

**THE IMPACT OF NON-FORMAL VOCATIONAL SKILLS TRAINING PROGRAM ON
THE RE-INTEGRATION OF FORMER CHILD LABORERS INTO COMMUNITIES:**

A CASE OF LIRA DISTRICT, UGANDA

BY

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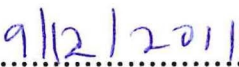
DECEMBER 2011

DECLARATION

I, Wanican Joyce, solemnly declare that to the best of my knowledge, this dissertation is my original work and it has not been presented to any institution for any kind of an award.

Signed 

Wanican Joyce.

Date..... 

APPROVAL

This is to certify that this Research Report about “*The Impact of Non-Formal Vocational Skills Training Program on the Re-Integration of Former Child Laborers into Communities: A Case Study of Lira District, Uganda*” has been under the supervision of Sr. Dr. Maria Goretti Kaahwa (DST) and Dr. WW Kamukama, The dissertation is now ready for submission to Kyambogo Graduate School.

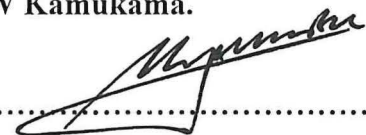

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DEDICATION

I would like to dedicate this work to my family members without whose support and endurance, it would not have been possible to complete my studies. In particular, I would like to appreciate my husband, Mr Drileba Paul Bishop, who endured my absence at home in the evenings when I was away for this study and provided logistical and moral support. Other thanks go to my children, Ayikoru Vanessa, Drileba Benjamin and Drileba Emmanuel Hesus who endured my absence at home during class time.

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ACRONYMS

AVSI	Associazione Volontari per il Servizio International
BTVET	Business, Technical and Vocational Education Training
HIV/AIDS	Human Immune Virus/ Acquired Immune Deficiency Syndrome
IDP	Internally Displaced People
ILO	International Labour Organization
IRC	International Rescue Committee
KURET	Kenya, Uganda, Rwanda, Ethiopia Together
LEAP	Livelihoods, Education and Protection to end Child Labour
LRA	Lord's Resistance Army
NAADS	National Agricultural Advisory Services
NUSAF	Northern Uganda Social Action Fund
ORACLE	Opportunities for Reducing Adolescents and Child Labour Through Education
UN	United Nations
UNICEF	United Nations Children's Education Fund
UPE	Universal Primary Education
VSLA	Village Savings and Loans Association

ABSTRACT

Uganda experiences unacceptable levels of child labor with 34% of the children involved in work that exposes them to physical, psychological and social abuse and exploitation. The government of Uganda through the Ministry of Gender, Labor and Social Development (MGLSD), the lead Government actor for child protection, has put in place the Child Labor Policy that underscored the importance of vocational skills training to children involved in child labor to equip them with gainful skills to become productive members of society. The aim of this study was to investigate the impact of non-formal vocational skills training on the re-integration of former child laborers into communities in Lira. The researcher utilized closed ended questionnaires to collect quantitative data while qualitative data was collected using interview guides. Overall, research findings indicated that 99% of respondents agreed that non-formal vocational skills training was very effective in the re-integration of former child laborers into communities. Qualitative findings also revealed that the integration of life skills, business skills, mentorship program and trade start up tool kits into non-formal vocational skills training program is conduit to successful re-integration of former child laborers into communities. Consequently, 97% of the respondents strongly recommended that non-formal skills training should be offered to children not yet enrolled into the program. From the empirical data generated through this study, non-formal vocational skills training program addressing played a significant role in the re-integration of former child laborers into communities in Lira district, Uganda and could be scaled to benefit children not yet enrolled into the training program. Projects offering vocational skills training should consider integrating lifeskills, business skills, market skills survey and apprenticeship skills training into the programs to better equip former child laborers with comprehensive skills to re-integrate into communities.

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Operational definitions

Apprenticeships refers to non-formal on-the job training where learners are placed with a skilled worker or a trades person in his or her workplace to gain practical skills.

Child Labour is work that is dangerous and harmful to the health, safety, growth and social development of a child.

Livelihoods comprise the capabilities, assets (including both material and social resources) and activities required for a living.

Non-formal Vocational Skills Training are tailor-made programs offered outside of the formal education system to provide skills and knowledge needed for entry into the workforce and to prepare individuals for productive participation.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

This study sought to investigate the impact of non-formal vocational skills training program on the re-integration of former child laborers into communities with specific reference to Lira district. This chapter presents the background to the study, problem statement, purpose of the study, research objectives, questions, scope, significance, justification and conceptual framework of the study.

Child labor has become a major concern and a threat to human development all over the world. The International Labor Organization (ILO, 2006), defines child labor as work that interferes with their education, or is harmful to their mental, spiritual, moral or social development. It is estimated that two hundred forty five million, five hundred thousand (245, 500,000) children in the world are involved in child labor. Of these, more than one hundred eighty six million (186,000,000) are aged five (5) to fourteen (14) years, and more than fifty nine million (59,000,000) are aged fifteen (15) to seventeen (17) years. Approximately one hundred seventy million (170,000,000) of these child laborers are working in hazardous conditions. It is further estimated that one child in every six aged five to seventeen could be classified as a child laborer, (ILO, 2006).

1.1 Child Labour in Uganda:

The Republic of Uganda is hosting a number of forms of exploitative child labor, including some of its worst forms (National Child Labor Policy 2006). The ILO (2001) estimated that about two

million seven hundred thousand (2,700,000) children aged five to seventeen years representing approximately 34% of the total population of children in Uganda were working. The survey also indicated that 51% of the working children were working in plantations, household and construction sites. In the more recent and comprehensive National Household Survey (2006), the Uganda Bureau of Statistics estimated that two million five hundred thousand children (2,500,000) were involved in child labor indicating a 7.4% reduction in the number of children involved in child labor over a five year period.

1.1.2 Child Labour in Northern Uganda

Much of children's involvement in child labor in the northern districts of Uganda is perceived to be acceptable in terms of cultural expectations of children's involvement in work and contribution to the household economy, as well as the very real demands placed on families affected by two decades of conflict. Due to a succession of rebel movements over the past twenty years, nearly 90% of the population were forced into internally Displaced Peoples' Camps (IDP) resulting in a near-total dependence on food aid, inadequate water and sanitation facilities, a drop in every health indicator, and a reduction in access to, and the quality of education (IRC 2009).

The resultant effect of this conflict was abduction and conscription of nearly thirty five thousand (35,000) children into child soldiering, sex slaves and potters. Since 2007, the region has been experiencing relative peace following the ceasefire agreement between the Lord's Resistance Army (LRA) and the Government of Uganda. Communities formerly displaced into IDP camps have gone back to their home villages. The challenge of restoring long-neglected fields and preparing for harvests is reportedly leading families to withdraw school-going children for labor support.

1.1.3 Child Labor in Lira District

Lira district is a commercial center in the Lango sub region and a breeding ground for child labor perceived as crucial to boost production in the agricultural, business and construction sectors (IRC 2009). Children are usually preferred by employers because they offer cheap labour and are loyal to their employers. According to Annan, Blattman C, Horton R (2006), the primary labor in which boys are engaged in Lango region is brick making, followed by agriculture, charcoal burning, and irregular unskilled labor. Annan, et al (2006), found out that lower educational status was correlated with lower wage and riskier jobs, including military involvement.

1.1.4 Vocational Skills Training in Uganda

Non-formal vocational skills training refers to an education programme adapted to learners' needs that takes place in a non-formal environment, usually with more emphasis on activities related to work, Martina (2009). The Uganda Education Sector Strategic Plan 2004-2015 (2004) recognizes the importance of vocationalisation of education for the transformation of Uganda's subsistence economy into modern economy. The Business, Technical and Vocational Education and Training Act-BTVET (2008) was launched by the Uganda Ministry of Education and Sports to provide a frame work for technical education and vocational skills training for vulnerable children who cannot access formal technical education.

To spearhead vocational skills training in Uganda, the Directorate of Industrial Training was established by an Act of Parliament in 2008 to oversee the provision of technical and vocational skills training programs in the country. The Directorate is mandated to certify non-formal courses through administration of competency-based examinations.

In Lira district, the International Rescue Committee (IRC) collaborates with vocational training institutions and local artisans to provide non-formal vocational skills training for former child laborers in tailoring, garment cutting, embroidery, brick laying, concrete practice, leather work, welding and motor vehicle mechanics. Martina (2009) observed that, in order to reduce child labor, the most durable solution is to increase access to economic activities to children to improve their success rate of re-integration into communities. In a study conducted in Liberia by Gary et al (2009), 70% of child laborers identified education and skills as the most important factor to successfully re-integrate into communities, while 90% of the respondents stated that education and training were very important to being self sufficient. This finding is consistent with the observation made by Saskia et al (2008) that, vocational education is an essential component of strategies to reduce and prevent child labor.

1.2 Problem Statement

Vocational skills training for out-of school children involved in exploitative child labor has been deemed effective in re-integration of former child laborers into communities. Martina (2008) observed that one of the key components to combating child labor is non-formal vocational skills training program. Through vocational skills training, vulnerable children acquire skills to improve their livelihoods and successfully re-integrate into communities. The Livelihoods, Education and Protection (LEAP) to End Child Labor project implemented by the International Rescue Committee (IRC) and Associazione Volontari per il Servizio Internazionale (AVSI) in northern Uganda and Karamoja region reports that a total of seventy eight (30 males 48 females) former child laborers in Lira district were trained in various courses to enable them re-integrate into their respective communities. However, no research was conducted to investigate if the graduates of the vocational skills training have actually successfully re-integrated into

communities and the perception of Lira communities towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Therefore, this study set out to assess the impact of non-formal vocational skills training on the re-integration of former child laborers into their communities and the perception of communities in Lira towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities.

1.3 Purpose of the Study

The study sought to investigate the impact of non-formal vocational skills training on the re-integration of former child laborers into communities in Lira district. It further assessed the perception of Lira communities towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Finally, the study identified and documented good practices and opportunities to effectively re-integrate former child laborers into communities.

1.4 Justification of the Study

This study is critical in generating empirical evidence on the impact of non-formal vocational skills training on the re-integration of former child laborers into communities in Lira. Information generated through this study will inform future programs to scale up non-formal vocational skills training for the two million, five hundred thousand (2.5 million) Ugandan children trapped in child labor. This study provides information on the perception of communities towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. This information is critical because re-integration of former child laborers into communities largely depends on positive communities' attitudes

towards the nature of work former child laborers are involved in and the provision of mentorship and psychosocial support to these children to re-integrate into communities.

1.5 Objectives of the Research

1. To assess the impact of non-formal vocational skills training on the re-integration of former child laborers into communities in Lira.
2. To assess the perception of Lira communities towards the impact of non-formal vocational skills training in the re-integration of former child laborers into communities.
3. To identify good practices in the re-integration of former child laborers into communities.
4. To assess opportunities in the re-integration of former child laborers into communities.

1.6 Research Questions

In order to achieve the research objectives, the following research study questions were developed:

1. To what extent does non-formal vocational skills training affect the re-integration of former child laborers into communities in Lira?
2. To what extent do the communities in Lira perceive the role of non-formal vocational skills training as effective in the re-integration of former child laborers into communities?
3. What are the emerging good practices in the re-integration of former child laborers into communities?
4. What opportunities exist for the effective re-integration of former child laborers into communities?

1.7 Scope of the Study

1.7.0 Geographical Scope

The northern region of Uganda is comprised of Lango and Acholi sub regions. Lango sub region includes districts of Apac, Otuke, Kole, Amolatar, Aleptong, Oyam, Dokolo and Lira while Acholi sub region include the districts of Pader, Agago, Lamwo, Nwoya, Kitgum, Gulu and Amuru. Lira district was targeted by this study because all similar studies were conducted in Acholi sub region. The study was conducted in Lira District with former child laborers supported by the IRC through non-formal vocational skills training program. The research targeted communities and vocational skills training institutions in the sub counties of Amach, Lira Sub County and Lira Municipality. The study targeted non-formal vocational skills graduate who were trained between 2008-2009 who had been re-integrated into communities for at least one year after the completion of their courses to capture success stories and challenges encountered during the re-integration process.

