



COMMUNITY RESILIENCE AND DIALOGUE (CRD) PROJECT

A REPORT ON A MARKET SKILLS ASSESSMENT

By

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ACRONYMS

AGOA	African Growth Opportunity Act
AVSI	Associazione Volontari Per il Servizio Internazionale
BDS	Business Development Services
EU	European Union
FOCOMA	Forum for Community Mobilization and Advocacy
GDP	Gross Domestic Production
IDP	Internally Displaced People
IRC	International Rescue Committee
MFI	Micro Finance Institutions
MTTI	Ministry of Trade, Tourism and Industries
NGO	Non Governmental Organizations
PLE	Primary Leaving Examination
SciU	Save the Children in Uganda
UBOS	Uganda Bureau of Statistics
UFGEA	Uganda Flowers Growers and Exporters Association
UN OCHA	United Nations Office for Coordination of Humanitarian Affairs
UNDP	United Nations and Development Programme
UNIDO	United Nations for Industrial Development Organization
UPE	Universal Primary Education
USAID	United States Agency for International Development
UTB	Uganda Tourism Board
UWA	Uganda Wildlife Authority
VI	Vocational Institutions
WFP	World Food Programme

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EXECUTIVE SUMMARY

This report presents findings of a market skills assessment study that was conducted in Bundibugyo, Gulu, Kasese, Kitgum, and Nakapiripirit districts. The study was commissioned by the Community Resilience and Dialogue (CRD) project to help CRD and ORACLE and other stakeholders offer non-formal and formal vocational skills and business development skills that will enable the community to engage in viable enterprises. The studied districts share a common bond of civil strife that has led to disruption of people's livelihoods through death, displacement, maiming, and destruction of social and physical infrastructure as well as rendering economic activities redundant. The need to restore communities' livelihoods is eminent and it is a role that can be played by many actors.

The study focuses on the state of business development and vocational services, existing opportunities and corresponding marketable skills that can be utilized by communities in uplifting their livelihood. It also describes the natural resource base and corresponding small-scale enterprises in relation to key sectors namely, agriculture, manufacturing, construction and service sectors. The assessment used interviews and focus group discussions to identify community needs and corresponding derived skills. The respondents included people from the business community, government departments, non-formal and formal vocational institutions, business development services providers, and NGOs operating in the districts.

Key Findings

Community needs and required skills: The study identified community needs and corresponding non-existing or inadequate skills in each district. The findings indicate absence of conflict resolution skills in all districts. The need for this skill arises from the ongoing conflicts and insecurity in region. Other skills arising from community needs were mainly categorized into basic household needs, investment needs and high level needs. Basic needs included food, utensils, permanent houses, health services while investment needs included start-up capital for income generating activities, market for produce, land to engage in agriculture. High levels needs were mainly in areas of environmental, gender sensitization and functional literacy.

Existing skills among small-scale enterprises: The findings reveal existing skills among small-scale enterprises in different sectors, namely agriculture, manufacturing, construction industry, service industry and trade and commerce in each respective district. Farm and non-farm activities are delineated and all activities categorized according to the above sectors and sub sectors in each district.

Existing skills among small scale enterprises in Gulu and Kitgum, were mainly identified in the areas of processing of oil seeds into pastes, garment making (tailoring), brick making, carpentry and joinery, shoe repair, metal works and blacksmith, bicycle repairs and construction. However, the skills are generally just moderately developed in Gulu while in Kitgum they are inadequate in term of workmanship.

In Bundibugyo and Kasese the skills identified included carpentry and joinery, traditional skills in dispensing herbal medicines, masonry and bricklaying, baking, and shoe repair. Other additional skills included metal works, blacksmith, handcraft, pottery and agronomy.

However, in Bundibugyo the above skills were very basic and inadequate and needed improvement while in Kasese the skills levels are more developed. . The following skills; cotton ginning, grain milling, shoe making, laundry related skills, motor vehicle repairs, food processing, handcrafts only exist in Kasese but not in Bundibugyo district.

In Nakapiripirit district, the skill level is still very low. Most of the existing skills in small-scale enterprises are predominant among non-Karamajong ethnic communities residing in the district. Skills among Karamajong ethnic communities are traditional in nature and were found mainly in the following areas of Socio-economic activities: traditional livestock husbandry skills, bee keeping only among the Pokot ethnic community, and very basic animal traction skills among the Pian ethnic community. Other skills included high-developed skills in crafts and embroidery, moderately developed vegetable leather tanning and hand sewing skills mostly among young women.

The study reveals skills opportunities arising from activities related to districts' resource endowments and corresponding potential small -scale enterprises. In Kasese and Bundibugyo districts, identified opportunities were mainly in the agricultural sector and included piggery, apiary and zero grazing. Non farm opportunities exist in tourism, crafts and souvenir making, restaurants and lodges, catering, ceramics for souvenirs, common facilities to provide a variety of technical related activities in carpentry, leather designing and textile, and metal work.

Non-formal and formal vocational skills: The study identified available non-formal and formal vocational skills in each district. A profile of vocational institutions and current skills offered is documented. Nakapiripirit has only one vocational institution operated by SVI while seven were identified in Kasese district. Bundibugyo has only three institutions. Gulu and Kitgum have nine and eight institutions respectively.

The profiles shows bricklaying and concrete products, carpentry and joinery, motor vehicle mechanics, welding and metal fabrication, animal traction skills, electrical installation and home economics skills as common in vocation institutions found in Gulu, Bundibugyo, Kasese and Kitgum districts.

Others skills offered in the districts are computer literacy skills, stenography and secretarial studies, institutional catering skills, and business development related skills. Specific skills for Gulu district were food processing, driving skills while in Kasese, plumbing, tourism, and hotel management were peculiar to the district.

Marketable formal and non- formal vocational skills: Study findings on marketable formal and non-formal skills vocational skills show that skills in electronic repair, computer literacy, motor vehicle mechanics, plumbing and pipefitting, painting skills are on high demand in Gulu and Kitgum districts. In Nakapiripirit district only repairing of ploughs and yokes is currently on high demand due to Pian ethnic community need to engage in agricultural practices. Other marketable skills in Nakapiripirit are in catering, construction plumbing, and motor vehicle mechanics.

Marketable non-formal vocational skills in Gulu and Kitgum were in business skills, agronomic skills, child day care management skills, entrepreneurship skills, psychosocial and post traumatic counseling skills. However, during the post war period, the following skills would be marketable: sew doctoring (repairs of timber equipment) weaving, book

keeping, plumbing skills, painting, electronic and electrical installation, masonry skills, mobile phone repairing skills.

Problems facing vocational training institutions

There are many challenges faced by vocational schools. They range from include limited infrastructures, limited marketability of the acquired skills, inadequate facilities such as housing, financial inability for students to pay for courses particularly in Kitgum and Gulu districts, and limited instructional materials and lack of qualified tutors.

Financial Services providers: The study identified actors providing financial services in the districts. A profile of actors shows that Nakapiripirit has no existing financial services; Bundibugyo has very few such services with HOFOKAM Co Ltd. predominating. In Kitgum there are several informal micro financial confined in IDP camps, however the study managed to identify 6 micro finance service providers and three for Gulu district.

Challenges facing Micro Finance Institutions: These include insecurity in Kitgum and Gulu districts, lack of commercialized agriculture activities, and lack of micro finance services awareness i.e. Many people are not aware of existence of MFI services while those who know complain of unclear procedures in accessing a loan.

