity to pay			
		3. Length of the apprenticeship			
		4. Child NGO			
B42	Have you ever dismissed an apprentice?	1. Yes			
		2. No			
B43	Why?				
B44	Could you dismiss an apprentice?	1. Yes			
		2. No			
B45	What would be the consequence?				
B46	Do apprentices receive any financial incentive (pocket money, food rations...)?	1. Yes			
		2. No			
B47	How much? (Specify the period)				
B48	In cases where apprentices are ill or hurt, who pays for their care?	1. Yourself			
		2. The apprentices themselves			
		3. Parents and apprentices			
		4. Other (Specify)			
B49	And in the case of reintegration program beneficiaries?	1. Same rules			
		2. Different rules (Please describe)			
B50	Do you personally provide support for your apprentices?	1. Room and board			
		2. Meals			
		3. Clothing			
		4. Transport			
		5. None			
		6. Other (Specify)			

	Question	Answer	Code		Go to
B51	And in the case of reintegration program beneficiaries?	1. Same rules			
		2. Different rules (Please describe)			
B52	Do apprentices have to provide their own tools?	1. Yes			
		2. No			
B53	And in the case of reintegration program beneficiaries?	1. Same rules			
		2. Different rules (Please describe)			
B54	Do apprentices pay for the material they use?	1. Yes			
		2. No			
B55	And in the case of reintegration program beneficiaries?	1. Same rules			
		2. Different rules (Please describe)			
B56	What happens when an apprentice damages tools/working materials?	1. You repair the damage yourself			
		2. The apprentice/parents pay for the damage			
		3. Other (Specify)			
B57	And in the case of reintegration program beneficiaries?	1. Same rules			
		2. Different rules (Please describe)			
B58	In the event that measures taken were to be different, would this lead to problems?	1. Yes			
		2. No			
B59	Please describe				
B60	Generally speaking, do the program beneficiaries find it difficult to become part of the workshop?	1. Yes			
		2. No			
B61	If yes, why do you think this is so? (Please explain				
B62	Have you noted any specific needs for girls?	1. Yes			
		2. No			
B63	What measures have you taken to respond to these specific needs? Please describe				
B64	Have you noted any specific needs for handicapped people?	1. Yes			
		2. No			
B65	What measures have you taken to respond to these specific needs? Please describe!				

	Question	Answer	Code		Go to
B66	What do you teach your apprentices? (Multiple answers possible)	1. Technical skills			
		2. Basic knowledge of theory			
		3. Workshop organisation, production management			
		4. Maintenance of machines			
		5. Accounting and cost accounting			
		6. Purchase of materials			
		7. Negotiation with clients			
		8. Marketing and publicity			
		9. Handling of tools			
		10. Reading/writing/ arithmetic			
		11. Other (Specify)			
B67	Beyond the technical skills that you teach them, what importance do you give to your role as an advisor/mentor/educator of apprentices?	1. Very important			
		2. Important			
		3. Not important			
B68	In what way is this role particularly important for reintegration program beneficiaries?				
B69	Do you deliver a written certificate to your apprentices at the end of their training	1. Yes			
		2. No			
B70	Who recognizes this certificate? (Multiple answers possible)	1. Local Master Craftspeople			
		2. Local Chamber of Crafts			
		3. National Chamber of Crafts			
		4. METFP			
		9. NSA			
B71	In your opinion, do reintegration programs for CAAFAG and other beneficiaries of informal apprenticeships have an effect on the apprenticeship system in general? And if this is the case, in what way?				

	Question	Answer	Code	Go to
B72	What has changed? Do you think these changes are positive or negative?			
B73	What recommendations do you have for the agencies that design and implement reintegration programs?	Their means should contribute to the general improvement of the informal apprentice system:		
		That they avoid interfering with the informal apprenticeship system:		
		In order to ensure that informal apprenticeships are well adapted to the needs of CAAFAG and contribute to their economic and social reintegration		