1.7.1 Conceptual Scope

The researcher conceptualized that there was positive correlation between vocational skills training and re-integration of former child labourers into communities in Lira. Vocational skills training constituted the independent variable while re-integration of former child labourers was conceptualized to be the dependant variable. The study assessed the scope and the nature of skills training offered to former child labourers as well as their impact on re-integration of former child labourers into communities in Lira. Re-integration was conceptualised in this study to include, improved self-esteem of former child labourers, employment/job creation, safe work environment, increased community support through mentoring and guidance and positive contribution of former child laborers to their household and communities.

1.7.2 Content Scope

The content scope of the study included the impact of non-formal vocational skills training on the re-integration of former child laborers into Lira communities and the perception of communities towards the role of non-formal vocational skills training in the re-integration of former child laborers. The study assessed the benefits of vocational skills training to former child laborers, their households and the communities of Lira at large. It also documented good practices and opportunities for effective re-integration of former child laborers into communities.

1.7.3 Area of Study

This study was conducted in Lira District with former child laborers supported by the IRC through a non-formal vocational skills training program. The research targeted communities and vocational skills training institutions in the sub counties of Amach, Lira Sub County and Lira Municipality where IRC has been operational. The researcher targeted Lira community because all the previous studies done on the impact of non-formal vocational skills training did not target Lira district and yet Lira is a commercial center in northern Uganda and a hub for child labour due to the high demand for cheap labor on farms, businesses and in households.

1.8 Significance of the Study

The study is significant in generating scientific evidence for the agencies involved in the re-integration of former child laborers to improve program design, implementation and monitoring. In particular, the International Rescue Committee can use the findings of this research to improve service delivery to target beneficiaries to ensure their effective re-integration into communities. In addition, Ministry of Gender, Labor and Social Development will find this study useful to inform policy formulation and implementation to eliminate child labor in Uganda.

Finally, this study is invaluable to the Ministry of Education and Sports Directorate of Industrial Training to ensure standards and quality in the implementation of the newly enacted Business, Technical and Vocational Education and Training (BTVET) Act and policy frame work.

1.9 Theoretical Framework

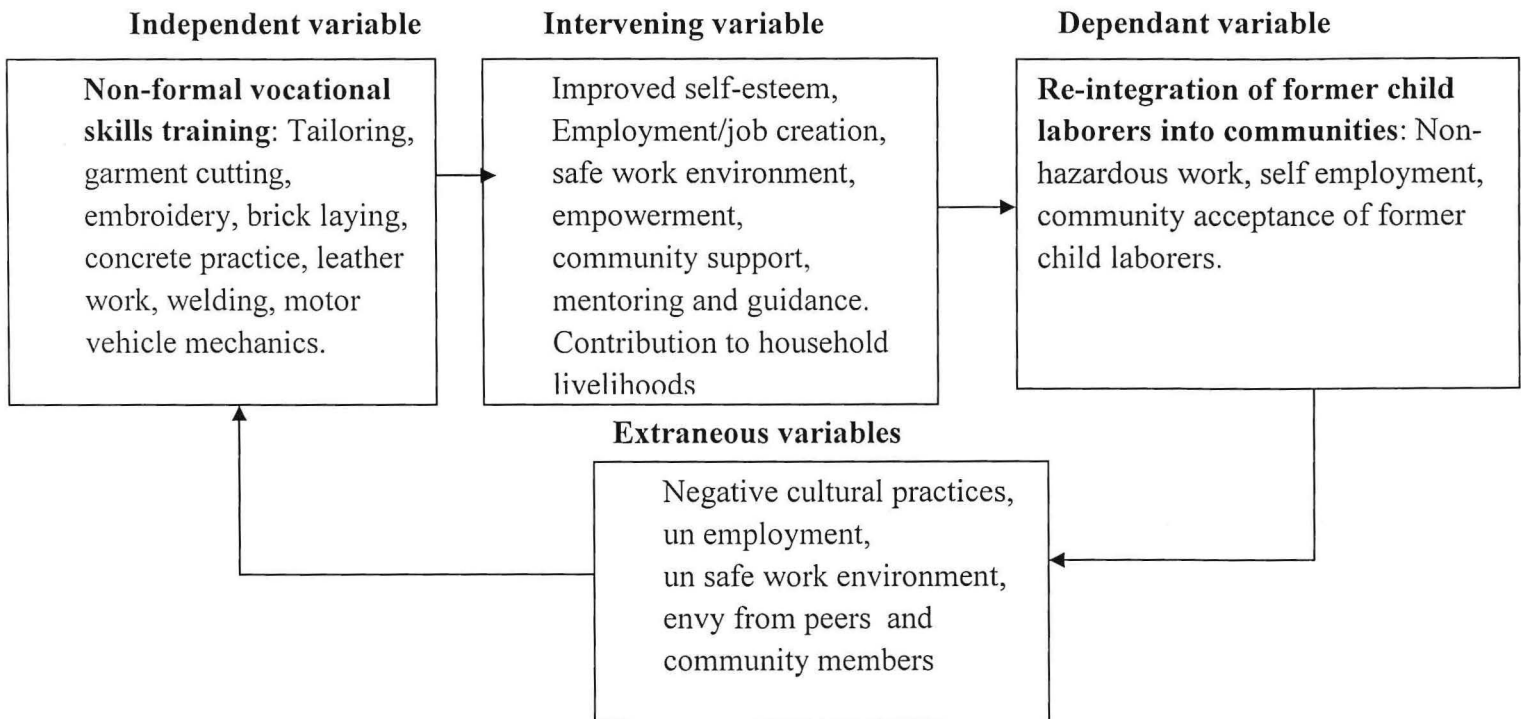
The theoretical framework guiding this study was adopted from International Labour Organization (2007) outlined in the strategic framework for addressing the economic gap in the prevention of recruitment and re-integration of children associated with armed forces and groups. According to this framework, programs aimed to re-integrate former child laborers into communities should be designed to meet the specific economic needs of the different age groups so that their basic human needs are secured. The theory recommends non-formal vocational skills training for former child laborers as a conduit to equip them with vocational skills to meet their livelihood needs when they become adults.

1.10 Conceptual Framework

A conceptual framework illustrates the relationship between non-formal vocational skills training and re-integration of former child laborers into communities. The diagram overleaf (Fig 1) illustrates the relationship between non-formal vocational skills training conceptualized as the independent variable and re-integration of former child laborers into the community conceptualized as the dependent variable. The intervening variables were conceptualized to include improved self-esteem, employment/job creation, safe work environment, empowerment, community support, mentoring and guidance of former child laborers. The researcher also conceptualized extraneous variables that were likely to interfere with successful re-integration to

include negative cultural practices, unemployment, unsafe work environment and lack of community support.

Figure 1: Conceptual Framework.



Source: International Labour Organization (2006)

1.11 Limitation of the Study

Due to the planting season, most respondents including former child laborers were not readily available for the study. The researcher expanded the size of the sample to meet the target.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In order to establish the impact of non-formal vocational skills training, there was a need to examine the literature available on the key variables of the study to identify gaps and provide deeper insight and understanding of the issue. The impact of non-formal vocational skills training on the re-integration of former child soldiers into communities in countries where child labour projects have been implemented is well documented by the International Labor Organization and other scholars. However, there has been no scientific research conducted in Lira district to assess the impact of non-formal vocational skills training on the re-integration of former child laborers into communities. This chapter has been arranged according to the study objectives namely: non-formal vocational skills training and re-integration of former child laborers into communities, communities' attitudes and on-going efforts to reduce child labour. A brief introduction on global trends and child labor in Uganda sets the scene.

2.1 Global Trends in Child Labour

Child labour remains a central obstacle to realizing the rights of all children to education and to protection from violence, abuse and exploitation. Child labour is a neglected element of the poverty trap and yet it is both a result of poverty and a way of perpetuating it especially in its worst forms. Child labor dehumanizes children, reducing them to an economic asset, which in turn fuels population explosion in countries least able to cope, ILO (2006).

UNICEF (2004) says that although child labor is considered a problem of developing countries, particularly throughout Africa, Asia and Latin America, child labour also exists in many industrialized countries especially in Eastern European and Asian countries, which are in transition to market economies. Grisewood et al (2006) estimated that in 2004, there were around two hundred and eighteen million child laborers, with one hundred and twenty six million engaged in hazardous work. ILO (2006) reported that since 2004, there has been a reduction in child labor in the world from two hundred eighteen million to one hundred twenty six million indicating a decline of 11%. The report, however, indicated that the greatest progress in the reduction of child labor was registered in Latin America and the Caribbean, while sub Saharan Africa registered the least progress in the fight against child labor. This is the case with Uganda and Lira community in particular that is struggling to keep children out of child labor due to high poverty levels as discussed below.

2.1.1 Child Labour in Uganda

Uganda is one of the Sub Saharan African countries that have registered the least progress of 7.4% in the fight against child labor over the past five years (ILO 2008). According to IRC (2011), an estimated two million, seven hundred thousand (2,700,000) Ugandan children aged five to seventeen representing 34% of the total population of children in the country are caught up in hazardous and life threatening activities in the streets, plantations and brothels. It is estimated that in Uganda, 96% of the children working in rural areas are engaged in agriculture, while 97% of those working in urban areas are in the service sectors. In addition, 92% of working children in Uganda are also students (ILO 2008). Many Ugandan children including those residing in Lira district start working at a very early age and enter school late; consequently, many of them drop out of school and resort to child labor. The study investigated

whether non-formal vocational skills training viewed as a viable alternative for out of school child laborers played a significant role in their re-integration into communities.

2.1.2 Causes of Child Labour

According to Martina (2009), child labour in Uganda is caused by extreme poverty, limited access to relevant educational programs, cultural and traditional practices that encourage children to take up responsibilities at an early age, and death of parents. In Lira district, children are reportedly being withdrawn from school to offer labor in family fields due to high poverty levels.

2.1.3 Effects of Child Labour

The devastating effects of child labor on children's physical, social, psychological and mental health is well documented by many scholars. Martina (2009) reported that the effect of child labor is fatal ranging from physical, sexual and emotional abuse. Children involved in child labor have problems interacting and cooperating with others and in attaining a real sense of identity and belonging.

According to the National Child Labour Policy (2006), the most damaging risks that children face when they work prematurely is the denial of education. A study conducted in Bangladesh by Kazi (2003), found that as high as 82% of child laborers stopped school in order to start work, while 18% combined school and work together. The National Child Labor Policy (2006), reported that child labor causes a vicious cycle of poverty at the individual, family, community and national level. Poverty forces families to rely on children's labor to supplement family income. Lira community suffers multiple effects of child labour at the individual, family and community levels. This study investigated the impact of non-formal vocational skills training in

mitigating the adverse effects of child labor and in aiding their re-integration into families and communities.

2.3 Non-Formal Vocational Skills Training and Re-integration of Former Child Laborers into Communities.

According to Grisewood et al (2006), education is the main tool of intervention in addressing child labour because education establishes skilled work force and promotes development based on the principle of social justice and human rights. ILO (2008) was in support of this view that, children removed from child labour should be properly equipped with education and skills to compete on the labour market and re-integrate into communities. Grisewood et al (2006), further argues that provision of non-formal vocational skills training opportunities for former child laborers ensures successful re-integration into communities through skills acquisition and participation in economic activities. ILO (1998) is in agreement with this view and argues that vocational education and training for former child laborers provides the skills needed for gainful employment and re-integration into communities. The International Rescue Committee (IRC 2010), reported that it enrolled children withdrawn from child labour into non-formal skills training as a means to re-integrate them into communities in Lira.

The Kenya Uganda Rwanda and Ethiopia project (2008), reported that vocational skills training was a key strategy to provide educational opportunities to children prevented and removed from child labor to acquire skills to engage in non-exploitative labor and to successfully re-integrate into communities. ILO (2007) reported that approximately 34% of the children who were recruited into child soldiers were motivated because of the economic benefits associated with it. In a related research conducted by Omolara et al (2000) in Zambia, it was found that 81% of the

child laborers surveyed were working because their parents could not provide basic needs of the family. ILO (2007) highlights the importance of addressing the economic cause of child labour through vocational skills training and income generating activities to prevent further recruitment of children into armed forces and support demobilized child soldiers to re-integrate into communities. This view is supported by the National Child Labour Policy (2006), which reported that increasing access to vocational skills training to vulnerable children was effective in ending child labor. A related study conducted by Kazi (2003) in Bangladesh, revealed that 95% of street children were willing to attend skills training courses as a means to re-integrate into communities. In a similar study conducted by Martina (2009) in northern Uganda and Karamoja regions, findings indicated that former child laborers preferred non-formal vocational skills training to gain skills for productive work. The study further reported that former child laborers enrolled in non-formal vocational skills training courses were enthusiastic and confident that they would successfully re-integrate into communities.