Challenges facing marketable skills development: Generally the main challenge facing marketable skills for districts to be effective in uplifting community livelihood in all districts is the limited local markets (domestic markets). This is reflected by low purchasing power in all districts. Except Kasese district, all other studies districts are ranked below 49th in 54 districts in monthly household expenditure rates. Secondly, the literacy levels are still low to impart certain skills particularly those requiring moderate levels of numeracy.

Other challenges are limited institutionalization of skill acquisition, and UPE limitations in providing skills that integrate off-farm labour activities. Limited business support services in the all districts are also a limiting factor to improve on small-scale business performances.

Key recommendations

The key recommendations for the CRD and ORACLE projects: the project should focus on entry points for the different stakeholders to provide marketable skills. The study recommends establishing support services, and common facility centres, the latter to be equipped with basic equipment to enable people with skills but lack the relevant tools to utilize the skills.

There is also need to promote Business Development Services (BDS)¹ for people to engage in viable income generating activities. The promotion of such services can contribute significantly to overall community development initiatives. Such services should include training, consulting, marketing services, business information, promotion of business to business linkages, and other non-financial services. These services have a significant impact on economic growth, income, and job creation. .

¹ These are services used by an enterprise to assist in business functioning or growth

It is recommended that informal vocational training should adopt a model, which addresses roles of vital players (skill seekers and providers, support institutions and information flow) operating in a system.

Tailor-made programmes are also recommended for groups of people who need skills. Groups could be organized and technical services availed on short-term basis in different locations. It is important for the trainer to monitor and mentor the groups after training.

The study concludes that marketable skills are many but most remain marketable if suppliers do not exceed certain outputs to control skill saturation. Export oriented skills can engage people in hundreds as minimum production volumes can be in thousands if not in millions. Secondly it is important to provide leverage boost to skills development in each of the studied districts in order to streamline the delivery mechanism/systems for marketable skills. . Development of business network of support services structures should also be provided.

1.0 INTRODUCTION

This market skills assessment study was conducted in Gulu, Kitgum, (Acholi land), Pabo camp of Pader IDPs found in Lira district; Bundibugyo and Kasese districts in Western Uganda and Nakapiripirit in Karamoja. These regions have been predominantly in a period of civil strife caused by wars and cattle rustling extending for a period. The assessment was conducted in order to guide CRD and ORACLE projects and other stakeholders offer applicable and relevant non formal vocational and business development skills that will enable clients to engage in viable enterprises. The overall objective of the study was to identify the marketable, non-formal and formal vocational and enterprise development skills required to enable clients engage in viable and marketable enterprises in Gulu, Kitgum, Pader, Kasese, Bundibugyo and Nakapiripirit districts. The study also assessed how the existing skills are acquired and identify strategies/ intervention areas necessary to enable people in the districts acquire the desired skills. Specifically the assessment sought to achieve the following:

- A profile of the current status of the existing skills within small enterprises sector, including skills in farm² and non-farm activities, covering usefulness and applicability of the identified skills, constraints, challenges, opportunities and new marketable skills.
- Establishing the marketability and applicability of the current vocational skills (formal and informal) that are being promoted, including challenges, gaps and opportunities.
- A profile of actors (individual and institutions) that are involved in skills training; define the actor's objectives, roles, responsibilities, challenges, opportunities, tuition and other institutional requirements in view of the training that they offer and
- A profile of actors that provide financial and technical support to economic development activities-including type, quality, relevance, target group, challenges and opportunities faced.

To achieve the above objectives the study evolved through a number of processes. These included discussions with CRD team on the proposed methodology and design and discussion of the proposed approach. This was followed by a pre-visit to the study areas, data collection visits, production of a draft report and its reviews and discussions with stakeholders. The assessment was conducted by a multi-disciplinary team comprising of three consultants and research assistants.

This study report serves to highlight the major findings of the assessment by the objectives of the study and also gives the detailed process for data collection.

² Farm activities include crop farming, aquaculture, apiary and livestock keeping while non-farm activities include agribusiness, manufacturing, services such as saloons, hotel/restaurants, and retail trading among others.

1.1 Focus of the study

In order to improve and offer relevant interventions the market skills assessment focussed on existing **business development**³ and **vocational services**⁴ that are aimed at improving well being and economic status, opportunities and gaps; and identifying the relevant skills needed for such markets.

1.2 The Study Approach

The assessment was done through field visits and desk research. Both the field visits and desk research focussed on the following themes:

- Districts' resource base,
- Needs of the people,
- Existing skills base, gaps and opportunities,
- The environment and mechanisms for skills acquisition and utilisation of skills, demand and supply and
- The marketability of the skills vis a vis the opportunities among others.

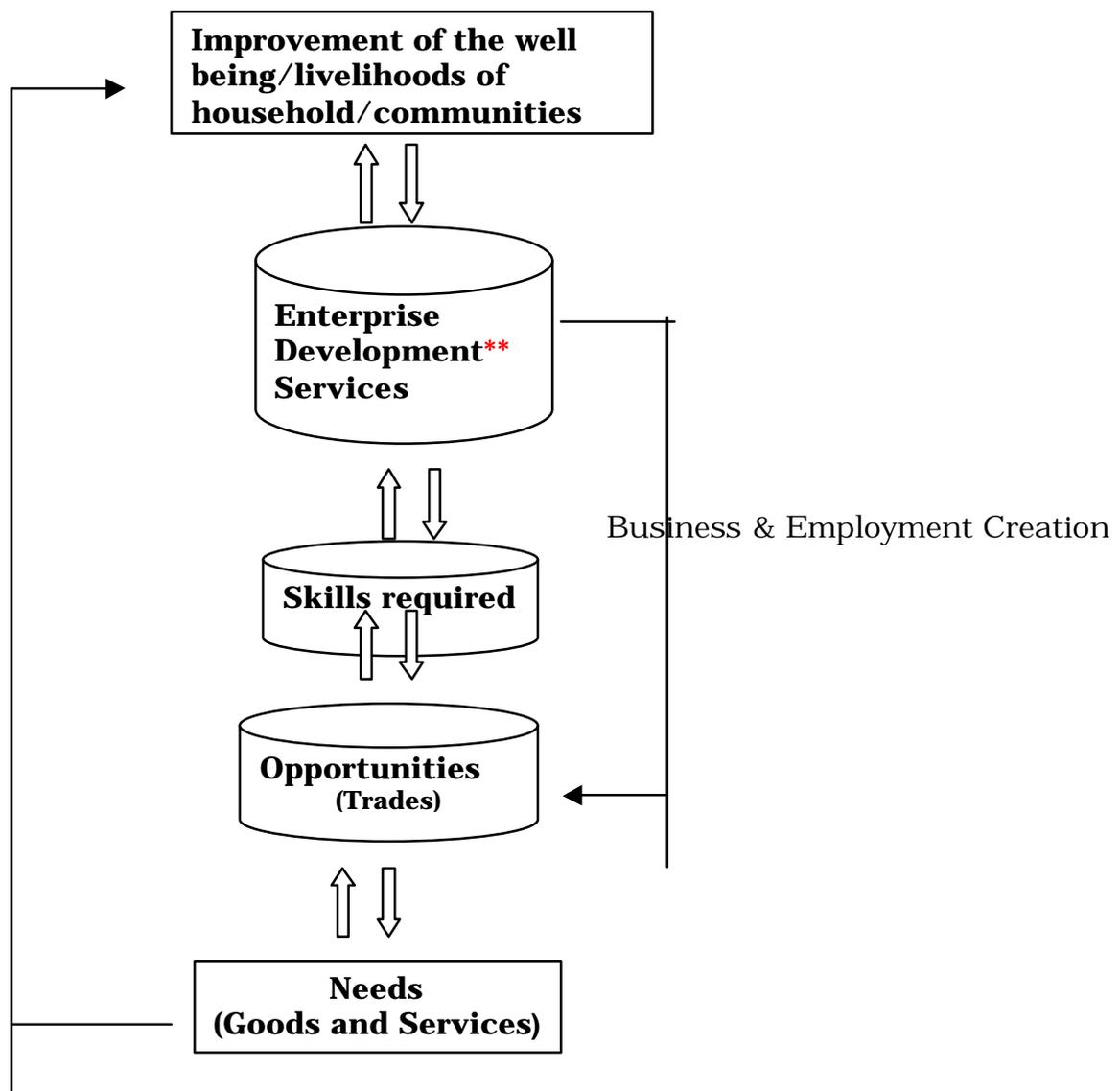
The needs of the people were further analysed in the context of skills demand and supply and these have been captured in the report as skills on demand in the respective districts. These skills respond to the needs of the people at different levels namely: basic, investment and higher level needs. The market skills⁵ assessment was guided by a model with five layers comprising needs, opportunities, skills, enterprise development and community well being. This model is illustrated in figure 1.