ANNEX 4

Research tools

Questionnaire for Apprentices

GENERAL INFORMATION

COUNTRY: -----

ACTIVITY: -----

ADDRESS OF THE WORKSHOP: -----

DATE: -----

CODE OF THE MASTER CRAFTSPERSON: -----

General Information relating to apprentices															
Apprentice number	Apprentice Category	How are you related to the Master Craftsperson?	Are you male or female?	What is your tribe/nationality?	How old are you?	What is your current marital status?	Are your biological parents still alive?	Where do you live?	Do you have domestic chores?	In addition to those domestic activities do you participate in family activities?	Do these activities make it difficult for you to follow training?	Over the last three months, how many times have you been absent?	What was the principle reason for these absences? (Multiple answers possible)	Were you responsible for another person during your apprenticeship?	Is this person supporting you during the apprenticeship?
A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	A15	A16
1	1 2 3	1 2 3 9	1 2			1 2 3 4 5	1 2 3 4 9	1 2 3 4 5 6	1 2 3 4 5 6 7	1 2	1 2 3	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4
2	1 2 3	1 2 3 9	1 2			1 2 3 4 5	1 2 3 4 9	1 2 3 4 5 6	1 2 3 4 5 6 7	1 2	1 2 3	1 2 3 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4

Section II	Education / School Attendance / Training of Apprentices					Section III		Conditions of Apprenticeship					
	Transfer the apprentice's number	School Attendance			Craft	Costs of apprenticeship							
		Reading/Writing	What was the level of your last class?	Have you ever followed vocational training?		When did this training take place?	How long have you been an apprentice here?	Who chose this craft for you?	Who chose your Master Craftsperson?	Do you like this craft?	How much does the apprenticeship here cost you?	How are the costs settled?	Who is paying for the apprenticeship?
		Are you able to easily read a letter or a newspaper, with difficulty, or not at all? 1. Easily 2. With difficulties 3. Not at all 9. I don't know	Have you ever been to school? 1. Yes, formal 2. Yes, non formal 3. No	What was the level of your last class? Note the level	Have you ever followed vocational training? 1. None >A22 2. Reading/Writing 3. Formal apprenticeship 4. Non formal apprenticeship (Churches, NGO...) 5. Informal apprenticeship	When did this training take place? 1. Less than 3 months ago 2. Between 3 and 6 months ago 3. Between 6 months and 1 year 4. More than 1 year 9. I don't know	How long have you been an apprentice here? Note the length of time in months	Who chose this craft for you? 1. Yourself 2. Your parents 3. NGO 4. A third party 9. I don't know	Who chose your Master Craftsperson? 1. Yourself 2. Your parents 3. NGO 4. A third party 9. I don't know	Do you like this craft? 1. Yes, very much 2. Yes, a little 3. Not at all 9. I don't know	How much does the apprenticeship here cost you? Indicate 99 if the cost is not known	How are the costs settled? 1. At the start of the apprenticeship 2. By year 3. Monthly 4. Weekly 5. Some else is paying 9. Does not know	Who is paying for the apprenticeship? 1. The respondent 2. Parents 3. NGO 4. Third party 9. Does not know
A1	A17	A18	A19	A20	A21	A22	A23	A24	A25	A26	A27	A28	
1	1 2 3 9	1 2 3		1 2 3 4 5	1 2 3 4 9	1 2 3 4 9	1 2 3 4 9	1 2 3 4 9	1 2 3 9	1 2 3 9	1 2 3 4 5 9	1 2 3 4 9	
2	1 2 3 9	1 2 3		1 2 3 4 5	1 2 3 4 9	1 2 3 4 9	1 2 3 4 9	1 2 3 4 9	1 2 3 9	1 2 3 9	1 2 3 4 5 9	1 2 3 4 9	

Section III	Conditions of apprenticeship (Continued)													
	Transfer the apprentice's number	Tools and materials					Management/Supplier-client networks/Specificity							
		Do you have enough tools to do your work? 1. Yes 2. No	Do you have enough tools belong to you, who paid for them? 1. Yourself 2. Your parents 3. NGO 4. A third party 9. I don't know	Do you supply your own materials? 1. Yes 2. No (The master or the client supplies them)	When do you supply these materials? 1. Once, at the beginning of the apprenticeship 2. Yearly 3. Monthly 4. Weekly 5. I don't pay for them 9. I don't know	Who pays for them? 1. Yourself 2. Your parents 3. NGO 4. A third party 9. I don't know	How do you get along with the Master? 1. Very well 2. Well 3. Badly 4. Very badly 9. I don't know	Are you permitted to discuss/judge prices of materials (you or another apprentice)? 1. Yes 2. No	Are you permitted to discuss/judge prices of materials (you or another apprentice)? 1. Yes 2. No	Do you have special needs during the apprenticeship? 1. Yes 2. No	Is the Master Craftsperson or the other apprentices sensitive to your needs? 1. Yes 2. No 9. NSP	Are your needs addressed in such a way to help you learn better? 1. Totally 2. Partly 3. No 9. NSP	Have you been harassed (morally or sexually) by ... 1. Master craftsperson 2. Other apprentices 3. Clients 4. Never	
A1	A29	A30	A31	A32	A33	A34	A35	A36	A37	A38	A39	A40	A41	A42
1	1 2	1 2 3	1 2 3 4 9	1 2	1 2	1 2 3 4 5 9	1 2 3 4 9	1 2 3 4 9	1 2	1 2 9	1 2 9	1 2 9	1 2 3 9	1 2 3 4
2	1 2	1 2 3	1 2 3 4 9	1 2	1 2	1 2 3 4 5 9	1 2 3 4 9	1 2 3 4 9	1 2	1 2	1 2	1 2 9	1 2 3 9	1 2 3 4