However, Grisewood et al (2006), argued that skills training that does not address the local market needs and aspiration of trainees was not effective in the re-integration of former child laborers into communities. Bidwell et al (2008) is in agreement with this view and argued that former child laborers should be guided on vocations that best match their skills, aspirations, local market and resources to ensure successful re-integration into communities. ILO (2007), reported that prevention and re-integration program should be designed to meet the specific economic needs of the different age groups so that basic human needs are secured. Vocational skills training should be informed by evidence generated through market skills survey to make training relevant to the needs of the community. Interventions targeting former child laborers between the ages of fifteen to seventeen years should include: vocational guidance and training, linkages to

employment services including access to micro-finance, basic management skills and life skills education for successful re-integration into communities, ILO (1998). This study examined the effectiveness of non-formal vocational skills training program in the re-integration of former child laborers into Lira communities.

2.3.1 Vocationalization of Education in Uganda

According to the Uganda Education Sector Strategic Plan 2004-2015 (2004), vocationalisation of education is critical to the transformation of Uganda's subsistence economy into modern agriculture, industrial, service, and public sectors. The Business, Technical and Vocational Education and Training Act-BTVET (2008) provides a frame work for technical education and vocational skills training for vulnerable children who cannot access formal technical education. The BTVET Act (2008) states that community polytechnic should provide low cost accessible training opportunities for primary leavers and other target groups, such as out of school children. The Uganda Ministry of Education and Sports (2008) reported that the BTVET act was already yielding positive results, because a total of 2,768 (2,220 male and 548 female) were enrolled in government aided technical institutions, while 554 (408 male and 146 female) were enrolled in technical private institutions in 2008.

However, there has been concern on the quality and effectiveness of skills training offered in Uganda. Most of the vocational training institutes have inadequate skilled manpower and training facilities as well as lack of career guidance and capital necessary to create jobs by graduates, Kelly et al (2008).

The Directorate of Industrial Training was established and mandated by the Act of Parliament to oversee the provision of technical and vocational skills training programs in Uganda and to

certify non-formal courses through administration of competency-based examinations, Ministry of Education and Sports (2008). However, admission into government aided vocational and technical institutions is contingent upon good performance in Primary Leaving Examinations. Consequently, children who have dropped out of school and are engaged in child labor do not have the required academic qualifications to gain access to free vocational skills training. This is the case with Lira district where for more than two decades, the conflict between the Lord's Resistance Army (LRA) and government of Uganda limited access to primary and secondary education. There are only sixteen government and private vocational skills training institutions in Lira district that remain inaccessible to former child laborers who do not meet the minimum academic requirements.

2.4 Communities' Attitudes towards the Role of Non-Formal Vocational Skills Training in the Re-integration of Former Child Laborers into Communities.

According to Kelly et al (2008) in a study conducted in northern Uganda, former child laborers consistently expected that participation in vocational skills training would increase their capacity to find employment or self-employment opportunities and to achieve greater self-reliance to successfully re-integrate into communities. This is confirmed by the evaluation findings of vocational skills training in Pader and Kitgum by IRC (2006) which revealed that vocational skills training resulted into improved communities attitudes towards former child laborer. The evaluation found that, 67% of the graduates in Pader Town and 70% in Kitgum respectively said the community felt better about them and referred to them as builders and tailors and treated them with respect. The IRC (2006) reported that 90% of the respondents who participated in the study said that non-formal vocational skills training made them feel better about themselves while seventy 70% said that they felt more empowered and accepted in communities.

In a similar study conducted by Tara (2010) in Kitgum, Gulu and Pader districts, graduates of non-formal vocational skills training reported that people in their community who used to scorn them now offered them respect as a result of the training program. This is because after the training, communities relied on them for assistance and advice on how to construct and repair things. She further reported that graduates described their new roles as channeling the benefits of the training program to the community while in Gulu and Kitgum, graduates claimed that the community was depending on them for financial support. Tara (2010), concluded that vocational skills training for former child laborers led to their re-integration and was a conduit for new friendship with people outside their social network and employment sector. At the community and family levels, Tara (2010) reported that guardians of former child laborers described the graduates as previously roaming the streets and disrupting the community, whereas after the training, they reported that the new skills instilled a sense of responsibility and discipline in the graduates, which positively affected relationships at home and in the community.

However, The IRC (2006) reported that 30% of former child laborers who completed vocational skills training felt that the community was jealous of them. The communities' attitude towards former child laborers re-integrating into communities was sometimes stigmatizing and undermined efforts to withdraw children from child labor, (National Child Labor Policy 2006). According to UNICEF (2005), former child soldiers in northern Uganda faced discrimination from both teachers and peers. IRC (2006) highlighted the need for programs to raise awareness of the community members to support the re-integration of former child laborers into communities. From the above views, it appears that non-formal vocational skills training without positive communities' attitude towards its role in the re-integration of former child laborers into communities is not effective in the re-integration of former child laborers into communities. This

study shed light on communities' attitudes towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities.

2.5 On-Going Efforts to Reduce Child Labour in Uganda

2.5.1 International and Regional Treaties on Child Labor

Uganda has signed several International and national treaties that prohibit child labour, which include: The ILO conventions number 182 on the worst forms of child labor and the ILO convention 132 on minimum age for admission into employment. Uganda set a minimum age for employment in non-hazardous work at fifteen years. Other relevant International Conventions ratified by Uganda include; The United Nations Conventions on the Right of the Child, the UN Protocol to Combat the Use of Children in Armed Conflict, the Optional Protocol on Selling and Exploitation of Children and the African Charter on the Rights and Welfare of the Child. Although Uganda has ratified these treaties, there are implementation bottle neck at national and local levels that undermine their positive impact on children.

2.5.2 National Legislation

The National Child Labour Policy (2006) reports that the Government of Uganda has put in place a number of laws to reduce child labour, these include: The National Constitution (1995) Article 34(4) which outlaws employment of children in hazardous conditions or in work that interferes with their education, or is harmful to their mental, spiritual, moral or social development. The employment Act (2006), Number 6 and the Occupational Safety and Health Act No. 9 (2006) outlaw employment of children under the age of fourteen except in light work. The Children's Act (1996) provides an overarching legal framework for child protection in

Uganda and bans harmful employment of children. Despite these laws prohibiting the employment of children, ILO (2008) reported that 34% of Ugandan children are trapped in child labor.

2.5.3 National Policies

The National Child Labor Policy (2006) with a mission to provide an enabling environment for the prevention, protection and elimination of child labor while the National Youth Policy (2001) provides a framework for enabling youth including children between the ages of fourteen to seventeen years to develop social, economic, cultural and political skills for participation in the overall development process and for improved quality of life. The Universal Primary Education (UPE, 1997) aims to provide universal access to basic education by all primary school going-aged children in Uganda while the Universal Post Primary Education and Training (2000) provides for universal access to post primary education and training for graduates of UPE. In addition, the Business Technical and Vocational Education and Training Act (2008) provides legal framework for the implementation of business, technical and vocational education and training of learners who would like to pursue vocational courses. The draft National Employment Policy (2006) reports that its mandate is to provide a policy frame work to guide the relationship between employers and employees as well as to ensure descent working conditions and non-exploitation of employees including working children by their employers.

Although Uganda has ratified several International treaties and formulated a number of policies to protect children from child labour, most of these policies are seldom implemented and remain on the book shelves of ministries without reaching the intended beneficiaries. In Lira district in particular, implementation of child-focused policies was curtailed by the prevalence of the armed

conflict that weakened the capacity of government to effectively implement policies to benefit the rural child.

2.6 Practical Measures to Reduce Child Labour and Provide Skills to Former Child

Laborers

The National Child Labor Policy (2006), reports that the Uganda government has been implementing programs to reduce child labour in collaboration with ILO, the Federation of Uganda Employers, the National Trade Unions and other development partners. These include commissioning research to document effective strategies to withdraw and prevent children from hazardous and exploitative forms of child labour. Specific studies were conducted in commercial agriculture, commercial sexual exploitation, the informal sector and street activities, domestic work, armed conflict and HIV/AIDS induced child labour. The Education Sector Strategic Investment Plan (2004) commits the government to allocate one-quarter of public expenditure to the education sector. Other educational programs include: the Complimentary Opportunities for Primary Education (1995) that targets specific groups of vulnerable children, such as orphans, children affected by armed conflict and children in nomadic communities to acquire basic education.

2.6.1 The IRC Interventions to Re-integrate Former Child Laborers into Communities

According to Martina (2009), specific child labour interventions implemented by IRC include: enrolment of former child laborers into vocational skills training institutes and apprenticeship courses in the community. The evaluation of IRC project reports that:

“Vocational students undertake programs in a community-based center or recognized government institutions to gain marketable employment skills. These

include courses in brick making/laying, and concrete practices, tailoring, carpentry and joinery, motor vehicle maintenance, catering and hair dressing. Functional literacy, book keeping, and business skills are also included in the training” (Martina, 2010:25).

Other activities reported by Martina (2009) include: infusion of child labour into primary school curriculum and teacher training curriculum. The study further reports that the IRC conducted teacher training, school renovations, sponsorship of children withdrawn from child labor into formal and non-formal education. The implementation of Village Savings and Loans Association and income generating activities for families of children involved in child labor was also done by the IRC. Tara (2010), reported that the IRC also conducted awareness raising activities through radio talk shows, music dance and drama, school clubs as well as the use of role models to raise awareness of the community on the dangers of child labor and the roles of communities in protecting children from child labour. However, no research was conducted to assess whether the IRC supported non-formal vocational skills training programs actually led to the successful re-integration of former child laborers into communities as well as communities’ perception towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities.

The finding of this study has bridged this knowledge gap and provided empirical evidence on the impact of non-formal vocational skills training on the re-integration of former child laborers into Lira communities.

2.7 Conclusion

This chapter focused on analysis of available literature on key concepts and variables of the research. In particular, the chapter examined causes and effects of child labour, global and national trends in child labour. The chapter also examined various scholars' views on the impact of non-formal vocational skills training on re-integration of former child laborers into communities and communities' attitudes towards the impact of non-formal vocational skills training in the re-integration of former child laborers into communities. This chapter also examined vocationalization of education and on-going efforts to reduce child labor in Uganda. The literature review identified significant gaps with scientific evidence on the impact of non-formal vocational skills training on the re-integration of former child laborers in Lira district and communities' attitudes towards the role of non-formal vocational skills training in the re-integration of former child laborers into Lira communities. This study was conducted in Lira district to bridge this knowledge gap on the impact of non-formal vocational skills training on the re-integration of former child laborers, communities' attitudes towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities, lessons learnt and opportunities to effectively re-integrate former child laborers into communities.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter describes the research design, area of study, target population, sample, sample size techniques, research instrument and procedure for data collection, analysis and presentation.

3.1 Research Design

In this study, both qualitative and quantitative research methodologies were used in the data collection process, analysis, presentation and discussion of the findings. The quantitative research method was used to collect and analyze numerical data to measure the relationship between the variables (Kaahwa 2008). The researcher used cross-sectional survey method of the descriptive design to measure the relationship between non-formal vocational skills training and the re-integration of former child laborers into communities. This design enabled the researcher to collect information from different categories of the sampled. The outcome of the cross-sectional descriptive statistical provided evidence of the impact of vocational skills training on re-integration of former child laborers into community. In addition to quantitative research design, the researcher used qualitative research method in order to capture in-depth information on perception and values placed on the impact of non-formal vocational skills training on the re-integration of former child laborers into the community to supplement quantitative data. Using both quantitative and qualitative research methods ensured that quantitative and descriptive information on the impact of non-formal vocational skills training and perception of

communities towards the role of non-formal vocational skills training were captured, analyzed, and presented to provide complete empirical evidence on the research subject.