³ Business Development Services are defined as non- financial services aimed at improving the performance and competitiveness of businesses. These may include training, technology transfer, marketing assistance, business advice, mentoring, and information among others.

⁴ Refers to work- related training in which a learner studies a specific trade/ occupation or informally acquires a skill, which they can use to produce a specific product/ range of products or offer a service, which is needed in the community or in the market.

⁵ Refers to work related/ practical know-how that is highly demanded by a community

Figure 1: The market skill assessment model



** This includes Vocational Training, Financial services and Business Development services

The model has 5 levels feeding into and being fed by each other. The ultimate goal, to which the study contributes, is the improvement of the livelihoods of households and communities in the six districts.

The assessment starts with establishing the needs of the communities (goods and services) for the period 2005 to 2007. These needs include basic household goods and services, social services, physical, social and economic infrastructure. Analysis of the needs leads to the trades (businesses, activities) that must be undertaken to produce the products that satisfy these needs.

The trades are translated into the social and economic opportunities that can be undertaken by youth, women, and men to satisfy the needs in their communities. The environment is analysed to identify opportunities that are not yet harnessed including resource and market based opportunities.

Analysis of these trades leads to the skills that are needed by the community members in order to undertake the respective trades and utilise the opportunities. The skills are categorised into existing ones and those that need to be developed or enhanced in order to harness the opportunities.

Further analysis leads to support services such as business development services, vocational trainings and micro finance institutions that will be required to develop and employ the skills (base) required to establish and run the necessary trades. The business support services are analysed to check whether they are in line with business needs. Challenges and gaps are also established. The business support services are necessary to keep the skills in employment.

Appropriate response of business support services including vocational skills development ultimately creates and sustains the required skills, to carry out the relevant trades to satisfy the goods and services demanded. This process leads to business and employment creation, which also result in improvement of the livelihoods of communities.

1.3 Community Entry

The study was undertaken over a relatively short duration and to enable the study team use the time optimally especially during the field visits hence preparatory visits were made. During the pre-visits effort was made to familiarise the district coordinating teams with the study and its objectives, the methodology and to allow timely fixing of appointments with the target groups, the district technical and political heads and other key informants. The suitability of the study tools was tested, some tools were revised and others developed for some specific districts.

Three consultants first worked together in Nakapiripirit to enable them reconcile approaches and to pre test the approach and tools. Then they split into two teams; one team covered Gulu, Kitgum and an IDP camp for Pader displaced people located in Lira district while the other team covered Bundibugyo and Kasese districts. A draft report was made, reviewed and discussed by the stakeholders before production of the final report.

1.4 Sampling

A purposive sampling method was used to ensure capturing the different categories of target groups. Purposive sampling is akin to quota samples in which certain types of targeted groups of people and organisations are selected to represent the diversity. This method was applied to identify the different sectors from which to draw enterprises. The sectors are agriculture, manufacturing, services, trade and commerce and construction. The enterprises visited included small and medium enterprises. The respondents in the study included;

- o Formerly abducted children,
- o Ex- combatants/ warriors,
- o Child - headed households,
- o Youth (including school dropouts),
- o Entrepreneurs,
- o Farmers,
- o Young mothers,
- o Foster parents,
- o Persons affected with HIV/ AIDS,
- o People living with HIV/AIDS (PLWHAs),

- o Vocational school teachers,
- o Students vocational schools
- o NGOS involved in business development and vocational training and
- o Government departments (engaged in development work within districts).

The informants were categorised in groups so as to get the unique needs and skills of the specific group. This also helped in designing group specific tools for data collection.

Data collection and informants

The study used a combination of data sources-people and literature. This helped to corroborate information from the different sources. Data collection was done through observation, key informants and structured questionnaires, Focus Group Discussions (FGDs) and document reviews. The number of informants for each method and district is shown in the Table 1 below.

Table 1: Data source by number of informants by District

Data Source	Kasese	Bundibugyo	Gulu	Kitgum	Nakapiripirit
Key informants	5	4	5	5	4
Structured questionnaires	37	22	13	22	5
FGDs	6	3	13	5	5
Total	48	29	31	32	13

Visits were also made to people in their homes, markets, boarder posts, business enterprises, district offices, camps, farmer, vocational institutions, orphanages, organisations, institutions and producer groups. This helped to understand the community setting, the physical and social infrastructure and the general environment in the study districts.

Observations using guidelines and checklists generated information on the nature, type and level of business activity, and actors that are engaged in the different business. It involved making visits to markets (permanent and flea), observations from entry points to towns, starting very early in the morning. These were made to observe types of tradable goods coming into towns. The observations covered the main towns, selection of smaller towns on major roads leading to the town, and markets.

Key Informants: Interviews were done with political leaders, district technical personnel, business entrepreneurs, organisations working with target groups, opinion leaders, business associations, vocational school students, government departments, skills providers (formal and informal) and vocational school students and the alumni. These provided needs, problems and challenges from a broader perspective, as well as future plans and possible areas of intervention.

Structured Questionnaires were used to obtain data on micro finance institutions and vocational institutions. They were applied to those districts where it was not possible to reach all the important places due to insecurity especially in Gulu and Kitgum districts

Focus Group Discussions (FGDs) were mainly used to generate information on the unique aspects of each target group; on the community needs, economic activities in the community, people's hope for ending the civil strife, people's skills and the challenges related to gaining skills preferred to facilitate their access to gainful employment.

Document Reviews were undertaken for government and institutional data, district development plans, product and sectoral market analyses among others. This yielded data on the contextual information regarding socio- economic situation analysis and trends, socio and physical infrastructure, the resource base, environmental attributes, demographic information and market opportunities.

1.6 Limitation of Study

The study covered only five districts of Gulu, Kitgum, Nakapiripirit, Kasese and Bundibugyo. Pader district was not visited due to insecurity. However, an IDP camp for Pader displaced people located in Lira district was visited.

Many parts of Kitgum and Gulu district are only accessible with escort of military personnel. The team only visited those areas near towns, which were safe.

The time allocated to the study especially the field visits was inadequate to cover all the sub counties of the districts.

2.0 KEY FINDINGS

This section highlights the key findings regarding community needs and marketable skills, goods and services of small-scale enterprises and related skills, constraints and challenges, opportunities and marketability of skills. It also reveals the status of the skills used in farm and non-farm activities.