Conditions of apprenticeship (Continued)																
Section III	Transfer the apprentice's number	Technology transfers					Period of apprenticeship/Work schedule / Incentives									
		Does the Master send you to have exchanges with other Master Craftspeople or other apprentices in other workshops?	Does the Master allow you to work in other workshops?	Have you followed any additional training outside the workshop?	What did you learn?	Were you told how long your apprenticeship would last?	Do you agree with the length of the apprenticeship?	How many hours a day do you work?	How many days do you work per week?	Does the work schedule allow you to fulfill your household duties?	Do you receive any financial inducements from your Master?	How does he pay you?	What is the average sum you receive every week?	Is this form of incentive?	Do you have other sources of income to meet your needs?	What is the source of this additional income?
		1. Often 2. Rarely 3. Never	1. Often 2. Rarely 3. Never	1. Yes 2. No		1. Yes 2. No	1. Too long 2. Long 3. Correct 4. Short 5. Too short	A49	A50	A51	A52	A53	A54	A55	A56	A57
A1																
1		1 2 3	1 2 3	1 2	1 2	1 2 3 4 5						1 2 3 4	1 2 3	1 2	1 2 3 4	
2		1 2 3	1 2 3	1 2	1 2	1 2 3 4 5						1 2 3 4	1 2 3	1 2	1 2 3 4	

Conditions of apprenticeship (Continued)														
Section III	Transfer the apprentice's number	Incentives (continued)					Health and Security							
		Do the clients give you tips?	Does the Master increase your inducements when he's pleased with your work?	Which of these inducements do you receive?	How many times were you ill over the last three (3) months?	How many times were you hurt over the last three (3) months?	Was your most recent illness or wound related to your work?	Who paid for your healthcare?	Does the Master punish you when he's not happy with your work?	How does the Master punish you?	How do you feel around the other apprentices?	Would you like to continue working in this field?	What do you intend to do when your training is completed?	Did the boss teach you how to open your own workshop?
		1. Yes 2. No	1. Yes 2. No	1. Food 2. Clothing 3. Room and board 4. Transportation 5. Other	Write 0 if the child has not been ill	1. Yes 2. No	1. Yourself 2. Your parents 3. NGO 4. The Master Craftsperson 9. I don't know	1. Yes 2. No	1. Yes 2. No	1. Very good 2. Good with some differences 3. Do not get along with others 4. Quarrelling all the time	1. Yes 2. No 9. NSA	1. Continue to work in this workshop 2. Work for another Master Craftsperson 3. Open my own workshop? 4. Work for a company 5. Work in another city 9. NSA	1. Yes 2. No 9. NSA	1. Yes 2. No 9. NSA
A1														
1		1 2	1 2	1 2 3 4 5		1 2	1 2 3 4 9	1 2	1 2	1 2 3 4	1 2 3 4	1 2 3 4 5 9	1 2 3	1 2 9
2		1 2	1 2	1 2 3 4 5		1 2	1 2 3 4 9	1 2	1 2	1 2 3 4	1 2 3 4	1 2 3 4 5 9	1 2 3	1 2 9

