Maurice Cibeza Bisimwa

MANAGEMENT OF THE CREATION OF VOCATIONAL TRAINING CENTER IN BUKAVU BASED ON THE PROJECT METHODOLOGY

The concept methodology remains important to understand in any field of research. Research in project management is one of hard labor epistemology. The justification, the rationality of a project, program and portfolio is not a simple evidence. Critical analysis in terms of project, portfolio and program management methodologies, applicable in poverty reduction in the Republic Democratic of Congo is made. Fig. 2, tabl. 5, ref. 21.

Key words: project, program, portfolio, management, methodology, apprenticeship, youth employment, poverty reduction.

Problem statement and its connection with scientific tasks. Situated in the east of Democratic Republic of the Congo, the Province of South Kivu has been the prey of armed men for over twenty years. In this region, thousands of people killed and millions of others removed from their birthplace by the permanent troubles that have prevailed since the burst of violence occurred in the Great lakes regions in 1994.

The consequence of this situation is the general poverty in this region. People had lost their activities, investments, goods and services. Now a fragile peace appears, people start some activities but no resources, so we need to teach them how to start activities and become independent. That is why for us a unique way is to create a vocational training center. The training will help people to acquire new knowledge and experience in order to improve their life conditions. We will teach them how to fish instead of giving fish them. They should become confident. They will get to know that confidence does not come out of nowhere. It is a result of something: hours, days, weeks and years of constant work and dedication. Obviously, to reduce the poverty in Democratic Republic of the Congo is not our monopoly, others people are concerned like the Government of Congo, the International Community and some researchers, and continue to look for a solution. From 2007 the United Nations Development Program [1] still now, people and organizations evolved in this issue have done some diagnosis of the situation of poverty and noticed the multidimensional nature of poverty like the same constant we made on the beginning. They proposed some strategies of reduction of poverty based on five pillars of solutions such promoting good governance and consolidating peace through institution building; consolidating macroeconomic stability and growth; improving access to social services and reducing vulnerability, combating HIV/AIDS; and supporting dynamism at the community level. In addition, many organizations are trying to help this Country throughout some projects, programs and portfolios [1]. However, we have to highlight that poverty continues in this country and it is important to ask the "why" question. The table below shows different interventions.

From the report of the United Nations Development Program (UNDP) 1998-2000 [3], we find some actions taken to help the DRC by developments partners. The main areas of intervention are Education, Health, Social, and Humanitarian. The main actors on the list remain UN Agencies, Some Multinational, European Union, Bilateral, Belgium, France, Germany, Canada, U.K, Japan, USA, some NGOs with 82.19 million(contributions by donors and creditors) while the prevision was US$350 million a year according WHO and UNICEF mission. No need to repeat the role and implication of the World Bank in the crisis and conflicts of DRC.

Table 1

Indicators related to intervention by development partners in DRC [2]

№	Organizations	Projects	Portfolios	Programs
1	2	3	4	5
1	World Bank in cooperation with the following partners: IMF*, DfID, AfDB, UNOP, European Commission, Belgium/CTB and USAID, STAREC, Program I-SSSS	1.Enhancing Governance Capacity(FY 08) 2.Capacity for Core Public Management(FY11)	1.Technical Assistance and Capacity Building for Budget Preparation in DRC Provinces(FY 11) 2.Country Governance and Anti-Corruption Program Implementation (FY 9) 3.IDF-Demande-Side Governance and Strengthening of the Civil Society (FY 11) 3.Capacity Building for the Preparation and use of a 1- 2 -3 Survey in the Context of DR Congo's PRSP 2 (FY 10) 4.Multi-donor trust fund for Statistical Capacity Building –III (FY 11)	1.DRC-FIP Investment Plan Preparation Grant (FY 12)
2	World Bank in cooperation with the following Partners: IMF, EC, DfID, GTZ, CTB, USAID.	3.Forest and Nature Conservation (FY10)	5.National Parks Network Rehabilitation Project (FY 9)	2.Forest Investment Plan: MDG fees for FIP Program (FY 12)
3	World Bank. Other Partners: DfID, AfDB, CTG,EC	4. Growth and Governance in the Mineral Sector (PROMINES)(FY11) 5.Urban Water Supply Project AF(FY 09)	6.Improving Linkages between skills Supply and Demand (FY 12) 7.Project Pipeline Screening and Initial Feasibility Assessment of Potential Infrastructure (FY 13) 8.Fundation for International Community Assistance DRC Master Card Foundation Technical Assistance	

4	World Bank in cooperation with the following Partners: DfID, KFW, UNDP/UNCDF, EC, AfDB, CTB, GTZ.	6.Private Sector Development Competitiveness(FY04)	9.DRC Strengthening the Payment System (FY 13)	3.Special Economy Zone Program –Phase II (FY 9)
5	World Bank in cooperation with the following Partners: DfID, AfDB, AFD, CTB, EC, KFW, EIB, JICA.	7.Emergency Urban & Social Rehab (FY 07) 8.Agriculture Rehab & Recovery SIL(FY10) 9.Road Reopening (PROROUTES) (FY10) 10.Multimodal Transport Project (FY 11)		
6	World Bank in cooperation with the following Partners: AfDB, EIB, KFW, USAID, NORAD, AFD, CTB	11.Regional & Domestic Power Market Development (FY 07)		
7	World Bank in cooperation with the following Partners: DfDI, CTB, WHO, MSF, UNICEF, UNDP, USAID	12.Street Children Project (FY 10)	10.Addressing Gender Based Violence in South Kivu DRC	4.Evaluation of Gender Based Violence Program in South Kivu (FY 11) 5.Women's and Children's Rights in the DRC Country Program (FY 10)
8	World Bank in cooperation with the following Partners: EC, GFATM, GAVI, KOICA, USAID, DfiD, CIDA, Belgium, JICA, GTZ,	13.Heath Sector Rehabilitation and Support Project (FY06)	11.Capacity Building in Budget Preparation for the Health Sector (FY 12)	-
9	World Bank in cooperation with the following Partners: ICT, CRS, EC, CTB, UNICEF, UNDP, USAID, AfDB	4 Education Sector Projec	-	-

Source: developed by the author based on [2].