2.1 Community Needs and Derived Marketable Skills

The community expressed needs, which have been categorized as household, investment, high level, peace, and security needs. These needs were construed as base for skills that would be marketable in the community if promoted. Table 2 below provides a summary of community needs and derived marketable skills for each district.

Table 2: Community needs and derived marketable skills in the study districts

BUNDIBUGYO AND KASESE DISTRICTS	
Community Needs	Derived Marketable Skills
<p>Basic House Hold Needs:</p> <ul style="list-style-type: none"> o Food o Permanent houses o Clothing and School uniforms o Scholastic materials for primary children (UPE) o Improved sanitation o Medicines and Health services o Bicycles 	<ul style="list-style-type: none"> o Agronomic skills o Masonry skills o Tailoring, embroidery skills, shoe repair, o Artistic skills for learning materials o Life skills o Entrepreneurship skills, first aid and nursing skills o Bicycle repair skills
<p>Investment Needs</p> <ul style="list-style-type: none"> o Electricity o Land to grow food and cash crops o Extension services and agricultural implements, o All weather roads o Start and run income-generating activities. o Markets for their produce o Sewing machines 	<ul style="list-style-type: none"> o Electrical installation o Intensive farming skills (for Bundibugyo only) o Agronomic and animal husbandry skills. Animal traction (Kasese) and blacksmith skills. o Low labour cost road maintenance skills, Concrete product making skills o Entrepreneurship skills, business start-up and management skills o Marketing and product development skills Tailoring, embroidery and hand sewing skills

Community Needs	Derived Marketable Skills
o Higher level Needs	
Environment sensitisation	
Functional literacy	o Environmental conservation skills Life skills (Numeracy and writing)
GULU AND KITGUM DISTRICTS	
Basic House Hold Needs	
o Security and Peace o Knowledge to feed & look after orphans o Need for decent shelter o Essential Health Service o Knowledge to control children o Food o Hygiene and sanitary sensitization o Education and Scholastic materials	o Conflict resolution skills o Nutrition skills o Masonry skills o Nursing and first aid skills and masonry skills o Life skills o Agronomic skills o Life skills o Artistic skills for learning materials
Investment Needs	
o Capital to start Income generating activities o Land for Farming o Farm tools and ploughs	o Entrepreneurship skills, business start-up and management skills o Intensive farming skills o Blacksmith, carpentry skills
Higher level Needs	
o Psycho traumatic Treatment of formerly abducted children, ex combatant etc o Juvenile delinquencies o Community development planning (group dynamics)	o Counselling skills o Counselling skills o Leadership skills and group dynamics skills

NAKAPIRIPIT DISTRICT	
Community Needs	Derived Marketable Skills
Basic House Hold Needs <ul style="list-style-type: none"> o Water and Sanitation o Peace and security 	<ul style="list-style-type: none"> o Water conservation skills, dam excavation skills, bore hole repair skills- Only Namalu river remain flowing during the dry season o Conflict resolution skills- Curb cattle rustling Instilling a culture of tolerance is high among political leaders
Investment Needs <ul style="list-style-type: none"> o Scholastic materials o Land for cultivation o Need to grow horticulture products o Agronomic tools: Ox Ploughs o Hoes instead of ploughs o Assembling of ploughs in the district o Construction materials o Commodity storage facilities o Start-up capital in IGAs o Poultry rearing 	<ul style="list-style-type: none"> o Artistic skills for learning materials o Intensive farming skills o Agronomic and post harvest skills o Animal traction skills o Blacksmith skills, mulching skills o Blacksmith and carpentry skills o Masonry, carpentry and joinery skills o Food storage and entrepreneurship skills o Entrepreneurship skills, business start-up and management skills o Poultry rearing skills and marketing skills

2.2 Natural Resource Base and Associated Small Scale Enterprises

This section presents natural resource based enterprises by district. These resources form the basis for most of the small-scale enterprises and the marketable skills for those enterprises.

Gulu and Kitgum Districts

Acholi land is endowed with natural resources that can be exploited to improve the livelihood of the region population. The vegetation is mainly savannah grasslands, adequate rainfall, and favourable climatic condition with a hard working population. The table below shows the natural resource base and corresponding existing small-scale enterprises and the potential for small-scale enterprises.

Table 3: Gulu and Kitgum Natural Resource Based Small Scale Enterprises

Resource Base	Resource Type	Existing Small Scale Enterprises	Potential of Small Scale Enterprises
Geology	Soil: Agriculture	Agro processing: Grain Milling Groundnut and simsim paste production Bakery Restaurants	Oil Seed extraction Bakery Fruit processing Piggery Poultry
	Rocks: Construction industry	Stone crushing Construction Industry	Stone quarrying for road construction
Vegetation	Forest	Carpentry & Joinery	Timber lumbering Timber planning
	Savannah Woodlands	Fire wood and poles for construction Thatching materials Livestock husbandry Bee Keeping	Cattle ranching Zero Grazing Herbal Medicinal based enterprises Meat Processing Milk processing Honey Processing
	Swamps	Functional Crafts Fishing activities	Crafts Industry Fish farming Commercial farming using irrigation
Water Resources	Rivers & Streams: Fish	Fish farming	Commercial farming using irrigation Fish farming Fish processing
Minerals	Clay Deposits	Brick Making Pottery	Ceramics Crafts Industry Tile making Concrete Products
Human resource	People above 15 years age	Service related enterprises	Agriculture and Service related enterprises

Nakapiripirit District

Nakapiripirit has some natural resources that could be exploited to uplift the welfare of the population. These include fertile soils, minerals, forest resources and wild life for tourist attraction. There are few small enterprises that depend on the resource base. However the potential for such enterprise to thrive on the natural resources exists. The table below shows some of the existing enterprises and possible enterprises

Table 4: Nakapiripirit Natural Resource Based Small Scale Enterprises

Resource Base	Resource Type	Existing Small Scale Enterprises	Potential of Small Scale Enterprises
Geology	Soil: Agriculture	Agro processing: Maize Milling Restaurants	Grain milling Poultry
	Mountain	N/A	Tourist Enterprise Catering
	Rocks: Construction Industry	Stone crushing	Stone quarrying for road construction
Vegetation	Savannah Woodlands	Fire wood and poles for construction Thatching materials Livestock husbandry Bee Keeping	Gum Arabica Processing Herbal Medicinal based enterprises Meat Processing Milk processing Honey Processing
	Swamps	Functional Crafts	Crafts Industry
Water Resources	Rivers & Streams: Fish	Fish farming	Fish processing
Minerals	Lime stone	Lime stone crashing	Lime Production

Bundibugyo and Kasese Districts

The two districts fall within the most endowed regions with natural resources. It has rich forests, good vegetation, mountainous scenery, fauna and flora, minerals, rich soils and marine resources.