3.2 Target Population

The research was conducted with former child laborers supported by the International Rescue Committee (IRC) who participated in the non-formal vocational skills training in Lira district. This was because former child laborers who participated in non-formal vocational skills training had hands on experience and personal account on how their participation in non-formal vocational skills training had had an impact on their re-integration into communities. This study also targeted parents of former child laborers because they played a significant role in supporting their children to re-integrate into families and communities. The perception of parents of former child laborers towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities was key in this study and reflected communities' perception to a large extent because they were the indirect beneficiaries of non-formal vocational skills training programs.

The research also targeted IRC project staff who were directly involved in the implementation of the project to triangulate information gathered from communities on the impact of non-formal vocational skills training in the re-integration of former child laborers as well as lessons learnt and opportunities for future programs. Trainers/instructors of non-formal vocational skills courses were also targeted by this study to provide expert information on the impact of non-formal vocational skills training and to assess their attitude towards the role of non-formal vocational skills training on the re-integration of former child laborers into communities.

3.3 Sample, Sampling Techniques and Sample Size

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole while sampling is the act of selecting a suitable representative part of the population for the purpose of determining parameters or characteristics of the whole population, (Kaahwa, 2008).

3.4 Sampling Design

The researcher used stratified random sampling technique in this study because of the multi-dimensional nature of the study population and ensured fair representation of the target population. The researcher ensured that all the dimensions of the target population were stratified to form the sampling frame and then representatives from the various strata were randomly selected to participate in the research. The researcher obtained a list of students who graduated in motor vehicle mechanics, tailoring, saloon, table cloth making, metal fabrication and shoe making to provide a sampling frame. In addition, the researcher used purposive sampling for population less than three in a given course because of the small number.

Stratified sampling technique was also used to select project staff and vocational skills trainers to ensure inclusion of relevant project staff and non-formal vocational skills trainers of the various trades.

In addition to stratified sampling technique, the researcher used random sampling to sample parents of former child laborers in order to ensure a representative sample to allow for generalization of the findings.

3.5 Sample Size

The researcher distributed questionnaires to a total of sixty six respondents for this study. The researcher targeted a total of twenty eight former child laborers for this study. These comprised of six motor vehicle mechanics, thirteen tailors, three table clothes designers, two cobblers, and two motor cycle mechanics.

Table 1 illustrates the distribution of the sample.

Table 1. Categories of Former Child Laborers by Gender and Courses

Courses	Male	Female	Total
Motor vehicle	6	0	6
Tailoring	0	13	13
Table cloth	0	3	3
Leather works	1	1	2
Metal fabrication	2	0	2
Motor cycle	2	0	2
Total	11	17	28

The researcher also conducted focus group discussion with twenty seven parents/guardians, five project staff and six non-formal vocational skills trainers to gather their views on the impact of non-formal vocational skills training and community's attitudes towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities.

Table 2 illustrates the distribution of respondents by categories and sampling methods used to select respondents.

Table 2. Sample, Sampling Techniques and Method of Sampling

Categories of respondents	Sample size			Method of Sampling
	Male	Female	Total	
Former child laborers	11	17	28	Stratified random sampling
Parents	7	20	27	Random sampling
Trainers	3	3	6	Stratified sampling
Project staff	4	1	5	Stratified sampling
Total	25	41	66	

3.6 Data Collection Methods and Research Instruments

Kahwaa (2008), defines research instrument as a tool used in the collection of data. The researcher used focus group discussion, document analysis and self administered questionnaires.

3.7 Closed Ended Questionnaires

The primary method of data collection was the use of closed ended structured questionnaires which were administered to sixty six respondents. All questions contained the independent and dependent variables and they were measured using a five-likert scale for easy coding. Questionnaires were delivered to respondents in person by the researcher. The researcher identified one research assistant and gave her an orientation into the research instruments to support the in the data collection. Where respondents could not read, the researcher used a

research assistant to cluster them in a group of four and read out the questions and possible responses. Respondents were then guided to circle the responses they most agreed with. This approach enabled the researcher to introduce the topic and to inform the respondents of the objective of the research to ensure common understanding of the questionnaires.

3.8 Focus Group Discussion

After receiving the respondents' replies to the questionnaires, the researcher randomly selected respondents to participate in focus group discussions. The focus group discussions were held with seventeen former child laborers, eighteen parents, four vocational skills trainers and three project staff. The objective was to probe and get more insight into the relationship between the study variables. The researcher held separate focus group discussions for male and female respondents to allow for full participation of female who would otherwise fear to participate in the presence of their male counter parts. Gender segregation during focus group discussion also ensured gender perspectives were captured with regard to attitudes and perception on the impact of non-formal vocational skills training on the re-integration of former child laborers into the community.

3.9 Document Analysis

Relevant documents on non-formal vocational skills training and child labor including government policies, project and evaluation reports of similar projects, dissertations, journals, articles, books and organizational manuals were reviewed to inform data collection, analysis, discussion and presentation.

3.10 Validity of Instruments

Kaahwa (2008), describes content validity as the degree to which the research instrument measures what it is supposed to measure while construct validity determines the degree to which the instrument measures the hypothesized construct/variables the researcher is set to measure. Validity of data collection instrument was ensured by the supervisors and during pre-testing. The supervisors rated each item on the scale: very relevant, (4), quite relevant (3), relevant (2) and not relevant (1). Validity was determined by Content Validity Index (CVI)

$$\begin{aligned} \text{C.V.I} &= \frac{\text{Number of items declared valid}}{\text{Total number of items in the Questionnaire}} \\ &= 18/21 \\ &= 0.9 \end{aligned}$$

For an instrument to be accepted as valid, the average index should be 0.7 or above, therefore, this co-efficient validity was taken as valid.

In order to establish validity of the research instruments, content validity was used. The instruments were given to two supervisors who evaluated the relevance of each of the objectives to establish whether the questionnaires would truly measure what they were intended to measure.

3.11 Reliability of Instruments

Sekarani (2000), defines reliability of an instrument as the extent to which it is error free, while Kaahwa (2008), describes reliability of an instrument as the degree to which the instrument consistently yields the same results when repeated on the sample.

Reliability of data collection instrument was ensured during the pilot study carried out in Lira Municipality to pre-test the questionnaires; necessary adjustments were then made accordingly.

The researcher used triangulation to ensure validity of data collected by using multiple data collection techniques. The researcher collected data from different sites including respondents' workplace, households, training sites as well as from project staff to triangulate data collected from trainees. The researcher also maintained objectivity and professionalism in data analysis and interpretation and ensured that findings were a true representation of the research outcome.

3.12 Procedure for Data Collection

The researcher obtained an introduction letter from the Faculty of Education, Kyambogo University to gain audience from International Rescue Committee (IRC) and target respondents. Permission was sought from the management of IRC to allow the researcher to conduct this study with their target communities. While in the field, the researcher obtained relevant information regarding the respondents from the IRC project staff to form the sampling frame. The researcher then derived the sample and enlisted staff support to mobilize respondents to participate in the research. Mobilization of respondents was done a day prior to the interviews through field visits to establish the appropriate time when respondents were available to participate in the research. The researcher administered questionnaires and conducted focus group discussions where respondents lived or worked to enable the researcher make on the spot field observations on the re-integration of former child laborers into communities. Focus group discussion was done immediately after completion of the self-administered questionnaires to reduce on respondents' attrition.

The researcher was accompanied by the project community mobilizers for easy mobilization and to build a rapport. The researcher was supported by one research assistant who was given an orientation into the purpose of the research and research tools to ensure validity and common

approach to administering the tools. Interviews were conducted in local language (luo)- a native language of the researcher and the research assistant to capture cultural factors and ensure maximum participation of the respondents. Wherever respondents raised issues that required more probing, the researcher posed more questions to get detailed information. The research assistant read out the questions to the respondents in Langi while the researcher recorded the responses. The approach of dividing up tasks between the research assistant and the researcher ensured less time was spent interviewing respondents. All interviews and questionnaires were completed within 30 minutes or less to minimize fatigue.

3.13 Data Analysis and Presentation

The researcher conducted a careful scrutiny of the captured data to ensure their consistency, accuracy and completeness. Qualitative data were analyzed by content, common themes and objectives of the research to determine commonalities and variations in views of respondents. Findings have been presented by descriptive statistics according to objectives and themes of the research to ensure logical flow of key empirical findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

The general objective of the research work was to assess the impact of non-formal vocational skills training program on the re-integration of former child laborers into communities in Lira District. Specific questions that guided the study were:

1. To what extent does non-formal vocational skill training affect the re-integration of former child laborers into communities in Lira?
2. To what extent do the communities in Lira perceive the role of non-formal vocational skills training as effective in the re-integration of former child laborers into communities?
3. What are the emerging good practices in the re-integration of former child laborers into communities?
4. What opportunities exist for the effective re-integration of former child laborers into communities?

In this chapter, data collected under the four questions is presented in two sections. Section one presents information on characteristics of the respondents and non-formal vocational skills training offered by International Rescue Committee (IRC). Section two comprises of presentation, analysis and interpretation of the results of the study using quantitative and qualitative data and information to provide complete results of the study.

4.1 Response rate

The researcher distributed sixty six questionnaires to sampled parents, former child laborers project staff and instructors. All the sixty six questionnaires were completed and returned by the respondents indicating 100% response rate. According to Denison (1996), response rate should be at least 50 % in order for the views raised by respondents to be representative. Mugenda and Mugenda, (1999) also confirms that a response rate of 85% and above is very good. Table 3 presents the summary of responses by categories of respondents.

Table 3 Summary of Responses by Categories of Respondents

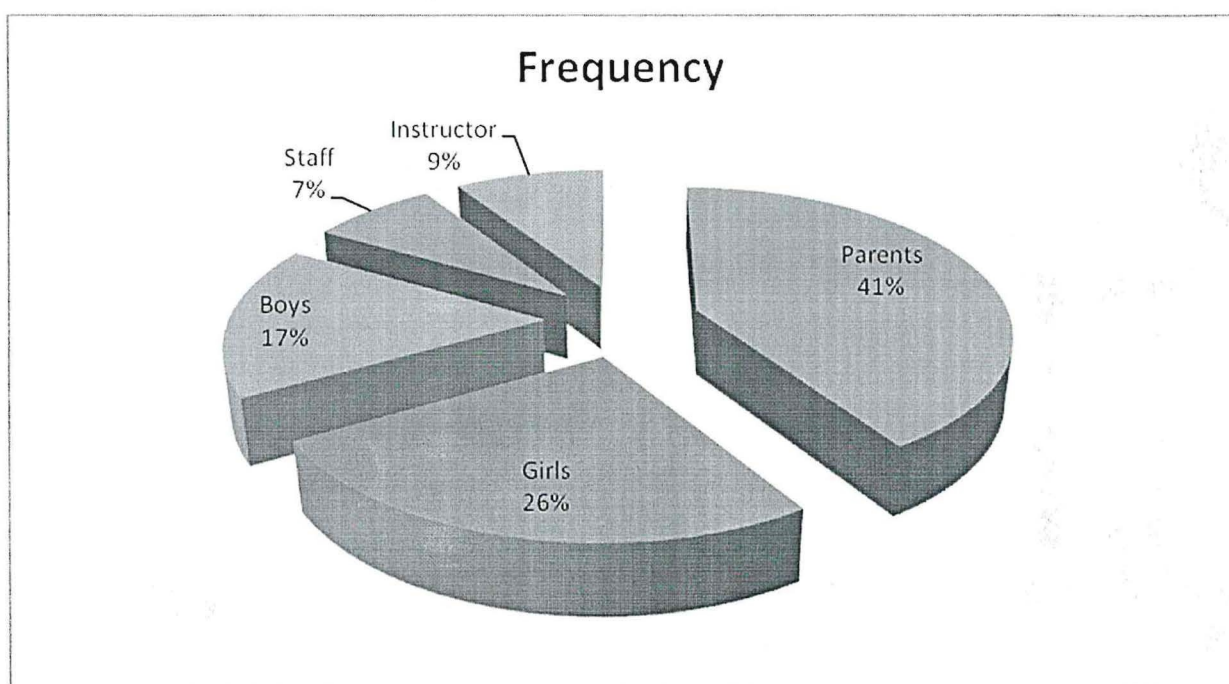
Category	Target Respondents	Actual Respondents	Response Rate (%)
Program staff	5	5	100%
Parents	27	27	100%
Former child laborers	28	28	100%
Instructors	6	6	100%
Total	66	66	Average 100%

The high level of response rate by respondents is attributed to the vigilance of the researcher who personally delivered the questionnaires to respondents at appointed time and waited to collect the filled in questionnaires. Where respondents could not read, the researcher used a research assistant to cluster the respondents in a group of four, instructions and statements in the questionnaires were then read out and respondents were guided on how to circle responses they

most agreed with. The researcher ensured that the meaning of the questions and responses were not lost by making clarification and probing in local language.