-EC: European Commission
-FY: Fiscal Year
-FIP: Forest Investment Program
-GTZ: German Agency for Technical Cooperation
-GFATEM: Global Fund to Fight AIDS, Tuberculosis and Malaria
-GAVI: Global Alliance for Vaccines and Immunization
-IMF: International Monetary Fund
-I-SSSS: International Security and Stabilization Support Strategy
-ICT: Information and Communication Technology
-IDF: Institutional Development Fund
-JICA: Japan International Cooperation Agency
-KFW: German Reconstruction Credit Institute (Kreditanstalfur Wiederanfbau)
-KOICA: Korean International Cooperation Agency
-MSF: Doctors without Borders (Medecins sans Frontieres)
-MDB: Millennium Development Goals
–PROMINES: Governance in the Mineral Sector Technical Assistance Project (Projet d'Assistance Technique au Secteur Minier)
-PROROUTES: High Priority Roads Reopening and Maintenance Project (Projet de Maintien et de Rehabilitation du Reseau de Route Prioritaires)
-PRSP: Poverty Reduction Strategy Paper
-UNICEF: United Nations Children's Fund
-UNPD: United Nations Development Program
- USAID: United States Agency of International Development
-STAREC: Stabilization and Reconstruction Plan for Eastern DRC
-SIP: Small Investment Program (MIGA)
-WHO: World Health Organization [2]

From a perspective of a project manager and critical analyst, we continue to digging in the reports and documents in order to know the real problem, which stops the development of the DRC. The low impact of the interventions on changes in DRC should be the lack of engagement from either side. Then the complicity between the Government of DRC and the development partners. If we say there are some problems in management, it is not relevant because the World Bank appoints the best experts of management and development. The reports of evaluation will provide the causes of no effectiveness and no efficiency. Meanwhile, for example since this crisis started the World Bank organized several Poverty Reduction Strategies Paper (PRSP). First, Interim Poverty Reduction Strategies Paper [4]. The 2000-2002 period: the first phase of the PRSP with assistance from the International Community, the Government was attempting to focus first on achieving peace and good governance [4, p.27]. The 2002-2005 period: this period bridges the job between stabilization and the relaunching of pro-poor and sustainable growth that benefits the poor. The intermediate objectives correspond with the implementation of certain priority actions of the I.PRSP. The 2005 period: of course, the interim PRSP strategies designed to bring about the recovery of the national economy and set it on a path of sustainable, strong pro-poor growth. According to the World Bank [4, p.28] the success of this phase would depend on the country's ability to raise, fresh capital by opening up its economy to the outside world and on the effort it makes to generate domestic savings. Practically, the PRSP have to accompany the DRC as she emerges from disaster, serving as guide in respect of actions to stabilize the economy and reconstruct the conditions for a return to growth. Despite that, indisputable the country DRC has uncertainty, volatility and complex situation, the socio-politic environment dominated by continuously ambiguity. Whence, for us the question of responsibility and urgency. Second, double Poverty Reduction Paper, one for 2006-2010[1] and other for 2012-2016 [5]. The content of those documents shows some events. Mains achievement of PRSP 1: in terms of poverty reduction, various reforms initiated, firstly to improve government revenues, and secondly to better contain, allocate and implement spending. The signing of a new IMF program in December 2009 supported by an

extended credit facility reflects the efforts of the Congolese authorities to have more balanced accounts. These reforms have enabled the DRC to reach the completion point of the Heavily Indebted Poor Country (HIPC) initiative, enabling a substantial reduction of the debt burden [5, p.14]. Unfortunately, this program did not reduce or change something in the real live of citizens. The debt dropped but no internal impact. Mains achievements for PRSP 2: we do not have any report about, but from the global and sector objectives of the strategy, we can make some critics. Pending we have below the objectives:

1) Poverty and employment: -To bring back the incidence of poverty by 2015 to 60 percent.-To create at least 1 000 000 decent jobs per year by 2015.

2) Growth: -To assure a real growth rate of GDP of 7, 2 percent a year during the period; -To increase the level of public investment rate of 19 percent.

3) Stabilization: -To stabilize the average annual inflation rate at about 9 percent. –To reach an average annual domestic fiscal balance of -1.5 percent. –To adjust the average annual current account deficit to 6, 7 percent.

4) Education: -To ensure primary for all, resulting by 2015 in very free primary education, a net enrolment rate of 93, 2 percent a retention rate of 66 percent. –To reduce the illiteracy rate among adults above 15 years from 30 percent to 8, 4 percent by 2015. –To increase the number of trainers in the educational, technical and technological domains.-To step up the current girl-boys ratio in higher education from 0.3 to 0. 5 in 2015. – To improve the educational supervision rate in higher institution of learning.

5) Gender: -To ensure girls/boys parity in the primary. – To improve women empowerment, especially with regard to economic capacities. –To step up the involvement of women in democratic governance at various levels.

