

The Impact of Adult Education on the Development of the City of Likasi

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Abstract: *For all development, be it peoples or environments, education remains one of the indispensable factors. The purpose of this article is to explain to trained adults that they are capable of taking charge of themselves, of taking on responsibilities, of participating actively in socio-economic development by taking concrete actions in responding adequately to the expectations of society as a development agent .*

1. Introduction

Adult education is one of the factors that promote the development of both people and the environments in which they live. It is indispensable in the life of every human being, whatever his age, and conditions his existence, that is to say, it covers the vital period of man.

Note that the latter cannot grow if he is not educated. This means that, in educating him, he must be guided in the sense of making him capable of providing adequate solutions to the various problems he is confronted with. That he is able to take charge of himself and assume his responsibilities, push him to develop and become an agent of development in his society or in the environment where he lives, that is to say that it is useful to society by responding favorably to its expectations. A. KRIEKEMANS (1976, p.13) also states that "educating does not only mean to facilitate the development of the individual but also to direct this development in the right direction and, above all, to stimulate and reinforce in the individual the sense of responsibility. The development of the individual does not end only by the fulfillment of the qualities potentially present. It also supposes that he is capable of assuming his own life and disposing of it completely. "

To achieve this, he must exercise a profession to assume and assume his responsibilities. For example, there are those who are trained at the school and the college or university to be able to later practice a profession or specific professions. That is, they were prepared there. There is another category of those who cannot go to school, to a higher institute even less to university. They must learn their trades in a center. There are also those who had already been trained to do certain specific jobs but who wished to learn other trades, they also come to follow their training in a center. They are illiterate back.

Since education concerns everyone of all ages as mentioned above, for our part, in our study, we are interested in adults of the male and female sexes who have been trained and patented in the KIKULA I Social Promotion Center, operating in the city of Likasi, from 2014 to 2017. This center is official; it is under the supervision of the Ministry of Social Affairs and Humanitarian Actions. It organizes sections such as automobile mechanics, general mechanics, electricity, carpentry, sewing and literacy.

Regarding the duration of the training, it is 5 years for the first sections and 2 years for the last ones. In this administrative entity, we found that among all these trained adults, once the training is completed in this center, some of them exercise the trades they have learned, the others change trades or exercise the professions for which they have not been trained, the others finally are unemployed or lack of activities to exercise, that is to say they (they) do not work or they (they manage here and there).

In view of the objectives that this center has set for itself, every trained adult with a degree of profession should learn the profession, integrate into life and take concrete action in relation to the needs or expectations of society for its development as a professional development agent.

In view of the above, we ask ourselves the following question:

"Would the training objectives in this center be achieved"

This is the fundamental question that concerns us, to which we will attempt to answer the outcome of this investigation. The objective we pursue in this study is to explain to the trained adults that they are able to take charge of themselves, to assume their responsibilities, to participate actively in the development of the city of Likasi by taking concrete actions and adequately meeting the expectations of society as a development agent. This allows us to demonstrate to the satisfaction that the center has a very important role to play in the development of this administrative entity which is at the same time industrial, mining and agricultural; because the knowledge adults have gained during the training at the center allows them to work in all these sectors and elsewhere.

Thus, we formulate the resulting hypothesis in the following manner:

Would the training objectives set by the center not be achieved? The results of this study are of interest to all those involved in education, namely:

The adults themselves who are the main agents of their formation, the trainers, the head or director of the center and the government represented by the Minister of Social Affairs and Humanitarian Actions.

a) To patented trained adults:

- These results will enable them to realize that they are capable of taking charge of them by exercising the learned trades, to assume their responsibilities, to take concrete actions and to meet the expectations of society as agents of development.
- They can help reduce poverty and the unemployment rate by creating jobs or activities related to their trades.

b) Trainers

- These results can help them to take into account the conditions of the adults in training, their needs, their objectives and their aptitudes in the way of training them.
- They will have to reconcile theory with practice, use appropriate methods and techniques for adult education, and use their experiences as their identity.

c) To the manager or director of the center

- They will be able to acquaint him / her with the conditions of the adults, thus making available to the trainers all the material means necessary and appropriate for the training of the latter.

That is to say, to give to those who are involved in adult education rich documentation, well supplied, diversified and updated according to the sections organized, to have laboratories, workshops and garages equipped with all the material means and apparatus related to the training or trades to be practiced. This will allow them to easily organize learning activities.

- The center must also have suitable infrastructure that meets the standards set by the Framework Law on Adult Education.
- It will have to organize recycling seminars for them and this one.

d) To the government

These results will help her to understand that adult education is not to be neglected. It should also receive special attention as the other categories of people to educate. It will have to:

- Make available to the ministry in charge of this center, adequate and sufficient funding to meet the needs of the center, including equipping laboratories, workshops and garages, having rich documentation, etc.
- Better compensate trainers and also significantly reduce costs to enable adults in training to perform easily for their training. This can directly motivate them to enroll in the center to learn the trades according to their needs and goals they have set themselves.
- Provide each adult, out of the center of a complete kit to enable him to start his professional activities instead of abandoning him without means and his plight.
- Develop a training program that takes into account, on the one hand, the conditions of the adult and, on the other hand, the demands of the labor market in line with developments in science, technology and technology.

To achieve the objectives, we used the survey method and instruments such as questionnaire, observation, interview and documentary technique.

The chi-square technique allowed us to perform the data processing.

2. Theoretical Frame

In this part, we give the meaning of the few concepts to enable us to grasp the real and exact meaning of our study.

a) Education

According to Dr. Kriekmans (1976, p.21), "education is a practice. It is realized on three levels: the instruction, the formation and the awakening of the dispositions of the will".

The instruction is aimed at acquiring skills for practice and life. She prepares for a task. Preparation goes hand in hand with learning. It is knowledge that transforms our substance. It comprises three elements namely: reflection or wisdom, practical wisdom or prudence and taste.

Concerning the awakening of the will provisions, although education and training are part of it, the author concludes, however, that, taken as a whole, education is more than that. It belongs mainly to the field of decisions. Man is destined to take care of his life and to build it under his responsibility. The paths of this life are constantly bifurcated and at every moment it must be able to choose the path to take.

We hear him at all times that he makes the right decision. It is not therefore that he has achieved autonomy. He must constantly exercise his will in the proper direction. He will have the psychological maturity to the extent that his acts will be the expression of a good direction. All education is education of a disposition. She is awake rather than learned.

The learning is realized only by the instruction. In training, the role of the instructor becomes less important. It is more a question of "training" and moreover, the disposition to disinterestedness occupies an important place. In creating the right voluntary orientation, learning, in the sense of the useful acquisition of an organized experience, has only a minimal part.