The researcher and her research assistant checked through all questionnaires for completeness before leaving the interview sites. This ensured that all questionnaires were completed and collected within 30 minutes or less. Figure 2 illustrates the categories of respondents.

Figure 2. Categories of the Respondents



The pie chart above illustrates the percentage of respondents by categories with parents constituting 41% of the respondents, female former child laborers constituted 26%, while male former child laborers constituted 17% of the respondents. Getting male former child laborers to participate in the study was a challenge because many of them had migrated from the target districts in search of better opportunities elsewhere. Male parents were also not readily available

because they were away from home for cultivation. Project staff and instructors constituted 7% and 9% of the respondents respectively. The researcher ensured gender representation whenever possible (24 male and 41 female) in selecting the target population. The researcher minimized gender bias by encouraging active participation of both men and women in the focus group discussions.

4.2 Programs offered under Non-Formal Vocational Skills Training

The study also gathered information on the type of non-formal vocational skills training and complementary services offered.

Qualitative data were gathered from project staff and instructors of non-formal vocational skills training and indicated that the training program comprised of the following key components:

4.2.1 Apprenticeship Skills Training

Apprenticeship training as defined by the International Rescue Committee (2009) refers to a non-formal “on the job” training where learners are placed with experienced local artisans in their communities to learn vocational skills. Quantitative findings indicated that 100% of staff and instructors interviewed revealed that apprenticeship training was being offered to beneficiaries of non-formal vocational skills training. However, parents and former child labourers could not conceptualize apprenticeship skills training program, although they could describe the various courses being offered by the program. These include: motor vehicle and motor cycle mechanic, leather works, embroidery, hair dressing, tailoring, welding, phone repairs, among others.

4.2.2 Non-Formal Skills Training Program Offered by Vocational Training Skills

Institutions

Qualitative findings from project staff indicated that the IRC also placed children in vocational institutions to learn tailor-made courses for nine months. Children were enrolled for nine months and followed tailor-made curriculum. Courses offered include building, concrete practice, motor vehicle mechanics and tailoring.

4.2.3 Life Skills and Mentorship Program

Life skills program comprising of guidance and counseling and career guidance were integrated into both forms of trainings to equip learners with skills to positively cope with challenges and focus on their trainings. Life skills and mentorship sessions were mentioned by all former child laborers interviewed (100%) as being essential to their integration process. However, male former child laborers interviewed mentioned that they needed more guidance from their parents to positively cope with life challenges after the training and transition into adulthood.

4.2.4 Business Skills Training

In addition to the trade skills, qualitative findings indicated that all former child laborers participated in the business skills training program. This was confirmed by qualitative research findings through focus group discussion with project staff and instructors, which confirmed that business skills training were offered to all trainees at the end of the training sessions by the project staff to prepare them to enter the market. The content covered in the business skills training sessions included: record keeping, customer care, marketing, basic financial management and business diversification. However, discussion with instructors revealed that business skills trainings were directly delivered to former child laborers without the participation

of their instructors. This undermined knowledge and skills transfer to the instructors that are a conduit to sustainability of the training.

4.2.5 Provision of Trade Start up Tool Kits

Quantitative research findings indicated that all former child laborers (100%) who had completed their trainings received basic trade-start up tool kits in their respective trades to initiate income generating activities. Qualitative research findings through focus group discussions with all categories of respondents confirmed this. Observation made by the researcher through visits to former child laborers work places also confirmed that they had received basic trade start up tool kits and were effectively utilizing the kits to generate income.

In summary, the major findings on the nature and types of services offered to former child laborers include apprenticeship skills training, life skills and mentorship, business skills training as well as provision of trade start up tool kits.

Section Two: Results of Research Question One

The main research question that guided the study was to investigate the extent to which non-formal vocational skill training affected the re-integration of former child laborers into communities in Lira. Empirical data generated through quantitative and qualitative research methods to answer the above question are presented below:

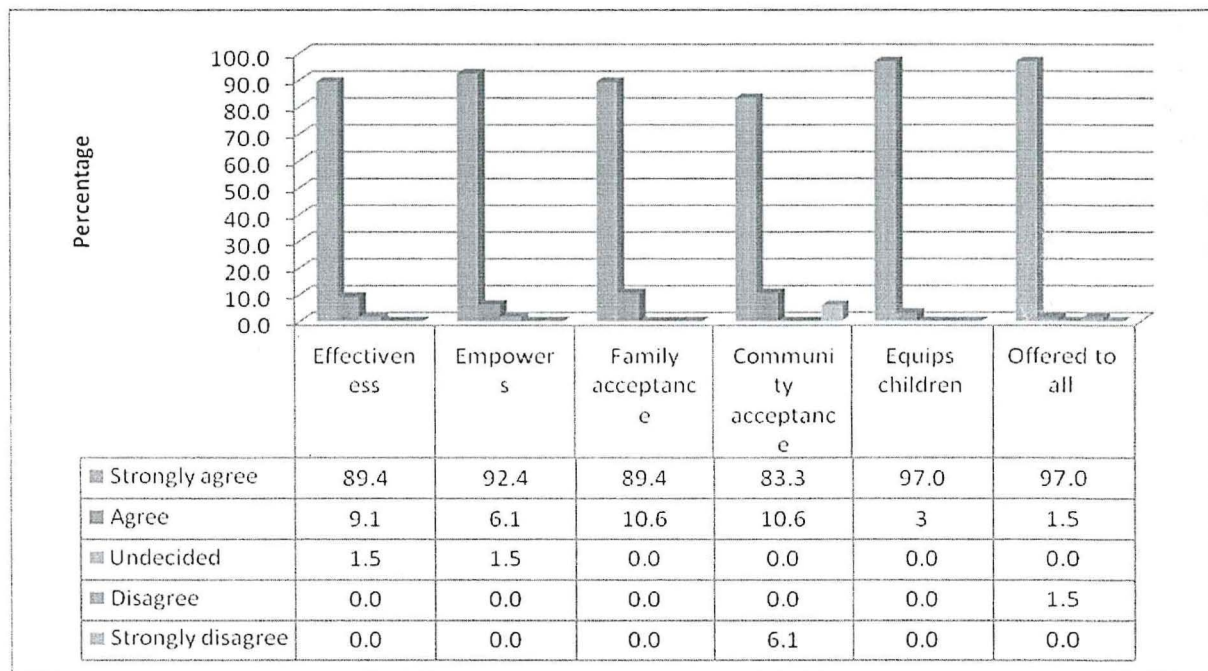
4.3 The Impact of Non-formal Vocational Skills Training on Re-integration of Former Child Laborers into Communities

Question one of the research, sought to examine the impact of non-formal vocational skills training on the re-integration of former child laborers into communities. Specific aspects of re-

integration examined included: non-hazardous work, relationship with family members and peers, decision making skills, family and community acceptance of former child laborers and self- esteem.

Table 4 indicates quantitative findings on the effectiveness of non-formal vocational skills training on the re-integration of former child laborers measured using a five-likert scale. Table 4 further illustrates the impact of non-formal vocational skills training on decision making, family and community acceptance and working conditions of former child laborers.

Table 4 The Impact of Non-formal Vocational Skills Training



4.3.1 Effectiveness of Non-Formal Vocational Skills Training in the Re-integration of Former Child Laborers into Communities

Overall, quantitative findings gathered from all categories of respondents indicate that 98% (89% strongly agreed, while 9% agreed) agreed that non-formal vocational skills training is effective in

the re-integration of former child laborers into communities. Qualitative findings through focus group discussions revealed that aspects of non-formal vocational skills training that made it effective in the re-integration of former child laborers into communities included skills acquisition to earn a living. All (100%) the graduates reported that they felt empowered with the new incomes gained from their trades as well as the ability to be self sufficient.

4.3.2 Non-Formal Vocational Skills Training and Decision Making Skills

Respondents' views were sought on the role of non-formal vocational skills training in equipping former child laborers with age-appropriate decision making skills. Quantitative findings indicated that, overall, 98% of the respondents (92 % strongly agreed while 6 agreed %) agreed that non-formal vocational skills training empowered former child laborers with age-appropriate decision making skills. Qualitative findings further confirmed this and indicated that the integration of life skills session into the training program equipped them with decision making skills.

4.3.3 Non-Formal Vocational Skills Training and Community Acceptance of Former Child Laborers

Respondents were further asked to give their views regarding the role of non-formal vocational skills training in improving family and community acceptance of former child laborers as a measure of re-integration into communities. Overall, 94% of the respondents (83% strongly agreed while 11% agreed) agreed that non-formal vocational skills training improved family and community acceptance of former child laborers respectively. However, 6.1% of the respondents disagreed that non-formal vocational skills training improved community acceptance of former child laborers. The reason cited for this disagreement was that some community members were jealous of the success of former child laborers after the training.

4.3.4 Changes in Work Conditions

Quantitative research findings revealed that overall 99%, (97% strongly agreed while 2% agreed) agreed that non-formal vocational skills training had a positive effect on work situation for former child laborers. Qualitative findings through focus group discussion further confirmed that former child laborers' new working conditions were much less dangerous than brewing alcohol, working in the sand mine, and burning charcoal. Overall, findings suggested that non-formal vocational skills training was very effective in equipping former child laborers with relevant skills to engage in non-exploitative labor.

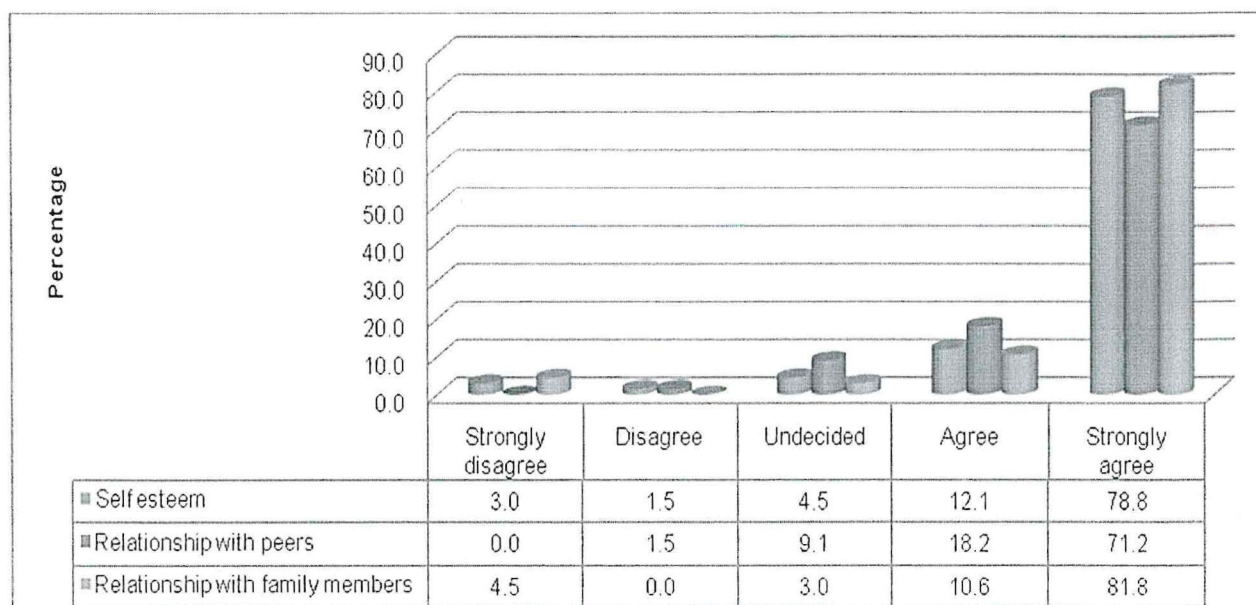
4.3.5 The Impact of Non-Formal Vocational Skills Training on Self-Esteem of Former Child Laborers

The researcher investigated the impact of non-formal vocational skills training on self-esteem of former child laborers as a measure of re-integration into the community. Self-esteem was conceptualized in this study to include relationship with peers and family members.