6) Health: -To reduce the proportion of children less than 5 years of age suffering from underweight: 16.3 percent. – To reduce infant mortality rate to 60 per 1000 live births in 2015 as against 158 in 2010. –To increase the immunization coverage ratio of children to 8o percent. –To reduce maternal mortality rate to 348 per 1 000 000 live births as against 549 currently. –To increase the rate of assisted children to 93, 6 percent.

7) Access to drinking water: -To increase the coverage in drinking water supply: urban 50 percent, rural 30 percent. –To increase the coverage ratio of drinking water 38 percent as against 26 percent currently.

8) Access to electricity: -To step up the arte of electricity supply from 9 percent in 2010 to 19 percent in 2015.

9) HIV/AIDS: -To reduce the rate of seroprevalence to a level below 3.23 percent.

10) Environment & CC: -To increase the ratio of protected areas in the country to 17 percent. –To slow down the rate of deforestation and expansion of GES [5.p.48]. After this presentation of goals, it appears that the reduction of poverty like sector is to slow down at 60 percent, means the poverty is very higher. In fact, the way to reduce poverty is longer than we think. Thus, we need more efforts and energy. Regarding education, they just talk quickly about trainers in the educational, technical and technological domains, but like witness, we know that in our region nothing made there. That is why our contribution will be a complementarity in poverty reduction.

Goal of the article. On the one hand, this paper aimed at seeking solutions to the multidimensional nature of poverty in DRC; on the other hand, we are reviewing different methodologies such as project, program and portfolio management in order to use them for solving the announced problems in DRC. To achieve this aim we used some literature on poverty reduction; on educational projects in DRC and in the world; we used some data about apprenticeship as a sample study. In the view of this work, there is an evaluation of the organization of vocational training in the Republic

Democratic of the Congo and in the world. We elucidated the various challenges that stunt the vocational training, and in conclusion gave some recommendations as to the best possible of actions to mitigate the challenges. Presently, the question is the meaning of methodology. It is a system of practices, techniques, procedures and rules used by those who work in a discipline .Further we have an echo of some methodologies.

Introduction of the basic finding. It is possible to clarify terms and concepts trough definitions. Of course, a definition states the meaning of a word using other words. This is sometimes challenging. Common dictionaries contain lexical descriptive definitions but there are various types of definitions, all with different purposes and focuses. In this case, we have to avoid abstract concepts for a good understanding.

There is often a misunderstanding about the terms Portfolio, Program and Project management, when it comes to distinguish the business. Sometimes a program called a project; sometimes a project called a program. Besides, project portfolio and program mistakenly used interchangeably. The table below provides more details.

Table 2

Definition of project, program, portfolio, and the difference

	ISO	PMI	Difference	
Project	A project is a unique process consisting of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirement including the constraints of time, cost and resources [6].	A project is temporary endeavor undertaken to create a unique product, service or result.	Key words	a project is temporary, unique
			Major tasks	identifying project requirements, managing stakeholders, completing project scope, balancing project constraints
			Benefits	Final product, service or result.
Program	-	A program is a group of related project in a coordinated way to obtain benefits and control not available from managing them individually. Program may include elements of related work outside of the scope of discrete projects in program.	Key words	related projects, shared goal
			Major tasks	coordination among related projects, controlling interdependencies related projects
			Benefits	The meeting of program goal.

			Key words	collection of project, programs and operations, strategic business objectives
Portfolio		-	A Portfolio is a collection of projects or programs and other work that are grouped together to facilitate effective management of that work to meet strategic business objectives. The projects or programs of the portfolio may not necessarily be interdependent or directly related.	Major tasks	selection of right programs and projects, prioritization of work, optimization of organization cost and resources, maximization of organizational profits
			Benefits	Organizational benefits like reduction of costs, increase in profits and a good return on investments[7]

Source: Developed by the author based on [6, 7].

Baseline to recognize a project, program and portfolio:
• On efforts that we deem as programs, the organization needs to be able to staff at least one program manager and two or more project managers on the various projects that make up the program. If we find ourselves in a position where there is only one person responsible for the "project management" activities and we want to divide the effort into a program, we are opening ourselves to a variety of risks.
• Portfolios are a very different thing from projects or program. A portfolio can contain multiple projects and/or program. It can also contain work that is not project oriented. The primary focus is on managing organizational investment in initiatives. In such a manner as to maximize the benefit of such an investment. A portfolio can managed by an individual or a group of people. As such, the distinction between portfolios versus programs is a lot easier to understand. Furthermore, organizations may also opt to have multiple portfolios that can managed separately. These could include a marketing portfolio, an IT portfolio and so forth. Below a pyramidal overview of concepts (fig. 1):
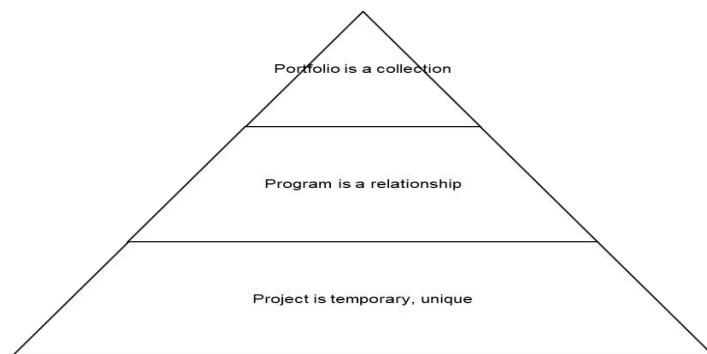

Fig. 1. Hierarchical presentation of project, program and portfolio
Source: Developed by the author methodologicaly based on [15].