Table 5: Kasese and Bundibugyo Natural Resource Based Small Scale Enterprises

Resource Base	Resource Type	Existing Small Scale Enterprises	Potential Small Scale Enterprises
Geology	Organic Soils: Agriculture (Fertile soils)	Agro processing: Fruit and vegetable processing Grain Milling Cotton ginnery Coffee processing Restaurants	Grain milling Cotton weaving into fabrics Poultry Animal Feeds Vanilla processing Fruit Processing Floriculture in high altitude areas Temperate climatic fruits production
	Mountain:	Hotels and Lodges Tourism Industry	Excursion Services Crafts & Souvenirs making enterprises Restaurants & bars Internet Café's Laundry Services

	Hot Springs and Scenery	N/A	Saunas Catering
	Rocks: Construction Industry	Stone crushing	Stone quarrying for road construction Stone sculpture
Vegetation	Forest:	Carpentry and Joinery workshop Eco-tourism	Herbal Medicinal based enterprises Honey Processing Tourism
	Savanna Woodlands: National Parks	Hand Crafts Hotel Industry Lodges and Bars	More sophisticated Crafts enterprises
	Live stock Bee Keeping	Livestock husbandry Honey Processing	Vegetable tanning
	Swamps:	Functional Crafts	Hand Crafts Industry Excursion Services
Water Resources	Rivers & lakes Lakes Rivers	Fish Drying Fish farming	Fish processing River rafting Commercial Farming using Irrigation systems
Minerals	Non Metallic Minerals: Lime stone Clay Salt Gypsum	Lime stone crashing Lime production Brick Production Pottery Salt Mining activities Gypsum Mining	Lime Production Crafts & Ceramic enterprises Salt Production Plaster of Paris production

2.3 The Small Scale Enterprises and Corresponding Skills

Small-scale enterprises in the six districts are more or less the same and similar skills are utilised although a few districts have exceptional skills found in some of their enterprises. Emphasis was put on delineating farm and non-farm activities.

Overall the small-scale enterprises in the study areas are categorised into agriculture, manufacturing, construction and service sectors.

Agriculture: Cash & food crops, apiary, aquaculture and livestock.

Manufacturing sector: This include food processing, textile & garments production, leather tanning and shoe repairs, wood and furniture production, non metallic mineral products (brick making, pottery and lime production), metal works and metal fabrication and functional crafts making.

Construction Industry: construction of residential houses, schools and health facilities, roads and maintenance (including culverts, trenches and gutters).

Service Industry: telephone vending services, barber and beauty saloons, secretarial bureaus and photocopying, restaurants, bars and lodges, Boda-boda transport services, motor vehicle workshops, motorcycle and bicycle repairs and video shows and entertainment services.

Wholesale and retail: Hardware shops, second-hand and new garment shops, drug shops, groceries, flea markets and permanent markets.

2.3.1 Usefulness and Applicability of Skills in the Small-scale Enterprises

The skills mentioned are in line the small-scale enterprises highlighted in the previous section. In addition existing small-scale enterprises in relation to existing natural resource base by district as well as potential small-scale enterprises based on the natural resource base are also provided. The potential small-scale enterprises accrue from under or unutilised natural resources and inert skills⁶.

Existing Skills and their status by Districts

This section highlights the existing skills and their status within the districts studied. Most of the highlighted skills are similar in all the districts visited with a few exceptional ones. Tables 6 and 7 give details of the existing skills by district.

⁶ Inert skills are those that are possessed by community members in the district studied, but are not currently put to use. These are mainly true for conflict areas-where people are displaced and resident in internally displaced camps. These skills are in some districts explained by the lack of demand for the products from the respective skills. Such skills have potential for small scale enterprises based on improving opportunities such as peace in the conflict areas, and creation or linkage to markets for those products. The inert skills were mainly found with the elderly people who have not even passed them on to the younger generation. Therefore, if nothing is done to tap them they will disappear with that particular generation.

Table 6: Existing Skills in Gulu and Kitgum districts

Skills	Remarks	
	Gulu	Kitgum
Tailoring Skills	Skills exist mainly among women but are still moderate. Skills require improvements in sophistication such as designing and embroidery	Skills exist but still basic and need improvements
Brick making Skills	Confined only in clay deposit areas of Gulu. Skills need improvements to make standardized bricks and quality burning	Skills are modest but promising. There are few clay deposits. Good deposits are found in rebel-infested areas.
Carpentry and Joinery skills	Skills are modest but in abundance. Joinery skills are more on demand due to construction industry. Carpentry skills are likely to be on demand during post war period	Skills are basic and therefore require improvements.
Shoe repair	Skills exist but designing skill for production of new shoes are lacking	Skills for repairing shoes are still basic. Need improvement.
Construction/masonry skills	Skills are moderate and in abundance but require improvements particularly in leadership skills by foremen on sites	Basic and need improvements
Welding and metal works	Still basic and acquired only from informal vocational means. Some orders require hire of more skilled personnel from Lira, Kampala	Still basic compared to Gulu district. Few metal works units exists in the district
Bakery skills	Very few skills available and require improvements to produce quality products	Skills not available
Bicycle repair skills	Skills in abundance and of good quality	Skills in abundance and of moderate quality
Entrepreneurship skills	Exists but in very short supply	In short supply
Management Skill	Basic and in very short supply	Very basic and scarce

Table 7: Existing Skills in Kasese and Bundibugyo Districts

Skills	Remarks	
	Bundibugyo	Kasese
Agronomic skills for cash & food crops Livestock keeping – pastoralism	The agronomic skills need refining and modernisation. Pastoralism is faced with many challenges because of land pressure and health of the animals; therefore the need to be replaced with new animal keeping methods like zero grazing.	Need refining and modernisation especially in the growing of food crops. Cash crops like cotton are grown using proper agronomic skills. Livestock rearing skills can benefit from reduced local herds by Basongora and replacing them with few high yielding breeds.
Carpentry & Joinery skills	These are modest and they need improvement especially in finishing of products (quality).	Abundant but need improvement especially in finishing of products (quality).
Administering herbal medicines	This is a traditional skill that is possessed by mainly women and need to be improved, hygiene levels are low	
Masonry and bricklaying skills	The semi-skilled do exist and are mainly the locals. The skilled ones are from outside the district	Need a lot of supervision or improvement
Brick making skills	This is a common skill but needs improvement especially in specifications of the bricks	This is a common skill and well developed
Baking skills	Do exist but need to be improved to produce quality products. The bread produced is not sliced.	Skill is more common in town areas than in rural areas
Skills	Bundibugyo	Kasese
Tailoring	Skills do exist especially among women and are still basic. Skills require improvements to introduce embroidery and proper finishing	Sophisticated especially in the urban areas, BUT rural areas need improvement.
Shoe making and repair	These skills do exist but are very basic so they need improvement	Needs improvement
Metal Work	These do exist in the district but mainly practiced by people from other districts.	These do exist in the district but still basic
Entrepreneurship skills	Exists but in very short supply	Exists but in short supply
Motor Vehicle mechanics (from Masaka)	Skills imported from outside the district, only one mechanic from Masaka.	They do exist but are still basic
Blacksmith skills	Mainly possessed by the older men and acquired through informal	Mainly possessed by the older men and slowly dying

	training; slowly dying out	out
Traditional food processing skills	Abundant skill especially among women although levels of hygiene need improvement. These are acquired through informal training.	Abundant especially among women although levels of hygiene need improvement.
Management Skills	Very basic and in short supply	Basic and in short supply
Handcraft skills	Mainly possessed by older women and acquired through informal training; needs improvement to attract external demand.	Needs improvement to attract external demand especially to tourists.
Grain milling skills	Application is limited by lack of electricity in the district	Exist especially in trading centres and is of good quality.
Pottery Skills	Abundant and of good quality	
Laundry	Ironing done in premises with generators but not commercialised	Ironing and washing skills acquired through the informal system
Making animal feeds		Very poor & low quality of products
Cotton ginning		Scarce, needs improvement and marketing

Existing Skills in Nakapiripirit District

There are very few skills that can be identifiable with the local population in Nakapiripirit district. Most of the available skills in the small-scale enterprises are predominant among non-Karamajong communities residing in the district. Skills among Karamajong communities are traditional in nature and are found in the following areas as shown in table 8 below:

Table 8: Existing Skills in Nakapiripirit District

Skills	Remarks on the skills
Traditional Livestock husbandry skills	These are still very poor and levels of hygiene are very low. Pastoralism is mainly practised. Modern livestock husbandry skills are needed.
Bee keeping skills	This is mainly among Pokot people and they use modern bee keeping skills learnt from Kitara bee keeping farmers association in Kenya.
Animal traction skills	Many farmers have acquired animal traction skills from formal vocational training except among the people in Upe County who culturally feel it is abominable to use cows for work.
Functional crafts skills	Many people especially the women have craft skills and these need improvement in level of quality for export.
Embroidery and Decoration skills	Traditional and level of sophistication is moderately high with high prospects for a crafts industry. Embroidery of beads on belts, trinkets, stools, etc has a very high potential for export markets
Vegetable and leather tanning skills	Traditional vegetable tanning is done. Vegetable leather used for beddings, water bags, and sheath for knives. Potential to make leather products such as belts,

	crafts, souvenirs etc
Hand sewing skills	Mostly among women although they have not been tapped on bigger scale
Sandal Making	Traditional to make 'Gatarabwin' sandals and are made from vehicle tyres.
Blacksmith skills	These are traditional and are used in the making of sickles, swords and arrows
Basic brick making skills	Prospects are high due to increase in institutional expansions and providing shelters for district personnel

In Nakapiripirit people are just learning crop farming especially in Chekwii and Pian Counties. This is because the two counties do not have large herds of cattle anymore due to rustling activities of the neighbouring clans and they no longer have guns to replenish the cattle supplies through rustling. This is mainly due to the government disarming exercises, which left them vulnerable in the face of the traditional enemy clans who were not disarmed during this process. The indigenous people have picked some skills from neighbouring Sironko especially in maize farming but remain target producers and only grow crops if they have a need that requires money.

Masons, carpenters, traders, shop retailers are mostly from neighbouring districts and they also buy the shop merchandise from Mbale and Kitale in Kenya. People picked skills through working in a workshop or a similar trade for one or two years in their original districts. The few skilled Karamojongs have acquired skills through trainings sponsored by NGOs mostly in districts like Jinja, Moroto and rarely in Nakapiripirit. There is only one resident NGO (SVI) which trains people in better farming methods, black smith, carpentry, assembly and repair of ploughs. However the numbers they train are few and it is not clear how the trainees are selected.

2.3.2 Inert Skills and Associated Potential Enterprises

Inert skills are those that are possessed by community members in the districts studied, but are not currently put to use. These are mainly true for conflict areas-where people are displaced and resident in internally displaced camps. These skills are in some districts explained by the lack of demand for the products from the respective skills. Such skills have potential for small scale enterprises based on improving opportunities such as peace in the conflict areas, and creation or linkage to markets for those products. The inert skills were mainly found among the elderly people who have not even passed them on to the younger generation. If nothing is done to tap these skills they will disappear with the old generation. Table 9 illustrates the inert skills and associated potential enterprises in the districts.

Table 9: Inert Skills and Associated Potential Enterprises in the Districts

Inert skills	Potential Small-Scale Enterprises
Bundibugyo and Kasese District	
Blacksmith	Making farm implements and house utensils, crafts, souvenirs, earrings and necklaces
Sewing (hand stitching]	Crafts, toys, souvenirs, embroidery, making hand woven fabrics
Traditional food processing skills	Fruit and vegetable drying, meat and fish

	processing, milk processing (They need refining and standard levels of hygiene adopted)
Vegetable tanning	Crafts making, souvenirs, leather products e.g. purses, leather belts
Handcraft skills	Souvenirs, home accessories, ornaments
Conflict resolution (through elders)	Counselling, drama group,
Traditional dancing	Performing groups
Pottery Skills	Ceramic souvenirs and crafts, cooking pots_(these need refining & better equipment)
Gulu	
Birth attendant skills	Maternity Homes
Brewing skills	Bars and Local brew production
Dancing skills	Entertainment groups
Conflict resolution	Counselling and drama group
Livestock husbandry skills	Zero grazing and milk processing,
Dispensing skills	Drug stores and Health centres

Table 10: Inert Skills Mainly Confined in IDP Camps and in Trading Centres

Kitgum District	
Traditional winnowing skills	
Animal traction skills	Making yokes, making ploughs and repairing ploughs (Need refining and transferring skills to more modern ploughs)
Livestock husbandry skills	Zero grazing and milk processing,
Poultry Rearing skills	Egg production and selling live birds
Bee keeping skills	Honey production and processing
Fish farming skills	Breeding (fish fries) and harvesting for sale
Traditional Vegetable processing skills	Fruit and vegetable drying, meat and fish processing, milk processing (Need refining and standard levels of hygiene adopted)
Tobacco curing skills	Tobacco growing and Tobacco processing
Blacksmith skills	Making farm implements and house utensils, crafts, souvenirs, earrings and necklaces.
Crafts skills	Souvenirs, home accessories and ornaments
Bore hole repair skills	Borehole drilling and Borehole maintenance
Dispensing skills	Drug store and Health centres

Nakapiripirit is just evolving from a very traditional rural setting hence traditional skills are still very active in the district in contrast to other districts of Uganda. For example, skills in blacksmith, vegetable tanning, community traditional dancing, hand stitching, hunting and conflict resolution (through elders) are still applied..

2.4 Opportunities for Applying Existing Skills in Small scale Enterprises

Analysis of the opportunities for market skills development and expansion of economic activities to improve people's livelihoods reveals that social and physical infrastructure,

population and natural resources play important roles though in varying degrees across the districts. No single factor works to explain the existence of an opportunity, rather a combination of factors work together to make a skill marketable in small scale enterprises. Where possible key opportunity has been delineated. . Other opportunities include support bodies and policy framework. The natural resource bases of the districts are provided in the preceding section. The short-term opportunities apply to war affected areas particularly for people in IDP camps or those displaced from their original homes. Other opportunities are related to the needs of the communities, which are translated into demand. The following text presents district specific scenarios.

Bundibugyo District

Investment opportunities for small-scale enterprises in Bundibugyo district include the following:

- High Value Shrubs & trees
- Herbs for essential oils & medicines- Jojoba, Hemp (medicinal), Shear butter, Prunus Africana, Moringa 1 Kg of shear butter costs Ushs 150,000- Ushs 200,000
- There is demand for food for the quickly urbanising population- now net importers of food from DRC, Kabarole and Kasese
- Horticultural crops- fruits, vegetables
- Internet Services & Computer training
- Fish Farming
- Zero Grazing- milk very scarce in Bundibugyo town
- Crafts- leather, wood, textile
- Food Facilities for Tourists
- Vanilla
- Food Processing- fruit and vegetable drying
- Vegetable tanning for crafts
- Establishment of common facilities
- Fish Farming
- Poultry Keeping- exotic (eggs & meat)
- Tourism & spins offs-(Auna Giant Mt Gorillas, large snakes, butterflies, bird watching, the Great Western Rift Valley, the cultural setting of the pygmy's, the hot springs, meandering of River Semliki, Mt. Rwenzori and its flora, water falls
- Hotels & Lodging
- Restaurants
- Crafts for souvenirs
- Printery services- no printing services for districts, schools, hospitals, for product labels, business based printing
- Establishment of common facilities- leather goods, garment working.