Respondents were asked to gauge the level of self esteem of former child laborers before and after participation in non-formal vocational skills training.

Tables 5 and 6 illustrate respondents' view on the esteem of former child laborers before and after participation in non-formal vocational skills training respectively.

Table 5 Self-Esteem of Former Child Laborers before Participation in Non-Formal Vocational Skills Training

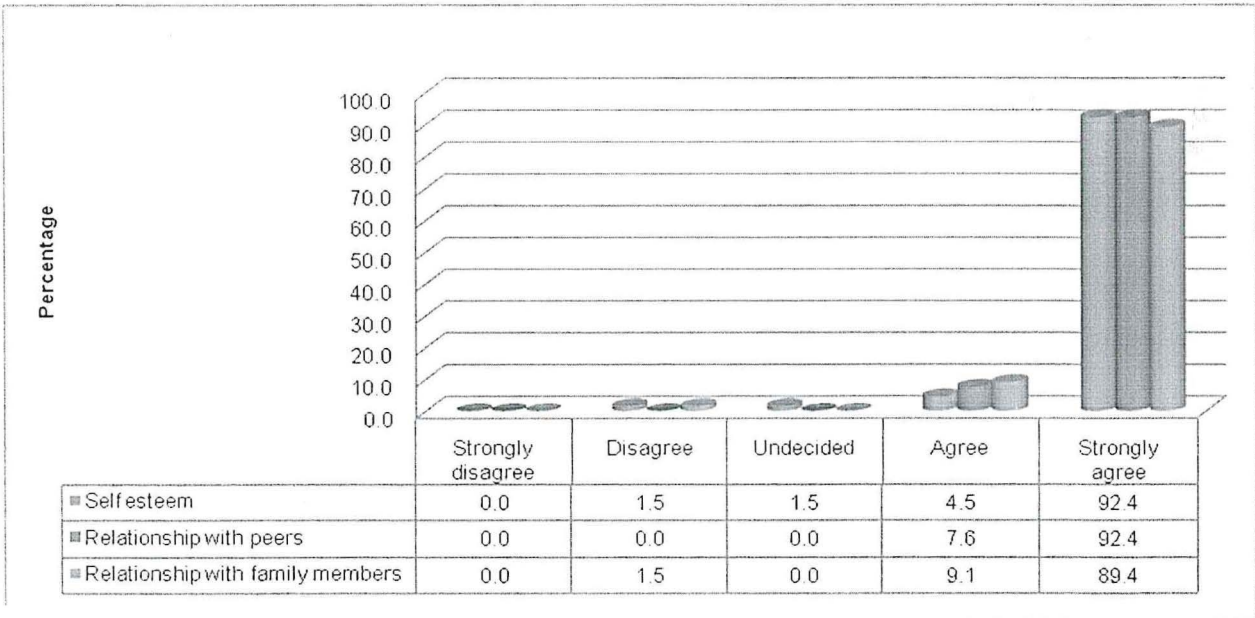


Overall, the table above indicates that, 91% (79% strongly agreed, 12% agreed) of the respondents agreed that former child laborers had low self-esteem before participating in non-formal vocational skills training. However, 5% of the respondents were undecided while 2% disagreed and 3% strongly disagreed respectively that former child laborers had low self esteem before participation in non-formal vocational skills training. A further analysis of responses by categories of respondents revealed that 78% of parents, 88% of girls and 81 % boys strongly agreed that former child laborers had low self- esteem before participation in non-formal vocational skills training program. However, 60% of staff and 67% of the instructors respectively strongly agreed that former child laborers had low esteem before enrolment into the training program. This disparity was explained by the project staff and instructors that they had less interaction with former child laborers before enrolment into the program to notice the level of self-esteem, whereas parents and former child laborers had a deeper understanding of the issues relating to esteem because of their relatively long exposure to the problem.

The researcher further investigated the relationship between former child laborers with peers and family members before and after the training as attributes of self esteem. Quantitative findings indicated that 89% of the respondents (71% strongly agreed while 18 % agreed) reported that former child laborers’ relationship with peers was poor while 94% of the respondents (82% strongly agreed and 11% agreed) reported poor relationship with family members before participation in non-formal vocational skills training. Qualitative research findings confirmed that peers regarded former child laborers as bad influence to them before the training and that some parents rebuked their children from associating with former child laborers.

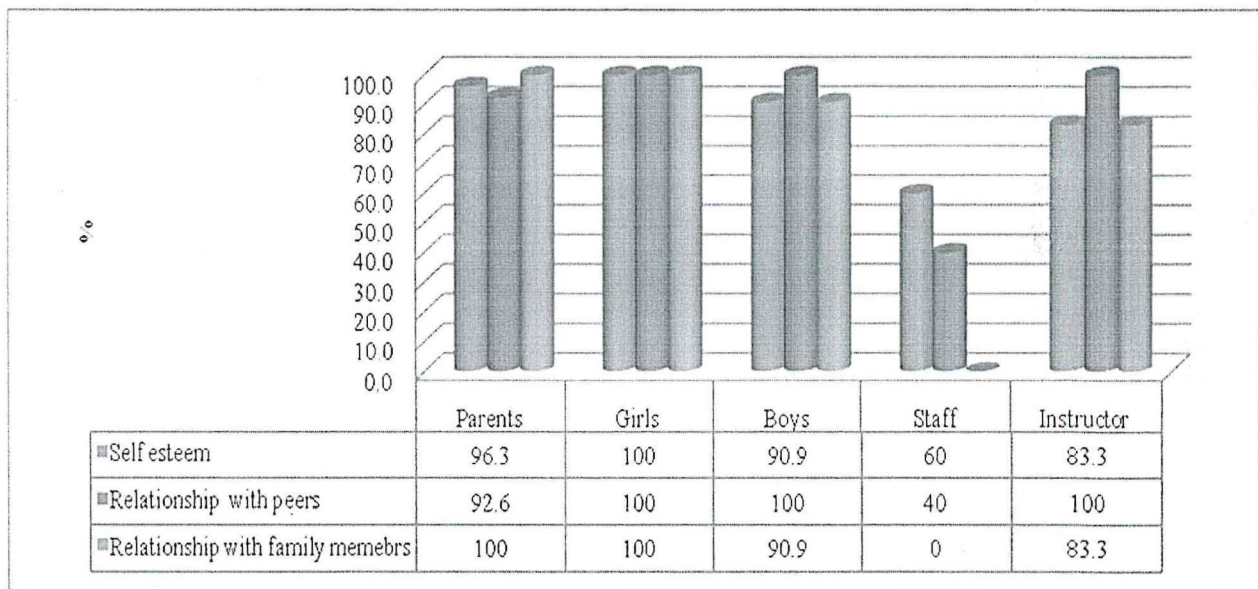
4.3. 6 The Impact of Non-Formal Vocational Skills Training on Esteem of Former Child Laborers.

Table 6 Self-Esteem after Participation in Non-Formal Vocational Skills Training by all Categories of Respondents



From the above findings, overall, 97% of the respondents (92% strongly agreed while 5% agreed) reported that esteem of former child laborers improved after participation in non-formal vocational skills training, while 2% of the respondents were either undecided or disagreed that non-formal vocational skills training improved esteem of former child laborers. A further analysis of responses by categories of respondents as indicated in table 7 revealed that, 97% of parents, 100% girls, 91% boys and 83 % of the instructors reported an improvement in the esteem of former child laborers after participation in non-formal vocational skills training. However, only 60% of the staff strongly agreed that non-formal vocational skills training had a positive impact on esteem of former child laborers.

Table 7. Esteem after Participation in Non-Formal Vocational Skills Training by Categories of Respondents.



From the above findings, empirical data generated through this study indicates that non-formal vocational skills training plays a significant role in improving self-esteem of former child laborers to function with themselves and with those around them.

4.3.7 Non-Formal Vocational Skills Training and Relationship with Peers and Family

Members.

Another aspect of re-integration investigated by the study was the impact of non-formal vocational skills training on the relationship of former child laborers with their peers and family members respectively.

Quantitative findings in table 6 indicated that 100% (92% strongly agreed, 8%) of all respondents strongly agreed that non-formal vocational skills training had a positive impact on relationship with peers. Regarding the role of non-formal vocational skills training in improving family relationship, 99% (89% strongly agreed, 9% agreed) of the respondents agreed that non-formal vocational skills training improved relationship between former child laborers and their family members.

Qualitative findings also confirmed that non-formal vocational skills training improved interpersonal skills, communication and problem solving skills of former child laborers with their peers and family members. In addition, former child laborers reported that the training program had opened and attracted them to new friendships with people outside their social network and employment sector. This has subsequently widened their social network and cohesion resulting into improved social safety nets.

From the above analysis, the major quantitative and qualitative findings indicated that non-formal vocational skills training had a positive impact on self-esteem of former child laborers their relationship with peers and family members. These made it possible for them to successfully re-integrate into communities.

Results of Question Two

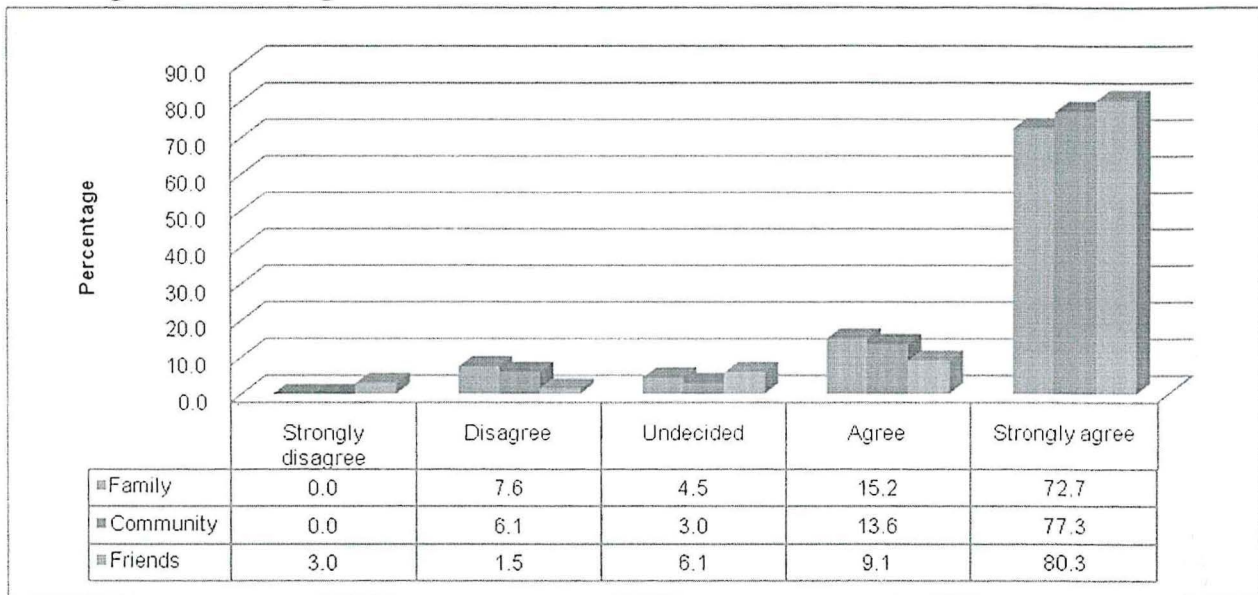
Question two of the research sought to examine communities' attitudes towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Empirical evidence generated through quantitative and qualitative research methods in response to question two are presented below.

4.4.0 Communities' Attitudes towards the Role of Non-Formal Vocational Skills Training in the Re-Integration of Former Child Laborers into Communities

The second objective of this study was to assess the communities' perception of the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Perception of the communities was conceptualized to include participation of former child laborers in decision making at the household and community levels.

Table 8 below, illustrates communities' attitude towards the role of non-formal vocational skills training in the re-integration of former child laborers into the community before the training.

Table 8 Communities' Attitude towards the Role of Non-Formal Vocational Skills Training in the Re-integration of Former Child Laborers into Communities.