After that brief clarification of terms, it is convenient to talk about methodologies. In fact, business has been around since there have been human activities. That means some form of project methodologies has existed since ancient times when major projects like buildings used in Mesopotamia as Banks w built. However, it was not until the early 1900s things started to become scientific. People use tools and used it. Ever since humanity discovered various jobs, it has been inventing methods and tools to help teams keep project on track. Our task is the question of features of methodologies in the field of project, program and portfolio management.

This list is not exhaustive because there is not a consensus on it. The managers' board divided about the legibility of some methodologies. What can we do? Can we organize a vote? For us, we collected a sample like first step of this dialectic. Since all projects vary and have differing requirements, there can be no project management methodology "best" and applied to all businesses.

For instance, most managers use the Waterfall than any other, especially in the construction and software development industries. Business leaders had created many varieties of this methodology. However, remain consistent with these general components: specification of consumer requirements, concept, design and planning, creation of a physical product, integration into current systems, validation, and product installation.

According Mattias Le Cren [16] a business can vary according to type, size, industry, and many other factors. Rather than looking for a methodology that is best, businesses should learn these methodologies, how they are used, and how they can applied. Consider some of these factors for determining which methodology might be right for us: Organizational goals, core values, Project constraints, Project stakeholders, Project size, Cost of the project, ability to take risks, need for flexibility. Many enterprise IT organizations are tackling large, complex efforts that combine the delivery of software elements, new and changed business models, and overall changes to organizational structure and capabilities.

In general, program efforts have a larger scale and impact than most project efforts. The outcome(s) of a program effort can have a significant impact upon business and product viability. These efforts can also consume significant amounts of funding which can translate into hard choices about whether to continue or discontinue programs or certain aspects of them.

We have information about project, program, and portfolio methodologies, but to know what other did is not enough. How about their application in apprenticeship? What used in educational projects area in DRC, in the world?

Vocational training used to prepare for a certain trade or craft. Decades ago, it used to refer solely to such fields are welding and automotive service, but today it can range from hand trades to retail to tourism management. Vocational training is education only in the type of trade a person wants to pursue, forgoing traditional academics.

Vocational training, also known as Vocational Education and Training (VET) and Career and Technical Education (CTE), provides job-specific technical training for work in the trades. These programs generally focus on providing students with hands on instruction, and can lead to certification, a diploma or certificate. Students may prepare for jobs such as auto repair, plumbing, retail.

Vocational training can also give applicants an edge in job searches, since they already have the certifiable knowledge they need to enter the field. A student can receive vocational training either in high school, a community college or at trade schools for adults. A global view of this matter can help in the configuration of crafts in the whole area of education. We the evolution of nations is not discontinues and the stronger has to inspire the weaker.

Table 3

Review of methodologies used in a project, a program and a portfolio management

Project Management	
Agile	Using Agile management in a project helps to define the project clearly with stakeholders and team input, sprints or iterations assigned to a small groups, effective project monitoring, immediate change instead of constant review, along with constant communication throughout the project[8]
Waterfall	Within the waterfall project management, methodology projects move along a linear and defined trajectory, like water gushing down a waterfall. It begins with planning, where project requirements, scope, budget and task timelines discussed and fixed. Then comes the execution, where success is measured on how closely the project outcomes match the initial requirements[9]
Six Sigma	The Motorola Company originally developed the six-sigma system to eliminate defects. Pierce F., emphasis when he said: "Motorola's journey to achieve six sigma performance began in 1986 when engineer Bill Smith quietly set out to devise a methodology to standardize defect measurement and drive improvements in manufacturing" [10]. The goal of company was the conformity to the original specification throughout the entire design, production and delivery process. Some experts consider six sigma more of a quality control and apparatus than a true project management methodology.
PRINCE2	PRINCE2 used in most government projects as well as a number of private organizations with internal and external clients at different levels of contractual engagement. PRINCE2 is a complete project methodology system. The advantages are: greater resource control, increased project risk management, clear and structures responsibility allocation, a focus on End-User (who, when, and why?), consistent, organized planning and execution, regular review justification cycles[11]
Program Management	
Managing Successful Program (MSP)	Is the methodology approved by some governments for public sector authors whose job was transform policy into desired outcomes and benefits.MSP creates a structured framework for organizations of all sizes and from all sectors to improve practices, offer better services and more effectively prepare for the future[12]
Portfolio Management	
IT Infrastructure Library (ITIL)	It is a library of volumes describing a framework of best practices for delivering IT services. The ITIL has gone through several revisions in its history and currently comprises five books, each covering various processes and stages of the IT service lifecycle. The ITIL, currently ITIL v3, focuses on business and IT integration, and ITIL certifications can earned at five levels. ITIL's systematic approach to IT service management can help businesses manage risk, strengthen customer relations, establish cost-effective practices, and build a stable IT environment that allows for growth, scale and change[13]
PMBOK integrated with Rational United Process(RUP)	A RUP project uses PMBOK best practices in every iteration, in all four RUP phases (Inception, Elaboration, Construction, and Transition) as part of the project management discipline. That means we need to tailor RUP to the PMBOK key elements. While the PMBOK is a framework and guidelines, it implies some roles, activities, and artifacts; so, we will consider the PMBOK as an existing process and incorporate its best practices into RUP[14]

Source: Developed by the authors on [8, 9, 10, 11, 12, 13, and 14].