Kasese District

Flower Growing & Export (*Roses, Chrysanthemums and Potted Plants*)

Flower growing is one of the lucrative businesses in Uganda mainly dominated by foreigners who grow flowers on a large commercial scale using green houses. Discussions with the Uganda Flowers Producers and Exporters Association (UFPEA) revealed that in 1994 they exported flowers worth US\$1.5m and in 2003 it rose to US\$26.5m. This means that this sector is growing at a fast rate and can still absorb more players. On average one US dollar is earned from 8m² that is about Ushs 58 million per acre per year (Net return). This opportunity can be seized by the use of smallholder farmers under growers' cooperative of

about 10 farmers with 1 acre each in the same locality, with extension staff, input supplies, one central packinghouse and market under Uganda Flowers Producers and Exporters Association (UFPEA). The market for flowers is readily available and presently 70% of the flowers grown in Uganda are sold through the Dutch auction and 30% through direct sales. Uganda Flowers Producers and Exporters Association want to expand to markets like, Dubai, Russia, China, United States and Japan.

Kasese district benefits from favourable climate for flower growing in high altitudes of 1400m- 1800m. It has a well-developed physical infrastructure including an airstrip, which can be utilised in this venture if necessary. The district has a good road network to all its sub counties and neighbouring districts. It has two tarmac roads to Uganda's city centre- Kampala and the county's international airport, Entebbe airport.

Other agriculture related opportunities for the district include

- Keeping exotic birds for eggs (rural areas) & meat (market in urban areas)
- There is shortage of milk in the district
- Exotic goats for milk,
- Zero grazing cattle
- Animal stock farms (women's group has been exporting exotic dairy goats to Rwanda)
- Piggery (very popular- sell piglets- but problem swine fever) there is effort to introduce large white pigs, a better breed
- Apiary (preferred by youth - lack improved bee hives- much honey is going to Congo, can produce for world market)

Other possible investments in the district include:

- Common Facilities for carpentry, textile, leather, metalworking, ceramics & pottery.
- Leather: Vegetable tanning, Leather cutting, designing, printing, punching, folding & sewing machines
- Metal Fabrication & metal works- Lathes, milling
- Machines, drilling machines, punches,
- Ceramics- Kiln, wheels,
- Textile- button holer, over locking machines,
- Industrial cutter, sewing machines, pressing system
- Wood products-
- Textile weaving,
- Making & dyeing of Yarn
- Making handlooms, high local cotton production (6,072 MT p.a.) value could be added through weaving it into yarn & cloth using locally made handlooms and making high quality textile-based crafts & garments for both export and sophisticated local markets.
- Construction- district local govt plans to construct schools (facilities 5,130 units for primary schools & 991 secondary schools will be required in the next 5 years), health units, district offices, hotels,
- Services- bar, restaurants & lodges
- Increasing off farm population will need food

Nakapiripirit District

Gum Arabic

Gum Arabic is a naturally occurring product, which is prepared from exudates of the stems and branches of sub-Saharan (Sahel Zone) Acacia Senegal and Acacia seyal (leguminosae)

trees. The trees produce large nodules during a process called gummosis to seal wounds in the bark and this is the product which farmers harvest.

The industrial use of Gum Arabic are in sweeteners and as a food, beverage and drink additive, a liquid or drink thickener, in cake and pastry preparation, and in food flavourings. Gum Arabica is used to manufacture pharmaceutical capsules, to coat pills, and it is used to manufacture vitamins, lotions, mascara, jujubes, and cookies. It is also used as an emulsifier; it is water-soluble and a completely safe, natural product.

Based on the 1991 Sudanese figures, the price of Gum Arabic caps from \$850- 2,800 per tonne of hand picked acacia Senegal gum. Currently the price goes for \$ 3 per Kg on the European market. Sudan is the largest producer of Gum Arabic and was the largest exporter before US put an embargo on it. Sudan produced 56% of the worlds supply in 1998 followed by Chad (29%) and Nigeria (10%). The largest importers are France (46% also re-exports), United States (21%) and the United Kingdom (12%). Karamoja is an extension of the potential Sudan production belt and Gum Arabic grows naturally in Karamoja's environment.

Bee keeping and honey production: The study revealed that honey can be produced in all the areas of Uganda and so the districts under study can seize this opportunity. According to a UNIDO International expert, Uganda has the potential to become the largest producer of the world's honey. Presently, UNIDO has been working closely with international honey experts to have the EU markets' standards adjusted to accommodate Ugandan honey. Tests have already been undertaken in laboratories in Germany and progress has been made on this front.

Profitability of honey makes a worthwhile enterprise. An individual can buy traditional hives at a cost of about \$9 each and this is placed in a tree (existing) or high points. A hive can produce 20 to 30 Kg over a four-month period and sold at \$0.6 per Kg. The hives can produce this amount of honey up to 4 times in a year. Therefore, an individual with 20 hives could earn up to \$1,300 per year. Honey production can be done concurrently with other activities because it is not labour intensive.

Other opportunities include:

- Aloe Vera which grows naturally has a potential for export
- Lime production
- Decoration of crafts with beads
- Vegetable leather tanning for export
- Trinkets for women
- Restaurants
- Bars and lodges

Gulu and Kitgum Districts

In IDP camps of Gulu and Kitgum, the study team explored income-generating opportunities within and near the camps. The livelihoods identified were non-land based since it is difficult to ensure safe access to land. In camps there is no land available in the vicinity, or where it is available, there are often problems of security or questions about land rights that curtail access to land. Hence non-land based livelihoods were explored alongside the traditional agricultural activities. Such activities are confined to public works and providing tools.

The stay in camps could be viewed as an opportunity for preparation of people during post war period. New agronomic practices, new economic activities, the acquisition of new

manual skills, and other development inputs provided in the camp setting would create the basis for their adoption and spread throughout the rural areas to which the bulk of the camp residents are likely to return in post war period. The opportunities and derived marketable skills are presented in Table 11.

Table 11: Short Term Opportunities in Gulu and Kitgum Districts

Activity	Remarks	
	Gulu	Kitgum
Crafts making	Improvement on existing tradition crafts skills	
Horticulture	Products such as vegetables are on demand in the urban based communities	Products such as vegetables are on demand in the urban based communities
Commodity Trading	Food is still inadequate in the region	Trading in fruits, and vegetable is still a business opportunity in district
Apiculture	Bee keeping require limited area of operation	Bee keeping activity can be practiced in a small area

Due to the prevailing insecurity in the region, the skills available for communities living in urban areas and those living in IDPs differ. All communities in the region are experiencing difficulties in accessing domestic natural resources. Where raw materials are required these are obtained from outside the district and this also applies to the market for the products.

Post war demands include food, sunflower growing, eggs & poultry meat, fish farming, tree planting, food processing- vegetable oil processing and livestock rearing grain milling, cash crops such as Tobacco and Cotton.

Opportunities Shared by Districts

Tourism - Kasese, Nakapiripirit, and Bundibugyo

Tourism in Uganda is an economic locomotive bringing employment, economic growth and earnings in foreign currency. Tourism accounts for 3.1% of Uganda's GDP and 24.8 % of its exports. The volume was worth US\$ 185,000,000 in 2002 and this figure is increasing. The growing number of tourists (see table 12) has increased traffic level by 50% since 1990.

Table 12: Visitors (Foreign Visitors) to National Parks 1998- 2002

National Park	1998	1999	2000	2001	2002
Murchison Falls	12,099	12,713	23,169	20,284	34,241
Queen Elizabeth	8,349	8,073	8,743	14,855	27,814
Kidepo Valley	1,840	1,501	2,285	2,470	1,443
Lake Mburo	8,182	8,552	8,443	9,616	10,800
Rwenzori Mountains	0	0	0	117	268
Bwindi	3,437	2,100	3,983	4,517	5,075

Impenetrable					
Mgahinga Gorilla	2,698	1,741	2,517	2,205	1,485
Semliki	113	0	0	77	802
Kibale	2,003	955	1,149	1,846	4,889
Mount Elgon	1,231	1,308	1,872	2,024	3,234
Total	39,839	36,943	52,161	58,004	90,061

Source: Uganda Wildlife Authority (UWA)

Consequently the trade plays a significant role in areas of a country where other commercial activities are limited. Therefore, it can be promoted aggressively in districts like Kasese, Nakapiripirit, and Bundibugyo where there are cultural and natural resources that can form a basis for a very lucrative tourism industry. Government has also ear marked Nakapiripirit, and Bundibugyo districts for future tourism development.