For Condorcet, quoted by Simon Sc. (2003, p.8), "the goal of education is to offer all individuals of the human species the means to provide for their needs, to ensure their well being to know and exercise their rights, to hear and to fulfill their duties. The author understands the fact of making the educated capable of something, responsible for his life".

As for us, education is "the whole of the transformations and the progressive and profound changes on the physical, intellectual, moral and social levels due to the conscious or unconscious influences between the educator and the educated".

b) Adult Education or Andragogy

The term andragogy comes from the Greek andros = adult, logos = study or science. Andragogy means Adult Education.

According to the Fourth International Conference on Adult Education (1985, p.54), this refers to "the whole process of formal or other learning through which individuals, considered as adults in society at large, which they belong, develop their aptitudes, enrich their knowledge and improve

their technical or professional qualifications or orient them according to their needs and those of the society".

The Fifth General Conference on Adult Education, held at its NAIROBI session on 5 July 1976, defines adult education as "the set of formal or non-formal processes that must lead both to 'full development of man and participation in balanced and independent socio-economic and cultural development'.

According to ME HUCHISON, quoted by Ryan C. (1957, p121) adult education could be defined as "an education voluntarily acquired by mature people and not intended to directly increase their working lives, but to develop skills and their gifts and to facilitate the exercise of social, moral and intellectual responsibilities within the local, national and international community".

For Nicole A., Trambly and A. Balleux (no. 1221995-1, pp.153-154), "Andragogy is both a discipline and a science. It is considered as:

1. Method, for those who use it as an art, a tact, a gift, a personal and particular disposition to intervene with groups of adults. In its use, it is often confused with the animation of groups; and trainers can use it as the only andragogical way or associate it with others. In the center, the trainers are called upon, each and every one of them, to use this particular and personal dimension to give the apprentices both theoretical and practical knowledge. It will also make everyone different from the other by his way of training. In its application, it must take into account the particularities of each apprentice, as Claude Ryan asserts (October 1927), that andragogy "is centered on the apprentice, on his motivation and his emotions that he lives in his process of learning and change.

2. Approach among those who believe that it is a philosophy, a particular way of seeing education in adulthood. We say that these are the ends or precisely of what we would like adults to become after their formation.

If it were planned to have, at the exit of the center, mechanics motorists, general mechanics, electricians, carpenters and seamstresses as capable development agents, able to think and act, to raise awareness, conscientious and conscientious honest as the same author suggests, "andragogy literally aims to train, to produce citizens capable of thinking and acting as adults in the contemporary world", it will be necessary to define what is a development agent, specify what he will do and how he can proceed. He must be informed, prepared to become a development agent in his community after leaving the center. As such, he will also struggle to change the mentality of people in his community. H. MAURIER, quoted by J. Goffaux (1986: 204), also states that "the great obstacle to development lies first and foremost in the mentality of the people: how to mobilize, for the technical and social progress, people who do not have no idea, that respect for the past maintains in an outdated traditionalism, that novelties make skeptical or frightening?".

The center must be a place that prepares people for development, which generates ideas-forces for progress. The lessons and the training will be oriented in the same direction by exploiting all the aspects which concern the development. Trainers will need to teach adults in training how to intervene in their community after they leave the center in order to make profound changes. They should also know the importance of their environment and how to value it for their contribution to progress, because adult education or andragogy will have to promote change and at the same time help men to control this change they bring.

3. A field of study and practice, among those who take it for a place of integration of theory and practice. The centers must have all the necessary means to enable the trainers to concretize their teaching or knowledge through the judicious use of teaching materials and to organize the practice, because the adult professional needs behaviors more practices in a professional situation. Theoretical courses are very necessary and must be given or dispensed before going to practical sessions in workshops, engine rooms, garages, laboratories, etc. The link between theory and practice must therefore constantly be concretely highlighted.

4. A discipline: among those who think that it is a particular moment to exercise the educational intervention. Andragogy presents itself as a general didactic that has its rules of conduct. It is considered as the set of principles, methods to be applied in adult education. In other words, when educating adult learners, one should consider what they are as such.

J; KAMBARAGE NYERERE (2006, pp. 90-91) says that adult education "must help men develop on their own, and help to expand their abilities at all levels. It must also help them think clearly and empower them to translate their decisions into concrete action. He concludes that development is for man, by man and man".

For our part, adult education means "Andragogy. It consists of giving knowledge, training, learning, preparing a person to take charge, to self-manage, to assume responsibilities, to do something, to teach others to live, to play a role important role in society for its development. It is the set of processes that must lead, at the same time, to a socio-economic and cultural development.

c) The adult

According to the Larousse Illustrate dictionary (2008, p.17), an adult is "a person who has reached his physical, intellectual and psychological maturity".

KNOWLES (1990, p.72) defines it "according to its capacity and to use its experience. It goes even further by considering experience as the determining element of the identity of the adult; for children, experience means what has happened to them, whereas for adults it means "what they are".

MAFWASA MAKIONA (1983, p.83), on the other hand, speaks of the adult as "a person who has an active life characterized by social, political and economic responsibilities".

For us, the adult is "a fully mature male or female person". He is able to assume and assume his responsibilities. He is also someone who knows how to fight for his development, who makes decisions and who answers after thinking. He is balanced in everything he does or undertakes. KIMPESA MBUYU MUJINGA (1986, p.10) also affirms that "the maturity of the total man depends on the harmony that exists between his different dispositions which are the physical, psychic and social maturity".

R. MUCCHIELLI (1991, pp.21-23) approaches in the same direction by defining adults as men and women who have entered the professional life, who assume social roles, who have family responsibilities and who already have direct experience of existence. "The author adds that" this concrete situation in which they find themselves implies that they have come out of the types of addictive relationships and mentalities characteristic of childhood and childhood. Adolescents to access self-care with realism and pragmatism".

d) Development

According to Couturier, quoted by J. Goffaux (1986, p.212, "development is not a well-defined concept within a speculative system, but an idea-force experienced by peoples as an oven to realize through their efforts to realize their dream of fulfillment and happiness.

Everyone must make considerable efforts to get out of poverty, it must get to work with the goal of progress in all areas of life. It must have deep and comprehensive aspirations for the well-being, analyze these concrete aspirations towards the more humane condition, progressively discern the real problems, detect the real brakes and obstacles and discern the new possibilities that are available.

With that, the center will have to prepare the adults in training, to make them understand that any development, any change from a lower level to a higher or higher level requires to make enormous sacrifices. Everyone is obliged to rely first of all on their personal capacities and efforts to put them to the benefit of their own development as well as that of their society, community or community. Adults will need to be able to discover obstacles to progress, try to work around them to move forward.