Table 4

A look through the world about vocational training vs general education

Zone	Vocational training and general education	Outcomes regarding youth	Challenges
Continental Europe, mainly German-speaking countries	Dominance of dual vocational training	Relatively smooth transition from school to work, low youth unemployment	Labor market integration of youths failing to enter vocational training
Mediterranean countries, in particular Spain	Some school-based vocational training, but general education tends to dominate, problem with early school leaving	High youth unemployment, mainly unstable jobs for young people	Brining academic education closer to the labor market, strengthening apprenticeships, prevent youth exclusion
Anglo-Saxon countries	Clear division between school-based education and learning on-the-job	strong youth unemployment increase during the economic crisis, good chances by a secondary degree	Ensure better general schooling completion, establish links between colleges/schools and world of work
Transition countries	Dual vocational training declined, now mostly school based, expansion of tertiary education	Youth often in volatile positions	Expand existing vocational training to include employers
Middle East and North Africa	Dominance of general education, some school-based vocational training and traditional apprenticeships	Dominance of informal jobs or inactivity	Stimulating formal private sector, prepare young people for jobs outside public sector, improve quality of education
Sub-Saharan and South Africa	Dominance of general education, some school-based vocational training and traditional apprenticeships,	Mainly employment in informal sector	Stimulating formal private sector, bring some formal training to informal jobs, improve quality of education
South and East Asia incl. India and China	Expansion of general education, vocational training mostly school-based and marginal, traditional apprenticeships, preparatory programs at small scale	Underemployment, informal employment	Decent working conditions for youths, increasing vocational training in a systematic way
Latin America	More dated and limited vocational training, wave of temporary training programs	Severe labor market dualism and informality	Modernization of vocational training meeting dynamic labor market demands, overcoming segmentation

Source: Developed by the author based on [17].

At the look of that tables 3 and 4, the Government of the DRC should be compelled to provide and facilitate skills training initiatives not only because of the prevalence of poverty created by conflicts since its independence, but by virtue of it being a right that the children and young are entitled do. Beyond the people themselves, the use of vocational training to empower the most destitute of civilians also actively contributes to the peace building process in post conflict societies. Through the development of economically viable skill sets, vocational training can transform those most likely to initiate and perpetuate cycles of violence into productive and contributing members of the community. To understand the benefit of training center and methodologies used in some countries the table 5 below provide the key ideas.

Table 5

Comparison table of vocational training in different countries in the world

Countries	Issues	Policies	Challenges
German and its neighboring countries	Germany and many neighboring countries characterized by dual vocational training combining work experience, learning on-the-job and classroom education as the dominant pathway from school to work. Apprenticeship graduates generally have a smooth transition into employment.	The German system determined by some unique characteristics. First, the firm-based training is subject to nationally defined standards regarding the content and quality of skills. Second, a wide range of firms participate in skill formation and, lastly, the state offers support but relies on private sector incentives sponsoring vocational training	In order to prevent a mismatch between general skills determined by formal curricula and actual practical skills needed at the work place, research work needs to evaluate if the two pillars of dual vocational training are in accordance with each other.
Austria, Denmark and Switzerland	In the Continental European cluster of countries, Austria, Denmark and Switzerland are most similar to Germany as these countries also rely on a strong dual apprenticeship system as part of their upper secondary vocational education	The school-based part of the dual apprenticeships provided by vocational colleges, covering general as well as occupation-specific education. The costs of training in the schools are borne by the government.	A high degree of formalization that provides training only in centrally accredited occupational qualifications (currently about 240 in Austria, 230 in Switzerland and 123 in Denmark). The training content is continuously adapted to meet the changing requirements of the labor market.
Spain and other Mediterranean countries	Young people in Spain and other Mediterranean countries face particular difficulties when trying to enter the labor market successfully. Long-standing problems aggravated by the recent economic crisis.	Over the 30 years, Spanish youth employment policy has focused on offering training contracts, which mainly reduce the employers' costs of hiring young workers via subsidies.	Other Mediterranean countries such as Portugal, Italy, Greece as well as France However, these countries generally have persistent difficulties in integrating young people into the labor market market.

Anglo-Saxon countries	In the Anglo-Saxon context, mixed vocational training systems not institutionalized widely across Anglo-Saxon countries. Formal occupational competences are in general underdeveloped as young adults mostly receive on-the job training within firms building upon some earlier school-based education.	Empirical evidence suggests that some active labor market policies constitute useful educational measures facilitating several participants a higher education and thus boost their chances on the labor market.	During the recent crisis, the Anglo-Saxon countries experienced a significant deterioration of youth employment.
US	In particular, a dual apprenticeship system comprising formalized school-based learning and work-based training has not spread in the US.	vocational training systems not institutionalized widely, occupation-specific competences are in general underdeveloped for youths leaving the formal education system before or with the high school degree	A major challenge of the college-track currently seen in the high level of dropout rates among college attendees and the limited linkage to labor market relevant skills.
UK	In contrast to the US that largely focused on the provision of general skills, the training and education system of some countries in the UK seems to invest considerable efforts to provide general as well as occupation-specific skills at all stages of the education system.	Similar to the German speaking countries, the funding of the apprenticeship divided between the government and employers. While the government pays for formal training, employers pay and hourly wage to the apprenticeship.	The high level of costs endured with apprenticeships might be one of the reasons why the supply of apprenticeship places is particularly low in the UK with only 8% of all firms offering training places. Firms are increasingly shifting towards offering places to older youths who have previously worked at the company already
Russia and Eastern Europe	With the industrial restructuring, the communist vocational training system ended, and the dual apprenticeship system of the socialist era replaced by school-based training.		The lack of on-the-job training or coordination of employers and training providers led to an increase in skill obsolescence and mismatch as well as increasing skills shortages.