Section IV Transfer the apprentice's number	Conditions linked to the reintegration of CAAAFAG /Perception of CAAAFAG													
	Programme oversight					Social capital								
Since you have been here has anybody from the local NGO come to see you?	What is your opinion of these visits?	Why do you think these visits are useful?	How do you feel since starting to learn a trade?	What was your family's and community's impression of you before beginning your training?	Specifically, did you have differences with your family?	Since beginning your apprenticeship have your differences with your family ...	Since beginning your apprenticeship has the way that you are viewed by your family and community changed?	Have you kept in contact with the comrades you had when you were with the military?	What do they think about your being an apprentice?	Would some of them also like to become apprentices?	Would it be easy for them to find a workshop and a Master Craftsperson?	Why?	What do you believe should be done to help them?	
1. Often 3. Rarely 4. Never > A68	1. Useful and conducted at regular intervals 2. Useful but irregularly spaced 3. Useless but conducted at regular intervals 4. Useless and irregularly spaced	1. To feel better 2. To share difficulties linked to the training 3. To patch up differences with the Master 4. To speak about problems at home 5. To speak about the future 9. Of no interest	1. Very well 2. Well 3. All right 4. The same 9. NSA	1. A very good opinion 2. A good opinion 3. A bad opinion 4. A very bad opinion 9. NSA	1. Yes 2. No	1. Diminished? 2. Increased? 3. The same 9. NSA	1. Yes 2. No	1. Yes 2. No	1. Yes 2. No	1. Yes 2. No 9. NSP	1. Yes 2. No 9. NSA	1. They don't know anybody 2. They have no money 3. They have not been registered 9. NSA		
A1	A71	A72	A73	A74	A75	A76	A77	A78	A79	A80	A81	A82	A83	A84
1	1 2 3 4	1 2 3 4	1 2 3 4 5 9	1 2 3 4 9	1 2 3 4 9	1 2	1 2 3 9	1 2	1 2		1 2	1 2 9	1 2 3 9	
2	1 2 3 4	1 2 3 4	1 2 3 4 5 9	1 2 3 4 9	1 2 3 4 9	1 2	1 2 3 9	1 2	1 2		1 2	1 2 9	1 2 3 9	

Observations:

Workplace: cleanliness-heat-humidity-noise level-lighting-Available space-risks and dangers for children to get injured or fall ill-orderliness of workshop

Apprentice/Master craftsperson: state of dress of apprentices – apprentices frightened or not- behavior among apprentices

ANNEX 5

Save the Children Project (ANAED) in Korhogo and Ferkessedougou (2006-2008)

Distribution of beneficiaries by gender and trade							
Trade	CAAFAG			Other children affected by the conflict			Together
	Girls	Boys	Total	Girls	Boys	Total	
KORHOGO							
Hairdressing	8	0	8	0	0	0	8
Dressmaking	6	4	10	2	0	2	12
Welding	0	4	4	0	1	1	5
Carpentry	0	17	17	0	7	7	24
Auto mechanic	0	3	3	0	0	0	3
Motorcycle mechanic	0	2	2	0	0	0	2
Shoemaking	0	0	0	0	1	1	1
Auto electricity	0	1	1	0	0	0	1
Agriculture	0	8	8	0	3	3	11
Subtotal	14	39	53	2	12	14	67
FERKESSEDOUGOU							
Hairdressing	11	0	11	0	0	0	11
Dressmaking	7	5	12	0	0	0	12
Welding	0	5	5	0	0	0	5
Carpentry	0	6	6	0	0	0	6
Auto mechanic	0	3	3	0	0	0	3
Motorcycle mechanic	0	4	4	0	0	0	4
Shoemaking	0	0	0	0	0	0	0
Auto electricity	0	0	0	0	0	0	0
Agriculture	0	0	0	0	0	0	0
Subtotal	18	23	41	0	0	0	41
Total 2 regions							
Hairdressing	19	0	19	0	0	0	19
Dressmaking	13	9	22	2	0	2	24
Welding	0	9	9	0	1	1	10
Carpentry	0	23	23	0	7	7	30
Auto mechanic	0	6	6	0	0	0	6
Motorcycle mechanic	0	6	6	0	0	0	6
Shoemaking	0	0	0	0	1	1	1
Auto electricity	0	1	1	0	0	0	1
Agriculture	0	8	8	0	3	3	11
Total	32	62	94	2	12	14	108

Source: Save the Children -ANAED, December 2009

ANNEX 6

Save the Children Project in Bunia and surroundings (2007-2008)