For T.W. SCHULTZ (1993, p.45), "the real crux of the problem is that of the formation of men. True development has, in fact, for both motor and object, man. In this sense, we can say that there is no wealth but man ". Thus, in the center, trainers are called upon to strengthen vocational education and social promotion to enable adult learners to acquire the necessary skills for their training.

It is also important to point out that illiteracy is a major factor hindering the development of the environment and man because to make available to the man who has neither competence nor required skills, any technology would be a useless waste. All development must begin with that of the man from whom his education is indispensable.

e) Development Officer

During training, the center should teach adult apprentices that they are also trained as community development workers;

Let us know that, in a general way, it is about any person who exercises a trade or an activity whose actions contribute to its development and the change or the progress of its environment, its community and its society. It is especially a question of the one who arouses a spirit of progress, which brings others to change, progress, evolution. It is also the one that makes others aware of what they are doing. The person who helps others to grow. It is about someone who works and poses concrete actions consciously and in a responsible way for his blooming as well as for the development of his environment. It is also pointed out by J. Goffaux (1986, p.214) that "what triggers development is the discovery by man that he becomes truly a man only by deliberately being a conscious agent of the progress, responsible subject for the promotion of one's environment".

It is also important to point out that man finds the realization of his being in his action, in his relations established by his activities with the environment in which he lives.

Every agent of development must aim at the integral development of the man, the promotion of this man as also emphasizes Kenneth KAUNDA, quoted by J. Goffaux (1986, p.204) that "the development is not reduced to the simple economic growth. To be authentic, it must be integral, that is to say, to promote every man and every man".

Profile of a development officer

According to our analyzes, we say that every development agent is one who:

- Is near needy, those who present the problems and needs. He studies and organizes them to move forward, to solve them and to meet those needs.
- Agrees to stay with the people who are in difficulty to provide appropriate solutions.
- Is animated by the concern for evolution, progress, development.
- Received training in development.
- Showcases the intellectual, physical and symbolic resources of all men in a society so that they are also responsible and aware of integral development.
- Animated by a spirit of creativity and initiative. That is to say a positive and imaginative spirit.
- Has a vision from afar, who is expectant, intelligent and wise.

Social promotion

Since the center we are discussing in our study is a social promotion center, let's say a word about it.

Man aspires to positive change, as also J. Goffaux (1986, p.212) emphasizes that "the deep and global aspiration to well-being generally exists within the population, but often in a very confused way".

On this, politicians at all levels must help them to acquire the knowledge and make it capable of struggling to move from the lowest to the highest, from the lowest to the most valued social class. . As a result, he knows what is called social promotion, which must be training and development action of whatever kind, at what level it is situated, from what point it is addressed to an adult person. Already engaged in professional life.

When we train autonomous, community and balanced citizens, we make them mobile and able to adapt to the pace of the evolution of the world. Let us remember that social promotion is above all an action of supervision and education. It is a question of helping the population to progress sufficiently on the social and economic levels; that it is able to meet current needs and secure a better future.

Qualities of a development officer

According to our conception of development, we say that every agent of development will be able to succeed a project only to the extent that it will also be endowed with certain human qualities hereafter:

- the love of society, community and people;
- be well trained in his field;
- have the spirit of creativity and initiative;
- to be persevering in his vision;
- be social;
- have the ability to manage and resolve conflicts;
- have knowledge of the environment;
- have a global vision of what he is doing;
- to be able to adapt easily to the present realities,
- have the gifts of animator;
- be patient,
- be attentive to the cries of society, the community and the population;
- be animated by the spirit of change and progress;
- to have the spirit of sacrifice;
- to have more interest in the group, community than the individual or personal interest;
- be collaborative or have an open mind;
- to be a researcher; to be non-confrontational.

J. Goffaux (1986: 214) also points out that progress is not about ignoring conflicts, claiming them non-existent, but mastering them in order to solve them in a new, higher harmony. These qualities are very important for the success of the projects as also says KONGOLO DELFIKA (1989, p.31) that "for the agents of development succeed the projects, it will be necessary that they are endowed with certain human qualities which the love men, perseverance, sociability, simplicity, testimony, authority, knowledge of the environment, customs, the mentality of the people of the environment, adaptability and the gift of animator ". With this, the center must train the adults by endowing them with all the aforementioned qualities.

f) Presentation of the activities to be performed according to the training followed or the professions learned

1) The mechanic automobile business

- Trained adult automotive mechanics are shop technicians who service, maintain, repair and adjust motor vehicles.

- They are responsible for the main mechanical components of a vehicle: engine, gearbox, clutch, suspension, steering, etc.
- They have advanced notions in the electrical, hydraulic, pneumatic or electronic fields.
- They may also be involved in sales activities for new and used cars, including conducting pre-sale or resale inspections and installing miscellaneous accessories.

Regarding their occupations or activities; as main activities, they take care of:

2) The interview is done by:

- Drainage of crankcase, gearbox, transfer case, rear axle and bleed fuel filter.
- Levels: battery, speed washer, brake fluid, steering assist fluid, gearbox, transfer case and rear axle, refreshing fluid.
- The lubrication of mechanical parts.
- Exchanges: the oil filter, the fuel filter element, the air filter element, the candles and the pollen filter.
- Checks: sealing and condition of hydraulic circuits, hoses, crankcases, operation of lighting and signaling lights, state of pressurization of tires (including spare wheels), AVIAR brake pad wear, parking brake adjustment, clutch stroke or of the automatic catch-up mechanism, the autogenetic memories, the state of the rubber protectors, the antipollution according to the legislation in force.

3) Troubleshooting to locate the fault or anomaly, remove the defective parts (exhaust mufflers, shock absorbers, windshield, mechanical element, ...), order or find the parts to replace, reassemble the parts, proceed to the tests and make the adjustments.

4) Of the repair.

5) Adjustment of motor vehicles.

They also realize other activities of which:

- Fit accessories: air conditioning.
- Store tools and clean their workstations.

They can also do other things, such as troubleshooting tow truck towing, automotive electrics, automotive painting, auto bodywork, electronic control, body and interior cleaning, lubricants, and the sale of cars. New or used cars, ...

In terms of their preferred location, the trained adult licensed motor vehicle mechanics practice their trade as employees in workshops, dealers or garages, in a public or private company.

They may be under the responsibility of a workshop supervisor, a team leader or a company manager. The company where these technicians work can come in different forms: a garage, a car center, a car park or a car rental agency.