		The education system highly centralized and state controlled, consisted of a combination of general and vocational tracks. Typically, there was a general track involving more academically oriented education, lower level vocational schools, as well as technical schools. At the tertiary level, universities provided more academically oriented education and various institutes provided education that is more specialized.	
The Middle East and North Africa	Vocational education and training do not play a significant role due to a missing link with the labor market and the traditional perception that they are inferior to participation in tertiary education.	Formalized dual vocational training does not exist on a significant scale. Small-scale projects installed with the support of international partners; large-scale enrollments risk hampered by an absence of institutionalized involvement with employers.	The demographic youth bulge creates significant challenges for labor markets in the Middle East and North Africa (MENA) region that are often unable to provide sufficient labor demand in the formal private sector. Spells of unemployment and informal work significantly shape the transition patterns of young labor market entrants.
Sub-Saharan Africa and South Africa	Sub-Saharan labor markets characterized by high informality and traditional apprenticeships in crafts sectors. Both factors hamper high productivity and innovation in the economy, which would also trigger more demand for skilled labor.	Vocational education at the secondary school level has a marginal position in most countries, as there is a general lack of support and acceptance for vocational education by both employers and young people and their families.	In many Sub-Saharan countries, school attendance is less than complete, and child labor is still an issue. Despite some progress, only about 60% of all young people have completed primary education.

Latin America	Vocational training has traditionally been part of the education system in Latin America, but the original system has been unable to adapt to the changing structure of the economy, producing a cohort of unemployed youth or informally employed youth in the 1970s-80s.	We discovered that Vocational training has traditionally been part of the education system in Latin America.	Young people in Latin America face particular difficulties in entering the formal labor market, more than facing challenges in the transition from school to work.
India	Vocational training is of limited importance and mostly restricted to informal and traditional crafts training.	Young people face a particularly difficult situation in India. However, there has been a notable expansion of education with a strong trend towards academic studies.	Traditional apprenticeships in the informal sector cannot provide the skills for more productive economic activities.
China and East Asia	The Labor Preparation Program is an example of a systematic training program that has tried to do so. While enrollment rates in the program are high, there is so far no systematic evaluation about its effectiveness and efficiency.	The training programs that are in act were instituted in the last decade, present indicative evidence of effectiveness but are very limited in their coverage of the youth population.	In East Asia youth unemployment is around 10% but despite the relatively lowll numbers there is a question of in-work poverty.
Republic Democratic of Congo	Technical and vocational and training (TVET) does not provide knowledge and skills for the labor market. TVET has not employer participation in identifying needs or certifying the quality of graduates. Another major gap in TVET system is that it does not provide any skills training for workers in rural areas and in the informal sector.	In most of the country, the school system as well as the universities have survived sustained largely by private household financing and governed by the basic administrative framework that existed prior to the conflict. The public education system is so called because it include government schools and private institutions that formally received public subsidies and are governed by the basic regulations of	The existing formal secondary education and TVET system presents low efficiency, poor quality, and irrelevance, and caters only to the formal sector of the economy. The short duration vocational cycle attracts few students due to its perceived irrelevance. Due to the long duration of other cycle and high repetition and failure rates on examination, the number of secondary

		public institutions, even though all are now are largely privately financed.	completers is low. The graduate of the system do not have the competencies and skills required by modern economy. Skills training for the informal sector, the largest employer in the DRC, is virtually nonexistent [19].

Source: Developed by the author based on [18, 19].

Significant lessons from table 5:

- Support from employers (and their associations) regarding their willingness to provide training in a systematic fashion and certify it, seeing training as investment in favor of competitiveness, productivity, and to open up sustainable employment prospects,

- Support from young people, trade unions (and parents), accepting apprenticeship as a phase of lower earnings in exchange for skill acquisition so that it is not seen as inferior to academic training,

- Provision of vocational schooling, including funding, a regulatory framework (by government and/or employers) and monitoring to ensure timely adaptation and labor market relevance of training curricula.

- Very difficult to know what methodology is used in those countries. Project, Program, and Portfolio used according the level of development of the country. In developed countries, the concepts portfolio and program are tacitly in the literature. However, the concept project explicitly used in developing countries. Below a figure which explicate the connection between project, program and portfolio in the shop education. We choose this model from India [18], to show that in developed countries and organized the educative system is a summary of our three concepts .The figure shows the area of projects like general secondary board exams certificate. The area of programs like doctorate programs, master's program. The area of portfolios like advanced training institutes, central training institutes and foreign training institutes.

With its roots in engineering, construction and military defense projects, project management activities have taken place on an ad-hoc or informal basis for thousands of years. However, it was not until the 1950's that formal, disciplined methodologies began and used in a widespread fashion among organizations. These approaches to managing work are all about specifying the best way to initiate, plan and execute projects.