Distribution of beneficiaries by gender and trade							
Trade	CAAFAG			Other children affect by the conflict			TOTAL
	Boys	Girls	Total	Boys	Girls	Total	
Income generating activities							
Agro pastoral income generating activities	71	6	77	33	6	39	116
Baking	1	1	2	-	-	-	2
Animal husbandry	73	12	85	32	10	42	127
Mill operating	18	0	18	20	5	25	43
Pastry making	9	0	9	2	3	5	14
Small shop owner	3	2	5	2	0	2	7
Photographer	20	0	20	7	0	7	27
Restaurant	0	6	6	0	3	3	9
Subtotal	195	27	222	96	27	123	345
Vocational training							
Hair dressing	23	1	24	24	4	28	52
Dressmaking	188	87	275	83	89	172	447
Sewing, knitting, embroidering	4	2	6	2	15	17	23
Auto mechanic	11	0	11	9	0	9	20
Motorcycle mechanic	17	0	17	24	0	24	41
Carpentry	75	0	75	69	0	69	144
Radio Repair	3	0	3	1	0	1	4
Subtotal	321	90	411	212	108	320	731
Total	516	117	633	308	135	443	1076

Source: Extracted from Save the Children data

ANNEX 7:

COOPI project in Bunia (2008-2009)

Distribution of trainees according to gender and location							
	Children released from armed forces and groups			Other conflict affected children			TOTAL
	Girls	Boys	Total	Girls	Boys	Total	
BUNIA							
Economically reintegrated	735	0	735	82	0	82	817
In apprenticeship	810	0	810	90	0	90	900
Total	1545	0	1545	172	0	172	1717
KPANDROMA							
Economically reintegrated	181	452	633	16	75	91	724
In apprenticeship	861	1186	2047	43	235	278	2325
Total	1042	1638	2680	59	310	369	3049
BUNIA and KPANDROMA							
Economically reintegrated	916	452	1368	98	75	173	1541
In apprenticeship	1671	1186	2857	133	235	368	3225
Total	2587	1638	4225	231	310	541	4766

Source: Extracted from COOPI data

ANNEX 8

Results of the CAAFAG evaluation nine months after the beginning of their informal apprenticeships

(Save the Children-ANAED Project in Korhogo)

TRADE	OBSERVATION
DRESSMAKING	<p>Can get by.</p> <ul style="list-style-type: none"> ■ Has little knowledge of either the textiles or of the parts of the sewing machine ■ Can make hems with a needle and with a sewing machine ■ Can peddle the machine ■ Can sew buttons ■ Can assemble a garment if the Master has pre-cut the cloth ■ Can place stickers ■ Can stitch
HAIRDRESSING	<ul style="list-style-type: none"> ■ Adequate. ■ Knows how to wash hair, to straighten hair ■ Knows the name of the products and of the material ■ Knows how to welcome clients ■ Knows how to straighten hair ■ Knows how to curl hair ■ Knows how to shampoo ■ Knows how to shape hair <p>Knows how to braid</p>
WELDING	<p>Adequate.</p> <ul style="list-style-type: none"> ■ Security methods related to the use of electricity and of security material ■ Knows how to point ■ Knows how to cut iron ■ Knows how to straighten iron ■ Knows how to make small furnaces

MOTORCYCLE MECHANIC	<p>Quite good.</p> <ul style="list-style-type: none"> ■ Understanding of tools and of motorcycle components ■ Welcoming of clients ■ Can detect the source of trouble ■ Can detach and replace an engine ■ Can remove and replace a tire ■ Can clean an engine ■ Can change the oil ■ Can verify the quality of the oil ■ Can wash the carburettor ■ Understands the electrical system
CARPENTRY	<p>Can get by.</p> <ul style="list-style-type: none"> ■ Basic understanding of materials (Korhogo) ■ Good understanding of material (Ferkessédougou) ■ Can plane and sand ■ Can saw wood ■ Can make small chairs, token boxes, stools and picture frames ■ Can assemble furniture ■ Can take measurements
AUTO MECHANIC	<p>Adequate.</p> <ul style="list-style-type: none"> ■ Understanding of the parts of the engine and their purpose (radiator, starter, cylinder head) ■ Understanding of tools ■ Knows security procedures for self and colleague during repairs ■ Knows how to change a wheel
AGRO PASTORAL	<p>Can get by.</p> <ul style="list-style-type: none"> ■ Quality of the soil ■ Vaccination of chicks ■ Feeding of chickens and maintenance of coop ■ Knows how to feed chickens ■ Knows how to maintain feeders ■ Knows how to maintain drinkers

Source: ANAED report, 2009

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