Concerning their working environment, there is the repair shop and the after-sales service, the integrated workshop, the car center, the fast service, the technical control center, the car dealership, the craft company, the public company or public establishment, the car garage and the service companies.

g) Electrician work

The electrician is the name given to the occupation exercised by those skilled in the art in the field of electricity. Adult's trained patented electricians are in charge of the realization, maintenance, and modification of electrical installation.

With regard to their occupations or activities, they take care of the realization or modification of the electrical installations and the maintenance of these. During new construction or average renovation, they are called to work at the beginning of the construction site during major works. Then, they intervene again before the finishing step to make the connections of the panels, plugs and switches.

They must study the hygiene and safety instructions; control the maintenance, the measurements, the heating, the insulation, the voltage, the intensity, the frequency, the tightening and the terminals of connection. They must diagnose the operations to be carried out: the cleaning, the replacement of an electrical component, the location of the failures (lack of isolation, overloading). They must repair, check and inform. They perform tasks such as domestic installation work, installation of the power system (generators), etc.

The nature of the activity of patented electricians is described as follows:

Based on plans, they determine the location of the elements of the electrical installation. They then install the conductors, switchboards or electrical cabinets, power outlets and connect the installation to the external power grid. All upgrading and electrical safety work is also their responsibility.

On important sites, they refer to assembly drawings and plans drawn up by the design office technicians. After commissioning, they are most often responsible for electrical maintenance in old houses or buildings, troubleshooting, repair and maintenance.

Regarding their favorite place, let's say in general, they practice their job as employees in public or private companies, in workshops, in garages. They can also work with teams as private. They are men on the grounds that present themselves wherever the problems of electric current arise.

As for the work environment, there are craft companies, workshops, garages, cooperatives, associations, electrical installation in new buildings, renewal of electrical installation in old buildings, public or private enterprises, public or private institutions, etc.

h) The profession of a generalizing mechanic

Adults trained patented general mechanics are technicians interested in the study of the movement of a solid called dynamic, which involves the notions of inertia and mechanical action including:

- 1) The kinetics which is the study of the trades of an in deformable solid, under the notions of time and effort.
- 2) Kinematics, which is the study of the velocities of a solid under the notions of inertia and effort. Let us remember that

the static is the study of a solid in equilibrium, under the notions of inertia and time.

Their activities are welding or welding, fitting and turning.

Through welding, they manufacture materials used in the construction of houses, buildings and others, including metal doors, metal thieves, luggage racks, metal barriers, metal windows, Brick presses, screen carriers, welding stations, etc.

By the same activity, they make the necessary tools for agricultural work and other products for the household including the hullers, coupe, machetes, buckets, braziers, metal or sheet metal trunks, cake molds, etc.

By turning and fitting, they make adaptation parts to replace those that are defective or damaged;

Concerning the place of predilection, they can exercise their profession in a public or private company, in the public service, in a garage, a workshop as employees. They can also organize their private activities by having their own mechanical workshops or garages.

They can be solicited wherever there are problems related to welding, fitting and turning.

As for the work environment, there are craft companies, workshops, garages, public or private companies, public or private establishments, and so on.

i) Carpentry work

This job is for those who have learned carpentry, who work in the workshops appropriate to this trade.

Their main activity is the manufacture of various building materials, furniture and others including wooden doors, wooden windows, carpentry, beds, cupboards, buffets, lounges, dining rooms, coffins stools, brick presses, shelves, wardrobes, tables, etc.

They make the wake of wood, planning, tracing, assembly, polishing.

They mainly use wood of different kinds. They cut or saw the wood to produce planks of various shapes or sizes. They also trade through the sale of their products by putting them in furniture exhibition houses or in front of their carpentry shops.

They also repair or replace damaged or defective or broken furniture or building materials. Concerning the place of predilection, they can exercise their profession in public or private companies, in the civil service, in workshops as employees; they can also organize their private activities by having their own carpentry workshops. They can be solicited wherever problems arise in connection with the construction, furnishing of houses, etc. For the working environment, there are craft companies, workshops, public or private companies, public or private establishments, etc.

j) The business of couturier

This job concerns people who have followed the training in sewing and sewing, the transformation of fabrics, fabrics in portable outfits.

As activities or occupations, the adults trained in this occupation are engaged in making clothes for men, women and children, knitting sweaters and the like using sewing machines, knitting machines, embroidery, etc.

Concerning the place of predilection, they can work as employees in public or private companies, in sewing workshops. They can also practice their profession as private. They can move where they feel there is a customer. For the work environment, there are craft companies, workshops, public or private companies, public or private establishments, etc.

3. Methodological Framework

3.1 Study population

Our study population includes 145 adults who were trained in the Kikula I Social Advancement Center, including 130 male and 15 female.

To build it, we proceeded by the gradual identification of these trained adults patented from their professional backgrounds (companies, garages, workshops, other activities and environments) and their homes. We used the information provided by one after another and by their colleagues.

This population is distributed as follows:

1) Distribution by organized sections

Table 1: Distribution of trained adults patented by organized sections

No	Section	Nabert	%
1	Automobile mechanic	38	26,2%
2	General mechanic	35	24,1%
3	Electricity	29	20%
4	Carpentry	28	19%
5	Sewing cut	15	10%
	Total	145	100 %

Comment:

In this table, 26.2% represent a workforce of 38 trained graduates of automobile mechanics out of a total of 145, or 100%; 24.1% represent a staff of 35 trained adults with general mechanics out of a total of 145, or 100%; 20% represent a workforce of 29 adults patented electricity on the total workforce of 145, or 100%; 19.3% represent a workforce of 28 adults trained patented carpentry on the total workforce of 145, or 100; 3% represent a workforce of 15 adults trained patented of the couture cut on the workforce of 145, or 100%.

2) Distribution by section and by sex

Table 2: Distribution of Trained Adult Members by Section and Sex

N°	Section	Effectif					
		Mal	%	Féminin	%	Total	%
1	Automobile mechanic	38	26,2%	0	0		26,2 %
2	General mechanic	35	24,1%	0	0		24,2 %
3	electricity	29	20%	0	0		20 %
4	Carpentry	28	19%	0	0		19,3%
5	Sewing cut	0	0	15	10,3 %		10,3%
	Total	130	90 %	15	10%	145	100 %

Comment:

In this table, 26% represents a workforce of 38 trained male registered adults and 0%, the number of trained adult female car mechanics, out of a total of 145, or 100%; 24.1% represent a total of 35 trained adult carded adults and 6% a total of 0 adults trained in general mechanics out of the total of 145, or 100%; 20% represent a workforce of 29 trained adult male and 0% trained female staff of 0 out of the total of 145, or 100%; 19% represent a staff of 28 trained adult carded male and 0% represents a workforce of 0 adults trained female patent carpentry out of the total workforce of 145, or 100%; 0%, a manpower of 0 trained male adult and 10% represent a workforce of 15 trained female trained adults of the section cut stitching out of the total workforce of 145, or 100%; 90% represent a sub-total of 130 adult trained male cardholders and 10% represent a sub-total of 15 trained female trained adults, respectively from the section of automobile mechanics, general mechanics, electricity, carpentry and the sewing cut on the total number of 145, or 100%.