With the rise of so many different types of management processes, it soon becomes obvious that few can agree on what methodology actually is best. In the software development and IT operations realm, the debate has become particularly heated over which is better. Hany Wells [20], during her PhD focused on examining the effectiveness of project management methodologies and processes for the successful delivery of IT/IS projects, find that practioners'expertise, accountability, and attitudes all have a direct influence on the extent to which project management methodologies contribute to and benefit the management of project. Her research interests are primarily exploring and examining the rationale for selecting different approaches for the management of IT/IS project by organizations in varied business contexts and the overall influence of PMMs in project performance.
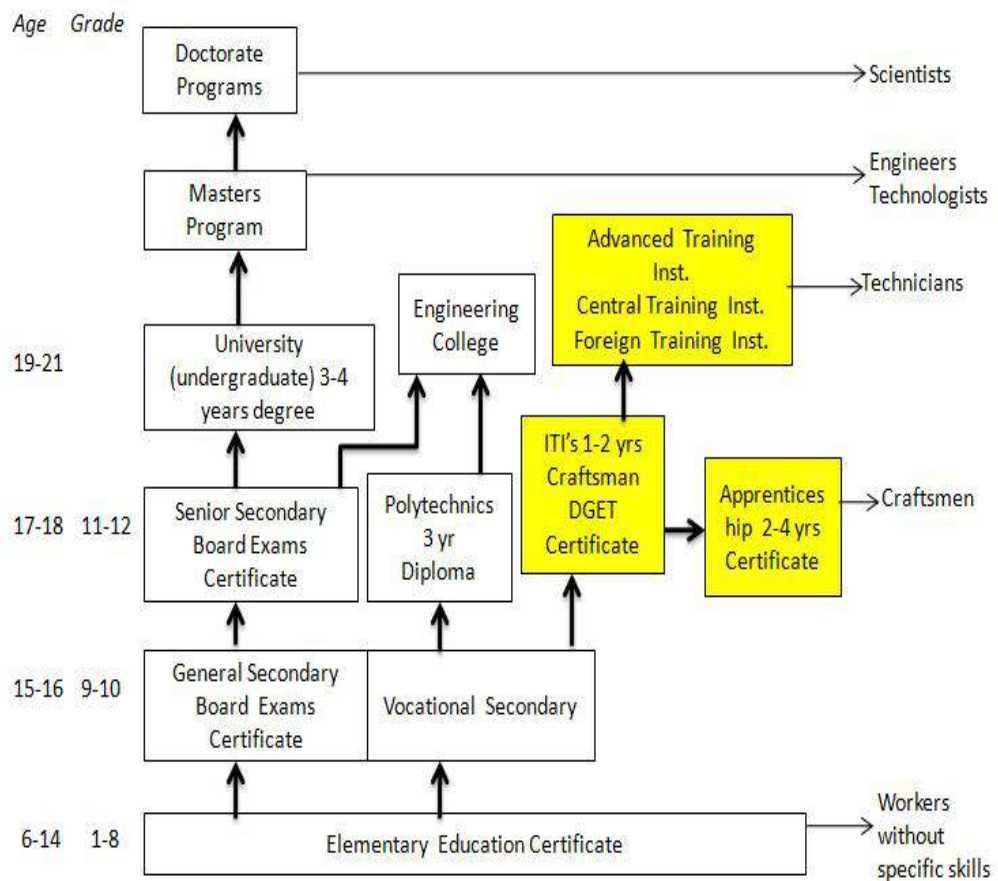
Fig. 2. Academic, technical and vocational parallel training structure/system in India-a flowchart
Data and graphs used on this figure are indicative not exhaustive. Source: [18, p.35].

Nowadays, there are lot of researchers who present some methods or guides, like methodologies. For instance some of them accept critical path method, project management institute, PERT method, risk management, quality management, rational unified process, critical chain, extreme, scrum, crystal, joint application development, rapid application development, new product introduction, packaged enabled engineering, outcome mapping as methodologies [21]. Therefore, the cause is, of course the eternal confusion between methodology and method.

Conclusions and prospects of further researches. To sum up all, the investigation done proves efficiently that the misunderstanding about concepts and terms namely project, program and portfolio is effectively epistemological and managerial. The hermeneutic and the categorization of words used in business needs a vade mecum or a memento of project manager in order to avoid the confusion of terms like the one of category and number. We know there is effort to elucidate terms but we need to work continuously and to adjust the meaning based on the context of language. So, although the misunderstanding of language, we can highlight some facts: the academic structure/system in India shows the combination in the same framework of project, program and portfolio. The whole is a portfolio included

programs and different projects in any level of education. We found the application of project, portfolio and program in the country assistance strategies in DRC (table 1). It is the best demonstration and presentation of the essence of that trilogy term.

So far, the reduction of poverty in South Kivu implies the change of mentality, the learning of crafts and the awareness of the working hard through innovation and design. Nobody from out will solve the issue of poverty. We discovered it when we analyzed the different interventions of partners from the International Community. The amount of money allocated to help the country was enough to build the economy but no improvement because corruption in DRC is higher and some donors look for job instead charity and real philanthropy. They do not care; their role is to accompany the country not to work instead his place. Therefore, our input is the apprenticeship, which really consist of stating something very simple and clear like agriculture, construction, and cut and sew, and carpentry. Once the apprentice has completed their studies, they open up a booth or a shop like the last cited. So their skills learnt through their mentor. Such method we think can help. The system should be open, people will imitate their friends, their brothers, they will copy, and they will share ideas. When you offer someone a rose, the fragrance will stay on your hands. Such quote will help us to recruit students for training. It is the trailblazing spirit to breakthrough from barriers and reform.