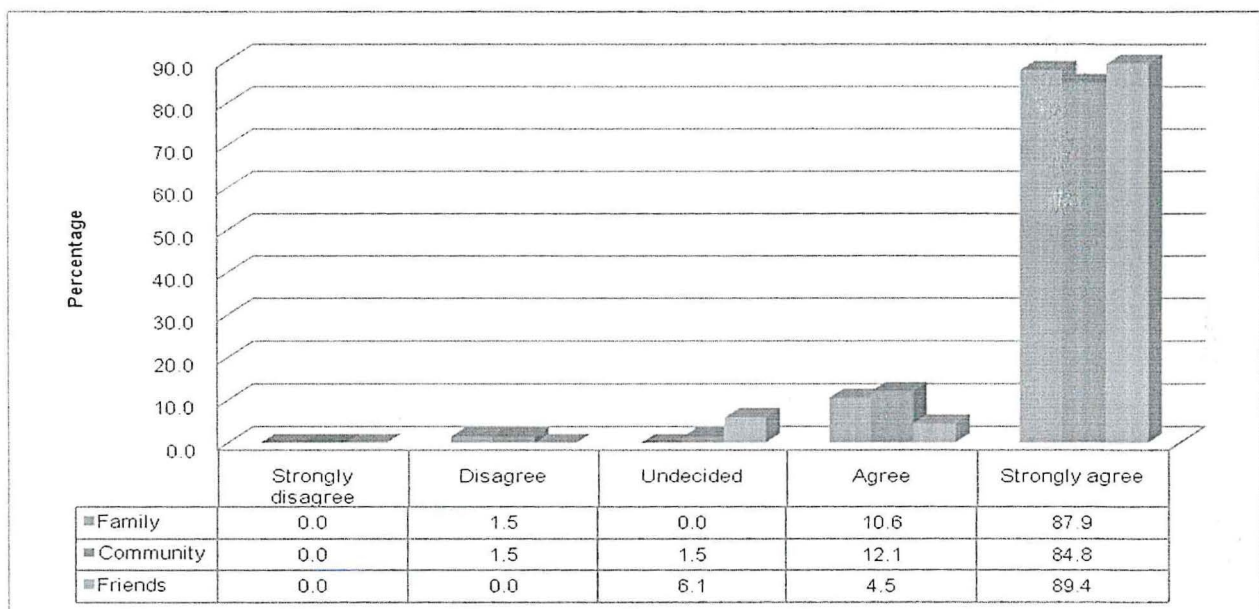
Quantitative findings indicated that overall, 88% (72% strongly agreed, 15% agreed) of all categories of respondents reported that views and opinions of former child laborers were not sometimes taken seriously by family members. Regarding relationship with community members, 91% (77% strongly agreed, 14% agreed) agreed that former child laborers' views and opinions were not sometime taken seriously by community members before the training. In addition, 90% (80% strongly agreed, 9% agreed) of the respondents reported that former child laborers had few friends in the community before the training. Qualitative research findings also confirmed the poor attitudes of family and community members towards the views and opinions of former child laborers before the training. Former child laborers revealed that before the training, very few people were willing to associate with them. At the community level, quantitative research findings revealed that 89% (80.3% strongly agreed, 9.1% agreed) of the respondents agreed that community members did not regard former child laborers with high esteem before the training. Focus group discussion with former child laborers also confirmed that

communities used to call them rebels and wild cats before the training and regarded them as bad influence to other children in the communities.

Respondents were asked how they felt about former child laborers after the training, to measure their attitude towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Table 9 illustrates quantitative the findings on community’s attitudes towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities after the training.

Results of this inquiry are presented below:

Table 9 Community’s Attitudes towards the Role of Non-Formal Vocational Skills Training in the Re-integration of Former Child Laborers into Communities.



4.4.1 Family Acceptance

Quantitative data gathered from all categories of respondents indicated that communities’ attitudes towards the role of non-formal vocational skills training in the re-integration of former

child laborers significantly improved. Overall, 98% (88% strongly agreed while 11% agreed) of the respondents agreed that non-formal vocational skills training played a significant role in affording former child laborers the opportunity to be listened to and taken seriously by family members. Qualitative findings further confirmed this and indicated that aspects of non-formal vocational skills training that influenced the guardians' opinion towards the non-formal vocational skills training program included an increase in the income generated from the graduates' trades and change in behavior of former child laborers. An increase in the former child laborers' contribution to family income was reported by 100% of parents/guardians interviewed. Former child laborers interviewed reported that the increase in income had lessened the disrespect for their families by the community and in some cases; their families were envied by neighbors. Guardians/parents described former child laborers as previously roaming the streets, disrupting the community and bringing shame to the families whereas after the training, they reported that the new skills had instilled a sense of responsibility and discipline in the graduates. Overall, these qualitative findings revealed that former child laborers' new trades had brought forth a change in their behavior which had positively affected relationships at home and in the community.

4.4.2 Communities' Acceptance

Quantitative findings indicated that 97%, (85% strongly agreed, 12% agreed) of all respondents agreed that non-formal vocational skills training improved communities' attitude towards former child laborers. However, 1.5% of the respondents disagreed that non-formal vocational skills training improved communities' acceptance of former child laborers. Qualitative research findings also confirmed that some community members were jealous of the new status acquired by former child laborers as a result of the training. Overall, findings indicate that non-formal

vocational skills training significantly contributed to the community's acceptance of former child laborers and subsequent re-integration into communities

4.4.3 Acceptance by Peers/Friends

Quantitative findings indicated that 94% of the respondents agreed that former child laborers were currently respected by peers in the community as a result of their participation in non-formal vocational skills training. Qualitative research findings also indicated that non-formal vocational skills training greatly improved inter-personal skills of former child laborers to relate with peers in the community. Former child laborers revealed that they had acquired negotiation skills through life skills sessions offered during the training, which enabled them to resolve conflict and disagreement with peers peacefully.

From the above analysis, key findings regarding communities' attitude towards the role of non-formal vocational skills training in the re-integration of former child laborers into the communities include: improvement in family, community and acceptance by peers. However, findings also revealed that some members of the communities were jealous of the skills and status enjoyed by former child laborers as a result of the training.

Results of Question Three

The third question that guided the study was to identify and document good practices in the re-integration of former child laborers into communities. The following were the key findings:

4.5.0 Good Practices, in the Re-integration of Former Child Laborers into Communities

4.5.1 Community-Based Apprenticeship Training Program

Qualitative findings through focus group discussions with project staff, instructors and parents revealed that community-based apprenticeship skills training program was a good practice in the re-integration of former child laborers into the communities. Respondents cited that being community-based, the apprenticeship skills training program did not separate learners from their families. Qualitative information gathered from instructors and project staff revealed that apprenticeship training program was a good practice because raw materials required as input during the training were provided/paid for by customers seeking their services, which cut down the training costs and facilitated on-the-job training focused on skills acquisition.

4.5.2 Integration of Life Skills and Career Guidance

An important aspect of the vocational skills training program cited by former child laborers in focus group discussion was the acquisition of life skills. This they said, had a significant role in improving their self-esteem and relationship with peers, family and community members.

4.5.3 Business Skills Training

Integration of business skills into vocational skills training program was regarded as a good practice by project staff, former child laborers and instructors. This, they said was a conduit to prepare former child laborers to function in competitive markets.

4.5.4 Provision of Trade Start up Tool Kits

Parents and former child laborers revealed that provision of trade start up tool kits was a good practice to support former child laborers to set up their own business in the communities. Project staff and instructors revealed that the main outcome of the provision of startup trade tool kits was that it provided additional motivation for trainees to complete their program. Some of the trainees interviewed had initiated income generating activities in their communities and did not have to leave home to look for jobs outside their own communities.

4.5.5 Mentorship Program

Placement of former child laborers with established business after completion of their trainings for mentorship was reported by respondents as effective in equipping former child laborers with higher level skills to gain competency to function independently. Instructors reported that this enabled former child laborers to acquire skills from professional/practicing businesses to improve their technical skills and gain reputation with customers.

In summary, from the above presentation, the major qualitative findings on good practices in the re-integration of former child laborers into communities include: community-based apprenticeship training program, integration of life-skills, mentorship and business skills training program and provision of trade start up tool kits.

Results of Question Four

The fourth question that guided the study was to identify opportunities in the communities for the re-integration of former child laborers. The following were the key findings:

4.6.0 Opportunities in the Re-Integration of Former Child Laborers into Communities

4.6.1 Linkages with Financial Services

A major worry facing former child laborers who completed their training wishing to expand their business is inadequate capital. However, there exists a number of rural financial services to bridge this gap.

4.6.2 Existence of Local Artisans at Community Levels

The presence of local artisans in the communities offering non-traditional skills, such as leather works, pottery, hair dressing, motorcycle mechanics as well as phone repairs helped to diversify trade skills reducing market saturation. Before the IRC initiated community-based apprenticeship training program, most parents interviewed revealed that they were unable to meet the costs associated with enrolling children into formal training institutions.

4.6.3 Summary of Major Findings

As already presented in chapter four, the study was guided by four research questions. A summary of major findings corresponding to these questions is presented here below to guide the discussion.

Research question one sought to examine the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Quantitative findings indicated that 99% of respondents agreed that vocational skills training were effective in the re-integration of former child laborers into communities. This was confirmed by qualitative research findings which indicated that vocational skills training empowered former child laborers with sustainable

livelihood skills to meet their needs as well as gain esteem and acceptance by both family members and peers.

Research question two sought to assess the communities' attitude towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. Key findings indicated that, 97% of the respondents recommended that more children should be supported to acquire livelihood skills through non-formal vocational skills training. This was further confirmed by qualitative findings which revealed that communities had a positive attitude towards the role of non-formal vocational skills training in the re-integration of former child laborers into communities. This was demonstrated by enrolling more children into non-formal vocational skills training program as well as the respect accorded to graduates of non-formal vocational skills training by community members.

The third research question that guided the study was to identify good practices in the re-integration of former child laborers into communities.

Qualitative findings revealed that the use of local artisans to offer community-based apprenticeship skills training program to former child laborers, integration of life skills and business skills were some of the good practices that should be scaled up.

Finally, the study sought to identify opportunities that could enhance the re-integration of former child laborers into communities. Findings revealed that linkages with on-going national and regional government programs aimed to reduce poverty presented an opportunity to effectively re-integrate former child laborers into communities. These included micro-finance services, National Agricultural Advisory Services (NAADS) and Northern Uganda Social Action Program (NUSAF

Detailed discussions of the above findings are presented in chapter five based on evidence gathered through quantitative and qualitative research findings.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Discussions

5.1 Introduction

The study set out to measure the effectiveness of non-formal vocational skills training in the re-integration of former child laborers into communities, communities' perception towards the role of non-formal skills training in the re-integration as well as to identify good practices and opportunities in the re-integration of former child laborers into communities. Qualitative and quantitative research methods were used to gather empirical evidence from parents, former child laborers as project staff and instructors to assess their views and perception on the above subject.

5.2 The Impact of Non-Formal Vocational Skills Training on the Re-Integration of Former Child Laborers into Communities

A major finding of this research was that non-formal vocational skills training had a positive impact on the re-integration of former child laborers into communities. This is confirmed by 99% of the respondents who agreed that non-formal vocational skills training was effective in the re-integration of former child laborers into communities. Qualitative findings from all categories of respondents also revealed that non-formal vocational skills training program had significantly improved former child laborers position in the family and the community at large.

This finding is consistent with the observation made by Grisewood et al (2006) and ILO (2008) that non-formal vocational education and training was effective in the re-integration of former child laborers into communities. This finding is also consistent with the results of the study conducted by Tara (2010) and Kelly et al (2008) in northern Uganda. Both studies reported that non-formal vocational skills training was effective in the re-integration of former child laborers into communities

Tara (2010) found out that former child laborers who participated in non-formal vocational skills training were regarded with high esteem by communities because of the services they offered to communities after the training.

However, the quality of non-formal vocational skills training offered to former child laborers could not be ascertained because there was no curriculum in place to guide the training process. Interviews with local artisans revealed that they were not trained by the project in basic pedagogy to facilitate skills transfer to the learners. Consequently, this could have undermined the quality of the technical skills acquired by the learners. Some of the former child laborers interviewed expressed the desire for formal education to gain formal certificate to aid them in their search for formal employment. Findings also revealed that the non-formal vocational skills training were not informed by market skills survey posing a risk to the relevancy of training offered to the local economy.