The study sample

To rely on chance to determine the choice of individuals who will be part of the sample seems like a weakness on the part of the researcher. However, as J. PIERRE BEAUD states; "Non-probability sampling techniques have the advantage of not offending the common sense of being often easy to understand and explain."

Thus for our study, we constituted the accidental sample. This is a sample extracted from the population according to a selection method guided by convenience for the researcher and by the concern not to introduce other factors that may differ from the value of the character observed in the sample compared to its value in the population.

The choice of accidental sample is justified by the fact that we did not have the opportunity to reach all the trained patented adults we had identified from their professional backgrounds and their homes for some, despite the efforts provided to meet them. This is how we retained only those we surveyed.

With this, our sample is as follows:

3) Breakdown by organized section.

Table 3: Distribution of patented trained adults surveyed by sections organized at the Kikula I Social Promotion Center

N°	Sample size Section	Effectif	Non enquêtés	Enquêtés	%
1	Automobile mechanic	38	-8	30	27%
2	General mechanic	35	-10	25	23%
3	electricity	29	-6	23	21%
4	Carpentry	28	-7	21	19%
5	Sewing cut	15	-4	11	10%
	Total	145	-35	110	100%

Comment :

In this table, 27% represent a workforce of 30 trained and patented adults surveyed in automobile mechanics out of a total of 110, or 100%; 23% represent a staff of 25 trained adults surveyed general mechanics out of the total staff of 110, or 100%; 21% represent a workforce of 23 trained and patented adults surveyed of electricity out of the total workforce of 110, or 100%; 19% represent a workforce of 21 trained adults surveyed carpentry on the total workforce of 110, or 100%; 10% represent a workforce of 11 adults trained patented of the sewing cut on the total number of 110 or 100%, 100% represent a workforce of 110 trained adults patented respectively of automobile mechanics, general mechanics, electricity, carpentry and sewing.

4) Répartition par sexe et par section organisée

Tableau 4. Répartition des adultes formés brevetés enquêtés par section organisée et par sexe

No	Section	Effectif	Sexe		Pourcentage	
			Masculin	Féminin	Masculin	Féminin
1	Automobile mechanic	30	30	0	27 %	0
2	General mechanic	25	25	0	23%	0
3	electricity	23	23	0	21%	0
4	Carpentry	21	21	0	19%	0
5	Sewing cut	11	0	11	0	10%
	Total	110	99	11	90 %	10%

Comment:

Out of the total of 110 trained adult carded adults surveyed, there are 30 trained adult members of the Automotive Mechanics Section, 30 of which are male, 27% and 0% female, or 0%; 25 trained adults surveyed of the general mechanics section, 25 of which were male, 23% and 0, female or 0%; 23 trained adult patented electrical section male, or 21% and 0, female, or 0%; 21 trained adults in the carpentry section, 21 of which were male, 19% and 0 female, or 0%, 0 adult trained patented section sewing section including 0 male, 0% and 11 female or 10%.

3.2 Data collection techniques

1) The questionnaire: This technique helped us a lot to collect information about many aspects of the life of the subjects surveyed. We used the questionnaire because the subjects in our study were able to answer this research instrument written in French. It is composed of 11 questions, 9 of which our surveyed subjects are asked to answer yes or no, and the other two to which, first, our subjects surveyed respond more practical than theoretical or theoretical rather than practical, and the second they answer by choosing

between the theoretical courses, the practical courses and the practical and theoretical courses a category to which they were most interested and to which they were less interested.

2) The unstructured interview: It allowed us to collect additional information to those collected using the questionnaire. This interview took place in the respondents' workplaces and their homes for some, depending on what we observed. We were able to collect information on other aspects of life that were not exploited or explored, namely the living conditions of our respondents, their way of conceiving life, the strategies to get around difficulties, working conditions, their concerns and future prospects, etc.

3) The documentary technique: After gathering the information or data from the questionnaire and the interview <, to complement these techniques and to collect other information that is as important, more meaningful and more relevant to our work, we have resorted to the documentary technique, more precisely the written documents namely books, articles, doctoral dissertation and others.

4) Observation: This technique allowed us to be directly and concretely aware of the living and working conditions of our respondents. We have learned about the difficulties they face.

4. Results of the Research

Question 1: When leaving the center, was the level of training received more practical than theoretical or theoretical rather than practical?

Table 5: Assessment of the training received according to the profession.

Job	More practical than theoretical	More theoretical than practical	Total
Occupation learned	48	25	73
Occupation not learned	21	16	37
Total	69	41	110

$$\frac{53460}{7641129} = 0,01$$

$$x^2_{ab} = 0,01 < x^2_{tab} = 3.84.$$

Comment:

In this table n ° 5, the results indicate that out of 110 subjects in our survey, 69 appreciate the training received more practical than theoretical; whereas, 41 qualify it as more theoretical than practical.

Since the calculated chi-square of 0.01 is lower than that of the table, we accept the null hypothesis that there is no significant difference between the answers given by the trained subjects who exercise the learned and that of the trained subjects practicing untrained trades about the quality of training.

By analyzing the results of this table, it appears that the answers provided by the trained subjects who practice the learned trades and those of the trained subjects who practice the trades not learned are not the same. But, the chi-square shows that there is no significant difference between them. This difference could be due to the fact that those who claim

that training was more practical than theoretical had access to some material resources available to the center. They would have even had the opportunity to practice outside the center while the others would not have had all these possibilities. He also made sure that the trainers gave their courses in a more theoretical way more often, that is to say without teaching materials.

This would have meant that in the course of their training, several subjects have accumulated various deficiencies that currently have serious repercussions as professional life. It is important to underline that the exercise of trades would have allowed the trainees to progressively acquire in the workplace a certain mastery of trades learned at the center.

In the case of auto mechanics, it would have affected repair, troubleshooting, maintenance, maintenance and other means. For general mechanics, they would be able to do welding or welding, fitting and turning.

Concerning electricians, there would be the ease of making electrical installations, the manufacture of various objects including hotplates, including repair, troubleshooting, fault detection, etc. thanks to this practice.

Joiners, on the other hand, would have become capable of making and assembling wood frames, various quality furniture, doors, windows, coffins, cupboards, buffets, shelves, beds, ceilings, halls. Wooden dining and others.