Otherwise, Vocational education consists of practical courses through which one gains skills and experience directly linked to career in future. It helps students to be skilled and in turn, offers better employment opportunities. These trainings are parallel to the other conventional courses of study like Biology, Mathematics, Sciences, etc. Time management and meeting deadlines play an important role in success in a vocational course and during their studies normally produce a portfolio of evidence, plans, reports, drawings, videos, placements, which is taken as a demonstration of students' capabilities for a job. After finishing the courses, students often offered placements in jobs. Vocational training in a way give students some work related experiences that many employers look for. There are two types of vocational training: formal and non-formal. Formal vocational training follows a structured training program and leads to certificates, diplomas or degrees, recognized by State/central Government, Public Sector and other reputed concerns. Non-formal vocational training helps in acquiring some marketable expertise, which enables a person to carry out her/his ancestral trade or occupation. In a way through such non-formal vocational training, a person receives vocational training, through hereditary sources. Often non-formal vocational trainings also received through other sources. In such cases, training given for someone to pursue a vocation, is not ancestral and is different from the trade on occupation of his/her ancestors. Mutatis mutandis, we will be open minded and listener for feedback about this research.

REFERENCES

1.International Monetary Fund, Democratic Republic of Congo: Poverty Reduction Strategy Paper, September 2007,IMF Country Report no.07/330, Washington D.C.[Online].Available from: https://www.imf.org/external/pubs/ft/scr/2007/cr07330.pdf
2. World Bank, Country Assistance Strategy for the Democratic Republic of the Congo. Period of 2013-2016.Report No.66158-2R, Washington D.C: Author. [Online].Available from: http://documents.worldbank.org/curated/en/664211468246896400/pdf/661580CAS0Box30C0disclosed050160130.pdf
3. Carrol F., Evaluation of UNDP Assistance to Conflict-affected Countries. Case Study DRC, UNDP Evaluation Office. [Online]. Available from: http://web.undp.org/evaluation/documents/thematic/conflict/DRC.pdf
4. Democratic Republic of the Congo, Interim Poverty Reduction Strategy Paper, Kinshasa, Mar 2002. [Online]. Available from: http://siteresources.worldbank.org/INTPRS1/Resources/Country-Papers-and-JSAs/DRC_IPRSP.pdf

5. International Monetary Fund, Democratic Republic of Congo: Poverty Reduction Strategy Paper, July 2013, IMF Country Report no.13/226, Washington D.C. [Online]. Available from: https://www.imf.org/external/pubs/ft/scr/2013/cr13226.pdf

6. Karekar, H., Differences between Projects, Programs and Portfolio, [Online].Available from: hrishikeshkarekar.com/.../differences-between-projects-prog.[Accessed Feb.22, 2012].

7. Praveen, M., 3 Key differences between project, program, and portfolio management-PM-by-PM. [Online].Available from: https://www.pmbypm.com/difference-project-program-and-.[Accessed July 6, 2017]

8. Scheid, J., Project management methodologies: How do they compare? Edited by McDonough, M., [Online].Available from: www.brighthubpm.com › Methods and Ideologies. [Accessed July 22, 2015]

9. Pritam, T., Q&A (2015). How to use waterfall project management in your small business. [Online].Available from: https://www.softwareadvice.com/.../waterfall-project-manage.

10. Pierce, F., Motorola's Six Sigma journey: in pursuit of defection. Supply Chain. [Online].Available from: www.supplychaindigital.com/.../motorolas-six-sigma-journe.[Accessed sept 27, 2011]

11. Wells, H., How effective are project management methodologies? An explorative evaluation of their benefits in practice. Project Management Journal, 43(6), 43–58. [Online].Available from: http://dx.doi.org/10.1002/pmj.21302. [Accessed Dec.2012].

12. JISC, Digital resources. Network &Technology Advice. [Online].Available from: https://www.jisc.ac.uk (guides/program-management). [Accessed Nov.2014]

13. Sarah, K., and Greiner, L., What is ITIL? IT Infrastructure Library definitions and solutions, CIO from IDG. [Online].Available from: https://www.cio.com/.../itil/infrastructure-it-infrastructure-lib.[Accessed Aug 15, 2017].

14. Bill, C., Software Engineering Specialist, IBM. Standards, compliance, and rational unified process, part I: Integrated RUP and the PMBOK. [Online].Available from: vincentvanrooijen.com.Accessed May 10, 2004]

15. Rach V.A., Rach D.V. (2000). Risk management in projects implemented in a transition economy: financial products for the real sector in Ukraine. Seminar "Management of projects in the credited real sector": Proceed. Of International conference . Kyiv, pp. 25-26.

16. Le Cren, M., Top 13 Project Management Methodologies and styles, Azendoo. [Online].Available from: https://blog.azendoo.com/top-project-management-methodo.[Accessed Feb 25 2016].

17. World Bank (2013), Background paper for the world development report 2013, Youth unemployment and vocational training, Washington, DC: Author. [Online].Available from: https://openknowledge.worldbank.org/bitstream/handle/10986/12150/WDR2013_bp_Youth_Une mployment.pdf?sequence=1&isAllowed=y

18. World Band, Skill development in India. The vocational education and training system report no 22.washington, D.C: Author. [Online]. Available from: https://openknowledge.worldbank.org/bitstream/handle/10986/17937/423150India0VET0no022 01PUBLIC1.pdf?sequence=1&isAllowed=y

19. Sajitha, B., Changing the trajectory: Education and training for youth in DRC. The World Bank Washington, D.C: Author. [Online]. Available from: https://openknowledge.worldbank.org/bitstream/handle/10986/5928/499290PUB0Chan101OFFI CIAL0USE0ONLY1.pdf?sequence=1&isAllowed=y

20. Wells, H. (2012). How effective are project management methodologies? An explorative evaluation of their benefits in practice. Project Management Journal, 43(6), 43–58. doi: http://dx.doi.org/10.1002/pmj.21302

21. Project Management Institute (2013), a Guide to the Project Management Body of Knowledge (PMBOK Guide) Fifth Edition.