5.3 The Impact of Non-Formal Vocational Skills Training on Self-Esteem

It is apparent from the focus group discussions with former child laborers, parents, project staff and instructors that non-formal vocational skills training had a positive impact on how the graduates felt about themselves. Former child laborers reported that they felt more confident

after the training because they could rely on themselves and contribute towards family livelihoods as well as support their siblings in school. In addition, focus group discussions with female former child laborers who learnt male dominated skills especially leather works revealed that they were proud of their achievements and subsequent respect accorded to them by male customers. Former child laborers who did welding, motor vehicle and motor cycle mechanics as well as those who did hair dressing said that they felt proud when communities approached them to do repairs and cut their hair.

However, inspite the claim by former child laborers that non-formal vocational skills training had improved their self esteem, only 60% of the project staff strongly agreed that non-formal vocational skills training had a positive impact on esteem of former child laborers. This can be explained by the fact that project staff had less daily interaction with former child laborers to notice a change in esteem of former child laborers. A follow up discussion with project staff indicated that, monitoring was conducted once in four months to gather information on enrolment, persistence and drop out of enrolled trainees. Self-esteem was not monitored by the project as an aspect of the impact of non-formal vocational skills training in the re-integration of former child laborers into communities. Observation made by the researcher during focus group discussion with female former child laborers confirmed that some of the former child laborers were shy and could not assert themselves during the discussion. This meant that not all former child laborers had significantly gained self esteem and may require additional support to do so.

5.4 The Impact of Non-Formal Vocational Skills Training on Communities' Acceptance of Former Child Laborers

Research findings revealed that non-formal vocational skills training was a conduit to improving relationship between former child laborers and their peers. Martina (2009) reported that child laborers had poor social skills and problems interacting and cooperating with others. Research findings revealed that 89% of the respondents agreed that non-formal vocational skills training improved relationships with family members, while 94% of the respondents attributed improved relationship with peers to participation in non-formal vocational skills training where they acquired social skills to relate positively with other members of the community.

5.5 The Impact of Non-Formal Vocational Skills Training on Working Condition

Research findings indicated that 99%, of the respondents agreed that non-formal vocational skills training had significantly improved the working conditions for former child laborers. Former child laborers cited shorter working days and less strenuous labor, friendly working environments and respect by their employers and colleagues.

The above finding is consistent with the observation made by Tara (2010) in a similar study conducted in Kitgum and Gulu districts which reported that former child laborers were experiencing better working conditions. This further revealed the invaluable role played by non-formal vocational skills training in re-integrating children into communities.

5.6.0 Good Practices in the Re-integration of Former Child Laborers into Communities

5.6.1 Integration of Life Skills and Business Skills Training into Non-Formal Vocational Skills Training Program

Martina (2009) observed that one of the most damaging effects of child labor on children was poor social skills due to low self-esteem. Findings indicated that life skills sessions enabled former child laborers to re-discover themselves and their potentials and to work to exploit these potentials for their own benefits. Other important skills acquired during the life skills sessions included communication and decision making skills, inter-personal and self awareness skills as well as problem solving skills that had greatly improved the relationship of former child laborers with family and community members as well as with their peers.

Business skills training sessions conducted at the outset of the training program were cited as critical in providing relevant information on career prospects to inform the choices of trade skill former child laborers would like to pursue. This informed the choice of trade skills former child laborers enrolled in that matched their interest, ability/talents and aspirations thereby reducing chances of drop-out during the training. Interviews with local artisans revealed that, career guidance was more effective when artisans and people practicing a given skills facilitated sessions to allow former child laborers learn from their experience. Local artisans recommended that study tours to progressive businesses should be organized for trainees to familiar themselves with market realities. This is in accordance with the ILO (1998) recommendations that, interventions targeting former child laborers between the ages of fifteen to seventeen years should include, vocational guidance and training and life skills education for successful re-integration into communities.

5.6.2 Integration of Business Skills Training into Non-Formal Vocational Skills Training

Research findings indicated that integration of business skills into non-formal vocational skills training had a significant impact on the success of trainees in business ventures. Some of the graduates of non-formal vocational skills training interviewed had set up their own businesses and attributed their business acumen to the business skills training received.

5.6.3 Community-Based Apprenticeship Training Program

Research findings indicated that the community-based apprenticeship training program is a good practice in the re-integration of former child laborers into communities. Apprenticeship plays a very significant role in the re-integration of former child laborers because the training is offered within the communities making it easy for community's involvement in monitoring the performance of their children. This also ensured that former child labourers who were not eligible to enrol in formal vocational skills training institutions were given a chance to learn relevant vocational skills within their own communities. Apprenticeship builds on traditional training methods where skills are passed on from one generation to another through on the job training.

In addition, community-based apprenticeship training program not only imparted skills but also provided learners with livelihoods opportunities. Instructors shared proceeds of the day with learners whenever they participated in repairs as part of the practical lessons.

5.7.0 Opportunities in the Re-Integration of Former Child Laborers into Communities

5.7.1 The Presence of Local Artisans in the Community

The presence of local artisans in the community presented a great opportunity in the provision of trainings in market driven skills relevant to the local economy. Moreover, training institutions were located in urban centers with stringent programs that made it difficult for former child laborers with responsibilities including child mothers, child heads of households and those already married to enroll into such programs. In addition, local artisans were not fully utilizing their skills to train others but only focused on small scale production of goods and services. The intake of former child laborers offered the opportunities for local artisans to expand their businesses because of the additional labor.

5.8.0 Conclusions

5.8.1 Introduction

This section presents conclusions drawn from key findings presented in chapter four and the discussion in chapter five.

5.8.2 Apprenticeship Skills Training Program is Effective in the Re-integration of Former Child Laborers into Communities

Qualitative data gathered from all categories of respondents indicated that apprenticeship training program offered more benefits to trainees than non-formal vocational skills training offered by formal institutions.

5.8.3 Curriculum for Community-Based Apprenticeship Training and Non-Formal Vocational Skills Training Program

Qualitative findings indicated that the lack of curriculum to guide instructors and trainees in their day to day activities was a major challenge to ensure standardization and quality of trainings offered by different local artisans.

5.8.4 Market Skills Survey

Qualitative findings through discussion with local artisans and project staff revealed that market skills survey was not conducted to inform non-formal vocational training program. As a result, courses offered depended on the availability of local artisans to conduct the training. This posed a risk of lack of market and employment opportunities for graduate

5.8.5 Linkage of non-formal skills training beneficiaries with Government Programs

Interviews with former child laborers who were participating in on-going government programs aimed to alleviate poverty indicated that these programs provided opportunities for additional livelihoods support and aided their re-integration into communities. These included National Agricultural Advisory Services (NAADS), Micro Credit and Northern Uganda Social Action Fund (NUSAF).

5.9.0 Recommendations

5.9.1 Develop and Roll Out Tailor Made Curriculum to Guide Apprenticeship Training Program

Although formal vocational skills training had tailor-made curriculum, findings revealed that community-based apprenticeship training lacked tailor made curriculum to guide the day today activities. NGOs providing vocational skills training should link up with the Ministry of Education and Sports Directorate of Industrial Training to leverage skilled manpower to develop tailor-made curriculum to guide the training conducted by local artisans. The curriculum should be developed in a participatory way involving the trainers and written in local languages to ensure relevancy and usability.

5.9.2 Train Local Artisans in Basic Pedagogy

Although local artisans were very skilled in the trade skills they practiced, they did not have the pedagogical skills to transfer knowledge and skills to trainees. There is a need to provide them with in-service tailor-made pedagogical training to equip them with skills to effectively facilitate the teaching-learning process. This should be made simple and conducted in local languages given the varied educational levels of the local artisans.

5.9.3 Conduct Market Skills Survey to inform Non-Formal Vocational Skills Training Program

It is important that organizations offering vocational skills training conduct periodic market skills' assessment to identify relevant and marketable skills in the community. Trainees themselves could be involved in the data collection process to equip them with life-long skills to assess their own changing market environment to remain relevant. The outcome of the market

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Appendices

Appendix 1: Data collection tools

Dear Respondent,

I am a student from Kyambogo University doing a study about the impact of non-formal vocational skills training on the re-integration of former child laborers into communities.

Your cooperation in answering these questionnaires will be greatly appreciated.

Yours truly,

Wanican Joyce (Masters Student – Kyambogo University Kampala)

Section 1. Individual interviews on the impact of non-formal vocational skills training program on the re-integration of former child laborers into communities in Lira.

Instructions: In the following sections, please tick or circle the scale below that you most agree with.

5. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree

Esteem of former child laborers before participation in non-formal vocational skills training program.

1	Before participating in non-formal vocational skills training program, child laborers had low self esteem	5	4	3	2	1
2	Former child laborers were not freely relating with their peers.	5	4	3	2	1
3	Former child laborers were not freely relating with their family members.	5	4	3	2	1

Community's attitudes towards child laborers.

1	Views and opinion of child laborers were not sometimes taken seriously by their families.	5	4	3	2	1
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2	Views and opinion of child laborers were not sometimes taken seriously by community members.	5	4	3	2	1
3	Child laborers had very few friends in the community.	5	4	3	2	1

Self esteem of former child laborers after participation in non-formal vocational skills training program.

1	After participating in non-formal vocational skills training program, former child laborers had improved self esteem.	5	4	3	2	1
2	Former child laborers freely related with peers.	5	4	3	2	1
3	Former child laborers freely related family members.	5	4	3	2	1

Community's attitudes towards former child laborers.

1	Views and opinions of former child laborers are now taken seriously by their families.	5	4	3	2	1
2	Views and opinion of former child laborers are now taken seriously by community members.	5	4	3	2	1
3	Former child laborers have more friends in the community.	5	4	3	2	1

Impact of non-formal vocational skills training program on the re-integration of former child laborers into communities.

1	Non-formal vocational skills training is effective in re-integrating former child laborers into communities.	5	4	3	2	1
2	Non-formal vocational skills training empowers former child laborers to make age-appropriate decision.	5	4	3	2	1
3	Non-formal Vocational skills training improves family acceptance of former child laborers	5	4	3	2	1

SECTION 2. Questionnaire for Former Child Laborers.

1. What were you doing before you joined non-formal vocational skills training program?
2. What do you remember about non-formal vocational skills training?
3. To what extent did it influence you?
4. What does your family benefit from it?
5. How do you support your community activities?
6. How does vocational education help former child laborers to re-integrate into communities?
7. What do you consider to be the most important of what you learnt during the course? Give reasons
8. What difficulties did you face during the course?
9. How did you overcome it?
10. What are your plans for the future?

Focus Group Interview Questions for Parents and care givers.

1. Do you know about any child in the community who participated in non-formal vocational skills training?
2. If yes, what was the child doing before s/he joined non-formal vocational skills training program?
3. How did his/her participation in non-formal vocational skills training change his/her life?
4. How do you feel about him/her after the training?
5. What difficulties did the child face during the course?
6. How did she/he you overcome it?

7. How does non-formal vocational skills training help former child laborers to re-integrate into communities?

Focus Group Interview Questions for Non-formal Vocational Skills Trainers and Project Staff.

1. What is the program about? (main objectives) type of courses offered, duration and main skills/knowledge taught.
2. How are the graduates doing in the field?
3. What is the impact of non-formal vocational skills training on their lives?
4. What do you consider to be the most important part of the training? Give reasons.
5. What are the challenges faced in the training program?
6. How were they overcome?
7. How does non-formal vocational skills training help learners to re-integrate in communities?
8. What is the communities' perception on the role of vocational skills training in the re-integration of former child laborers into communities?
9. What more if any would you propose should be done to make the course more beneficial to learners

Appendix 2: Budget for Data Collection.

Budget for Data Collection			
Item	Unit cost	Units	Total
Printing and photocopying of questionnaires	400	60	24,000
Transport to Lira	25,000	2	50,000
Accommodation	20,000	10	200,000
Meals	7,500	10	75,000
Transport to the field within Lira	20,000	10	200,000
Meeting expenses	13,000	5	65,000
Miscellaneous			7,240
Total			621,240