For seamstresses, the exercise of their craft would have influenced lady sewing, men's sewing, child stitching, knitting, embroidery and household activities.

Question n° 2: During the period of your training at the center, do you easily practice?

Table 6: Realization of the professional practice according to the trade:

Boj	Yes	No	Total
Occupation learned	26	42	78
Occupation not learned	15	24	37
Total	41	69	110

$$x^2 = \frac{150840}{8079624} = 0,00$$

$$x^2 ab = 0,00 < x^2 tab = 3.84.$$

Comment:

The data in this table show that out of 110 subjects in our survey, 41 say that they easily perform the professional practice, while 69 say the opposite.

Since the calculated chi-square of 0 is less than the chi-square of the table which is 3.84, we accept the null hypothesis that there is no significant difference between responses provided by trained subjects who exercise the trades learned and those of the trained subjects practicing the trades not learned about the realization of the professional practice.

It is important to note that the degree of difficulty would be related not only to the specialties of each section but also to the different professional practices to be carried out.

In the case of automobile mechanics, practices are carried out according to the activities to be carried out, among other things, repair, troubleshooting, troubleshooting, vehicle maintenance, engine assembly and disassembly, handling, repairing and repairing vehicles. Tires using the compressor. Other activities include recharging batteries where the battery charge is used, etc.

Note that all these professional practices require the existence of a mechanical workshop and a suitable group. Apprentices should acquire the theoretical knowledge concretized by the use of teaching materials before moving on to different professional practices. To say or pretend that making them easy would mean that all the knowledge given by the classroom instructors had been assimilated and put into practice easily by using the material resources that the center had provided for the apprentices; which would not have been the case; because the state of this place of formation was such that it had only a workshop not equipped and not a garage. What would make it clear that doing professional practice without difficulty or difficulty under these conditions was not easy. This is why we say that those who are easily trained in professional practice can only be thought of as one or two of the activities they would have done on the whole of what they should have done. This way of reasoning would not be coherent.

For those who claim to have done so easily, we feel that they did not assimilate the knowledge in a class and did not do the practice as it should be.

As for general mechanics, the professional practice is based on the activities to be performed such as repair, troubleshooting, discovery or troubleshooting, manufacturing, taking measurements by the use of measuring devices and specialties including arc welding or a welding machine, chopsticks, sheet metal and other equipment, torch welding using the torch bottle as we have already pointed out and others equipment, fitting where measuring devices such as calipers, palms, saws, etc. are used. And the turning where the lathe is used for machining and making the adaptation parts.

The achievement of professional practice requires the assimilation or acquisition of theoretical knowledge given or dispensed by the classroom instructors and their implementation using the material resources that the center makes available to the latter for the appropriate training apprentices. In the event that the center does not have enough, the training provided by the trainers without teaching materials to concretize their lessons and the apprentices would make the professional practice in very bad conditions or in an unfavorable way. We say the uncomfortable situation in which this center centers itself was not conducive to the easy acquisition and assimilation of knowledge by apprentices. Nor should it promote professional practice by them. With this, we directly reach the trainees who claim to have performed the professional practice with difficulty.

Concerning the trained electricians, the professional practice is conditioned by the way in which these react to the lessons given by the trainers in class and the different workshop

sessions organized for the practice. All this requires that the center have sufficient and adequate material resources to make available to trainers and apprentices.

It is important to underline that the use of these material means takes into account the types of professional practices to be carried out, notably the activities of repair, troubleshooting, fault finding, manufacturing, electrical household installations in new constructions of houses, housing and other buildings, the renewal of electrical installations in new constructions of residential houses and other buildings, the renewal of electrical installations in old houses or old buildings and specialties of the trade of electrician such as the electrician of the building, maintenance electrician, etc.

The center is supposed to have at its disposal a laboratory where the apprentices were called upon to manufacture, repair, troubleshoot, detect failures, etc.

Thus, claiming to have achieved professional practice easily would have been able to acquire the knowledge and adapt to all the workshop and laboratory sessions organized for the practice. Given the lack of material resources, the absence of a laboratory and other weaknesses that characterized this center, it was really difficult to achieve without difficulty the various practices that it provided. This would make it clear to those who give this opinion that they did not take into account many of the elements that are necessary to carry out the professional practice.

Those who say that they easily do the professional practice lead us to imagine that the training received was not easy because of certain shortcomings on the part of the center and their part.

In seamstresses, the difficulties experienced would be a function of various specialties including men's sewing, lady sewing and child sewing, household activities and practical professional difficulties to achieve which are the mechanized sewing where we use several kinds of machines for make the confection; artisanal sewing done by hand, practical exercises where one has the knowledge on all the difficult parts of a model to realize; home classes where you learn to be able to knit sweaters for men, women, children, tablecloths and others.

Let us point out that to carry out without difficulty the professional practices would mean to say to have known no difficulty in exercising different specialties and doing all the professional practices enumerated above.

It should also be noted that when learning each specialty, apprentices should also learn all the above mentioned professional practices.

We also recall that all the professional practical specialties required the presence of the adequate material means of the competent trainers and the apprentices assiduous, apt and having the love of the learned profession.

The opinion of the trainees who claim to have easily realized the professional practices could be justified by evoking the reasons which are related to their level.

For some, the subjects would be difficult to understand and for others, however, the attitudes of trainers to them would be negative. As for the rest, it would have been question of the insufficiency of the material means and the lessons given or dispensed without didactic materials to concretize them.

As for mechanics, professional practice is as important as for other trades mentioned above. It requires the acquisition of theoretical knowledge before being put into practice in the carpentry workshop which must be sufficiently equipped with all the necessary material means and appropriate to this trade.

The difficulties experienced would be due mainly to the lack of appropriate material means to make the professional practice. The few existing machines are old models that do not allow apprentices to practice normally.

Admittedly, the carpentry workshop exists in the center, but its condition is deplorable. As a result, this center was not able to meet the needs of apprenticeship training to organize the professional practice as it should; to these to personally procure the necessary materials, including saws, meter-ribbons, planes and others.

Note that this center has a carpentry workshop, but insufficiently equipped.

The professional practice concerns:

- The manufacture of furniture (living rooms, dining rooms, buffets, wardrobes, tables, benches, wooden frames, windows, wooden doors and other miscellaneous objects;
- Repairing furniture, doors, carpentry and other broken or damaged objects, etc.
- Sawing wood, logs, planks of all kinds.
- The assembly of wooden frames, etc.
- The sale of objects or products manufactured.

Note that the material used is mainly wood. There are all kinds. The quality of the manufactured products depends among other things on the quality of the wood used and the way of working these products or objects, without forgetting the material means in use.

Trainees who claim to have achieved professional practice easily allude to a few simple practical exercises that they did without a lot of constraints.

The deepening of practical knowledge at home is also due to the fact that they manage by exercising elsewhere, outside the center, in other carpentry workshops. As a result, those who had seriously engaged in different practices would have improved and acquired the necessary knowledge that would enable them to take charge of themselves.

It should also be noted that some of them, for lack of appropriate material means and other constraints related to professional life, have opted for untrained jobs, including the artisanal mining of copper, cobalt and gold in quarries. petty trading, breeding, agriculture and market gardening.

Note also that there are other difficulties that mechanics face. They would be due firstly to the unfair competition accentuated by some people having learned the trade of carpentry in a traditional way on the job; second, the difficult flow of manufactured products.

Question 3: In your professional life, do you easily achieve the actions that are related to the training received at the center?

Table 7: Realization of the activities related to the training received according to the trade

Job	Yes	No	Total
Occupation learned	44	28	72
Occupation not learned	20	18	38
Total	64		110

$$x^2 = \frac{51040}{8054784} = 0,01$$

$$x^2_{ab} = 0,01 < x^2_{tab} = 3,84$$

Comment:

The data in this table reveal that out of 110 subjects surveyed, 44 say they were more interested in theoretical courses; 66, on the other hand, say that they were more interested in practical and theoretical courses.

Since the calculated chi-square of 0.00 is lower than that of the table or observed which is 3.84, we accept the null hypothesis that there is no significant difference between the responses provided by trained subjects. Who practice the learned trades and the trades they did not learn about the courses they were most interested in during their training period.

But from the observation of the answers given by the trained by profession, we think that concerning the learned trades, the subjects who exercise them, are more interested at the same time in the theoretical courses and the practical courses, followed by the practical courses, finally course theoretical. It is the same with regard to the subjects exercising the trades not learned; their answers prove that they would have more interest in both theoretical and practical courses, followed by practical courses, and finally theoretical courses. But exceptionally, when we observe the answers provided by the subjects concerning the practical courses, we think that they show that the subjects who exercise the trades learned, are interested in practical courses more than those who exercise the trades not learned. Thus, there is reason to believe that the profession has had no influence on the answers provided by the different groups.

It should be noted that what we said earlier is valid both for the subjects who practice the trades learned and those who do the trades not learned about their reasoning, their thinking, their expression, their logic and their thinking.

Question N ° 5: After your installation in professional life, have you easily found the necessary material and financial means to enable you to exercise the profession learned?

Table 9: Possibility of finding the material and financial means according to the profession

Job	Yes	No	Total
Occupation learned	24	52	76
Occupation not learned	22	236	34
Total	35	75	110

$$X^2 = \frac{4400}{6783000} = 0,00$$

$$X^2_{0b} = 0,00 < X^2_{tab} = 3,84$$

Comment:

This table shows that out of 110 subjects surveyed, 35 say that they had the opportunity to find the material and financial means that can enable them to exercise the profession learned, while 75 say the opposite.

Since the calculated chi-square of 0.00 is lower than that of the table or observed which 3.84 are, we accept the null hypothesis that there is no significant difference between the answers provided by the subjects. Trainees who practice the trades learned and those of the subjects who do the trades not learned about the material and financial means after their installation in professional life.

It turns out, after analysis of this table, that there are two groups of answers, the first of which is composed of those provided by the trained subjects who exercise the learned trades and those who exercise the trades not learned whose opinion is favorable. The second is made up of the answers from subjects who are doing the trades learned and those from the untrained trades who give a favorable opinion.

By observing the responses by line of business, we find that, at the level of the learned trades, the trained subjects who practice them have provided favorable opinion responses which are much lower than those of the unfavorable opinion. The same is true of untrained jobs; the subjects who exercise them give favorable answers, which are also much lower than those of the unfavorable opinion.

It should be noted that the reasons mentioned above remain the same. This would be tantamount to saying that the profession played no role in the answers given by the two groups.

Question n° 6: Is there a match between the training received at the center and what you do in life?

Table 10: Adequacy between the training received at the center and what we do in life according to the profession.

Job	yes	No	Total
Occupation learned	56	18	74
Occupation not learned	20	16	36
Total	76	34	110

$$X^2 = \frac{117920}{6883776} = 0,02$$

$$X^2_{0b} = 0,02 < X^2_{tab} = 3,84$$

Comment:

In view of this table, the data indicate that out of 110 subjects surveyed, there are 76 who say they are able to take

charge of themselves and assume their responsibilities, and 34 who say the opposite.

Since the calculated chi-square of 0.02 is lower than that of the table or observed which is 3.84, we accept the null hypothesis that there is no significant difference between the responses provided by trained subjects. Respondents who practice the learned trades and those from the trained subjects surveyed doing the untrained trades about self-management to take charge of them and assume their responsibilities.

We note that after analyzing this table, there are two groups of responses that emerge, one of which relates to the answers provided by the subjects who exercise the learned trades and those who do the untrained trades that take care of themselves. And the other which consists of the answers given by those of the trades learned and not learned not taking charge.

We could say that the answers of the first group are superior to those of the second group in the sense that most of the subjects who exercise the learned trades and those who are interested in the untrained trades do so to assume and contribute to the development of their environment. We believe that they avoid dependence on others to maintain their personality and dignity.

Question N ° 8: After you're training at the center, have you become able to easily take concrete action in view of the integral development of your environment as a development agent?

Table 12: Being able to take concrete actions as an agent of development of his environment according to the profession

Job	yes	No	Total
Occupation learned	61	24	85
Occupation not learned	231	4	25
Total	82	28	110

$$X^2 = \frac{57200}{4879000} = 0,01$$

$$X^2 Ob = 0,01 < X^2 tab = 3,84$$

Comment:

The data in this table informs that out of 110 surveyed subjects, there are 82 who say they have become able to take concrete actions as an agent of development of their own medium and who say the opposite.

Since the calculated chi-square of 0, n01 is lower than that of the table, or observed which is 3.84, we accept the null hypothesis that there is no significant difference between the responses of trained subjects surveyed. who practice the trades learned and those of the trained subjects surveyed who practice the trades not learned about being agent of development of their environment through the actions they do.

But the analysis of this table reveals a situation such that the answers presented are different. They are divided into two groups, one of which is composed of the answers from the subjects who claim that they are agents of development of their environment and the other which contains answers

from those who reject the affirmation, ie say those who say they are not agents of development of their environment.

It is important to note that the responses of those with a positive opinion are higher than those of those with an unfavorable opinion. This would be justified by the fact that most of the subjects trained as automobile mechanics, general mechanics, electricians, carpenters and seamstresses each perform either the profession learned or the profession not learned, by taking responsibility for actions that contribute to their own development and that of their environment. It could also be that these same subjects lead actions that bring people to change, evolution, development and progress. But the position of the subjects whose opinion is unfavorable could be explained by the fact that they do activities which do not favor their own development and the progress of their environment. It is possible that they do not deal with change, do not act in a way to create change, progress and development of their environment. It also happens that the actions they pose constitute a brake on development.

Question 9: After your training at the center, are you able to answer the questions? society's expectations?

Table 13: Being able to meet the expectations of society according to the profession.

Job	yes	No	Total
Occupation learned	77	21	98
Occupation not learned	8	4	12
Total	85	5	110

$$X^2 = \frac{308000}{2499000} = 0,01$$

$$X^2 Ob = 0,01 < X^2 tab = 3,84$$

Comment

The analysis of the data in this table shows that out of 110 respondents, there are 85 who say they are able to meet the expectations of society according to the profession, and 25 who confirm the opposite.

Since the calculated chi-square of 0.01 is lower than that of the table or observed, we accept the null hypothesis that there is no significant difference between the responses from the trained subjects surveyed who exercise the learned trades. and those of the trained subjects surveyed practice the trades not learned. It is the same for the answers given by the subjects exercising the learned trades and those of the trained subjects surveyed who practice the untrained trades that comes or refuses.

By analyzing this table, it turns out that the responses of trained subjects surveyed whose opinion is favorable are very much higher than those of trained subjects surveyed whose opinion is unfavorable. This would be justified by the fact that the subjects who carry out the trades that did the activities which make it possible to solve the problems to which their society is confronted are more numerous than those who exercise the trades or the activities did not entail its development.

It is possible that these activities have a positive impact on the social life of the population and contribute to the development of society and the community.

Question N ° 10: After your training at the center, did the environment in which you work make it easy to integrate into the professional environment?

Table 14: Integrating easily into the workplace

Job	Yes	No	Total
Occupation learned	24	54	78
Occupation not learned	11	21	32
Total	35	75	110

$$X^2 = \frac{19800}{6552000} = 0,00$$

$$X^2_{0b} = 0,00 < X^2_{tab} = 3,84$$

Comment:

Based on the results, this table contains data showing that out of 110 trained subjects surveyed, 75 say they have not had the facility to integrate into the workplace. By cons 35 say the opposite

Since the calculated Chi-square of 0.00 is lower than that of the table or observed, we accept the null hypothesis that there is no significant difference between the responses provided by the trained subjects surveyed who perform Trades learned and those from trained subjects surveyed who practice trades not learned about their integration into the workplace. An analysis of this table reveals favorable and unfavorable responses provided by the trained subjects surveyed who are in the learned trades and those who do not learn the trades.

By observing the responses by occupation, we find that at the level of those who are taught, the answers provided by the trained subjects surveyed give a favorable opinion, are lower than those of the trained subjects surveyed who result in an unfavorable opinion.

The position of the trained subjects surveyed who give a favorable opinion could be justified by the fact that the training received makes it possible to reinvigorate the companies installed in their environment, that is to say to fill the insufficiencies and to improve the yield. But those of the trained subjects surveyed who give an unfavorable opinion could be explained by the fact that they do not know how to adapt to the conditions of their environment and the training received does not meet the needs of the community. In other words, the environmental conditions do not allow the trained subjects surveyed to set up their activities.

We specify or emphasize that the center trains people to take charge of the learned trades. Those who say they take care of the untrained trades are not in keeping with the goals of the center. Only those who take care of the learned trades meet the objectives set by the center.

5. Conclusion

In the light of the results presented, it turns out that the official Kikula I center on which our study was conducted is confronted in a general way with water difficulties such as the lack of sufficient materials, the qualification of the trainers, the insufficiency of the documentation, the level of apprentices, lack of workshops and suitable and garages. Trained subjects include those who are in the learned trades and those who do the untrained trades that take care of

themselves, who assume their responsibilities, and those who are unable to do so.

Our study focused on the impact of adult education on the development of the city of Likasi, and is part of adult education or andragogy. In order to carry out this study, we set ourselves the objective of explaining to trained adults that they are able to take charge of themselves, to assume their responsibility, to participate actively in the development of the city of Likasi by taking concrete actions and by responding adequately to society's expectations as development agents.

The hypothesis of our study is formulated as follows: would the training objectives set by the center not be achieved? Regarding research strategies, we used the survey method supported by research tools such as questionnaire, interview, and observation and documentation technique for data collection and chi-square for their treatment. .

At the end of our investigations, we arrived at the results below:

- In general, the center does not have the necessary material means to enable it to properly train apprentices. To partially solve this problem, the center finds it a palliative solution to send apprentices elsewhere where there are workshops and garages, and requires them to obtain certain materials that are lacking to allow them to practice professionally. Others work individually or privately to deepen practical knowledge. But those who make the sewing cut must personally have sewing machines and other materials necessary for sewing that are missing in the center. This is one of the causes of several dropouts recorded in this center.
- The body of social educators or trainers and trainers consists partly of a staff under qualified.
- The center does not have a mechanism to monitor their trained in professional life.
- Among the trained, there are those who call themselves agents of development, while they lack the spirit of initiative and creativity. They are not able to bring others to change, development, progress.
- Among the subjects who are nationals of the center, there are also many who exercise the trades learned at the center, but who are unable to assume. It is the same for those who have stopped working in the trades learned for other activities.
- Many of the trainees describe the training received as more practical than theoretical, based on some aspects of their professional practice.
- The largest number of trainees had not easily found the material and financial means after their installation in professional life.
- More than half of the trained subjects performed the professional practice with difficulty.
- For most of the subjects trained, the environment in which they live did not allow them to integrate easily into the workplace.
- More than half of the subjects trained easily carry out activities related to the training received.
- However, this center gave the trained subjects a framework in terms of education and education.

- To do this, we make the following recommendations:
- That the person in charge of the center equips him with all the material means necessary for the training of the apprentices.
- Hire qualified personnel.
- That it take steps to follow up the trainees after leaving the center. It also organizes periodic evaluation meetings with the trained.
- That he bring the apprentices to all the courses given for their training.
- That the center organizes the training, so that the apprentices are prepared to take care of themselves.
- That the government put at the disposal of the Ministry of Social Affairs and Humanitarian Actions - the Ministry of Supervision - a substantial budget, in order to enable it to provide for the needs of the center.
- That the government takes into account the conditions of adults in its general policy on education of this category of person.

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