If this opportunity is to be worthwhile, Government must support this sector by providing security and favourable environment (having tourism operational policies). The private sector can provide investment and the rest of the people to support and participate in this development by acquiring the necessary skills to be used in this industry. Skills needed include hotel management, crafts making, and hospitality, guiding and catering.

Uganda Tourism has high import content and low local linkage. The local people scarcely participate much in the tourism industry because they lack the necessary skills to offer quality services to tourists.

When the people especially the youth are equipped with the necessary skills, the opportunities in this sector are enormous because hotels, restaurants and bars are the third largest employers in Uganda and female employment is high in this sector. Transport and communication sector, which is linked closely to tourism together with the above, represent 15% of total employment

If the population of Uganda especially those in the districts are to reap enough they have to be involved at least at one of the levels of a tourist visit to the Country. This can be offering services like catering, guiding, transporting or products like souvenirs and food. The average expenditure per visitor is approximately US\$ 700- 1,000 per head but how much of this remains in the district? This expenditure is spent on gate fees, souvenirs, food, accommodation and travel. The district needs to do much more in order to tap on some of the expenditures of the tourists.

2.5 New Marketable Skills

A marketable skill refers to those skills whose products have demand. From a social perspective it refers to those skills that are required by a person or a community to improve and sustain their livelihood. Market skills refer to work related/ practical know-how required by a community. The findings show that marketable skills both in small-scale enterprise and vocational training are limited due to market saturation, yet with improvements on final products these can become highly marketable skills locally and outside the districts.

The study revealed that Bundibugyo, Gulu, Kasese and Kitgum districts have more than one vocational institution and these were owned by government or private institutions except for Nakapiripirit district, which has only one institution owned by a Catholic based organisation

2.6: Marketability and Applicability of the Current Vocational Skills

Vocational Training is understood as work-related training in which a learner studies a specific trade or informally acquires a skill, which they can use to produce a specific product/ range of product (s) or offer a service (s) that are needed in the community or market. This study looked at formal and informal vocational skills. Formal vocational services are those provided by vocational institutions while informal vocational services include local artisans through informal networking.

The study revealed that the informal vocational training was the major channel used to impart skills in the districts studied for the following reasons:

- Most people find it convenient especially if one did not go to school beyond primary seven.
- It is believed to be cheaper than formal training.
- All the skills offered in the formal institutions can be obtained through the informal channels and
- Some skills are not available in the formal vocations but available in the informal ones like bicycle repairing, traditional and methods of food processing, electronic e.g. repair of TVs, and Radios.

While some skills were more specific to a district, some were common among most districts. In Bundibugyo, Gulu, Kasese and Kitgum districts common skills in vocational institutions were the following:

- Bricklaying and concrete practice
- Carpentry and Joinery
- Tailoring and Garment cutting
- Agricultural skills
- Motor vehicle mechanics
- Electrical Installation
- Home Economics
- Welding and Metal Fabrication
- Computer literacy skills
- Stenography and Secretarial Studies
- Institutional catering skills
- Business Development related skills

2.6.1 District specific skills in formal vocational institutions

Gulu: Food Processing and driving skills are only found in Gulu district vocational institutions and not any other while

Kasese: Plumbing, tourism and hotel management, reading and writing skills do exist only in Kasese district.

Gulu and Kitgum District

Marketable formal vocational skills are still in low supplies in Kitgum district but moderate in Gulu. Some of these skills are either not provided by the local existing institutions or are provided but the quality is still very low. The formal vocational skills in both districts are summarized in the tables (13, & 14) below:

Table 13: Marketable Formal Vocational Skills - Gulu and Kitgum

Marketable Skills	Remarks	
	Gulu	Kitgum
Joinery Skills	Local vocation schools supply skills but quality is still low. However skills are in high demand due to the raising of the construction industry. The skills will be in demand even during the post war period.	Skills are on demand due to increasing volume of construction activities. Skill will be in demand during the post war period.
Designing, embroidery and finishing skills in Garment making	Skills are basically acquired from at least 5 formal vocational schools in Gulu. But quality is still low. More improvement is required.	Skills are demanded but require improvement to produce quality wears
Bakery products	Bakery products are on very high demand, therefore cookery especially bakery skills are highly needed	Bakery industry is almost non-existent in the district but on high demand. Supplies come from Lira, Mbale and Kampala
Masonry skills and supervisory skills	Formal vocational skills in masonry are moderate. But leadership skills at construction sites to manage human resource for higher productivity is totally lacking.	Similar skills as in Gulu are on demand
Motor vehicle mechanics	Skill is provided by one vocational school but quality is poor	Skills are acquired informally through NGO's owned workshops

Table 14: Marketable Formal Vocational Skills - Bundibugyo & Kasese

Marketable Skills	Remarks	
	Bundibugyo	Kasese
Motor vehicle mechanics	Currently not marketable because of few numbers of	Skill is on high demand due to increasing number of vehicles in the

	vehicle and the accessibility problem associated to remoteness of the district	district and even outside the district. Skill needs to be improved.
Carpentry & Joinery	Skills are basically acquired from at least three formal vocational schools in the district. But quality is still low. More improvement is required.	Skills are demanded but require improvement to produce quality furniture and house fittings
Computer skills	Very marketable despite the absence of electricity in the district.	Very marketable and advanced packages like excel, access and SPSS are now taught.
Enterprise Development Skills	Some vocational schools provide this skill but it has not been translated into practice.	The majority offer this as a subject which is done like any other theory subjects.
Electrical skills	No electricity in district	The increasing construction in the district both for institutions and individual housing has increased its marketability although the quality of the work is still lacking.
Building skills	Offered in all the three formal vocational skills in the district but quality is low and need close supervision.	The booming construction industry has lead to its marketability although supervision skills are highly recommended.
Plumbing & pipe fitting	This is a potential area for skills development as there is gravity water that is being tapped in the mountains.	Same as for Bundibugyo

In Nakapiripirit district, repairing of ploughs and yokes skills are highly demanded but there is only one vocational institution in the district that offers this service and many would like to acquire the skills but the school can accommodate not more than five people per session.

2.6.2 Marketable Non Formal Vocational Skills

Majority of marketable skills in all the districts are currently acquired through non-formal vocational skills; this is mainly because the majority of the skills that are acquired formally can also be got through non formal means like bakery skills, tailoring, carpentry and joinery, brick-laying, fabrication and many others. However, there are skills that are only acquired through the informal channels like bicycle repair skills, blacksmith, administering herbal medicines, shoe repair, traditional food processing, pottery, handcraft, laundry, mobile phone repair, hand sewing, vegetable leather tanning and traditional cookery. A summary of non-formal vocational skills for Gulu and Kitgum districts is shown in the table below.

Table 15: Marketable Informal Vocational Skills in Gulu & Kitgum Districts

Marketable Skill	Remarks	
	Gulu	Kitgum
Motor vehicle repair skills	State of skills quality is moderate, highly demanded in Gulu municipality. Few garages provide apprenticeship training.	Basic and inadequate in supply but on demand. Few provide apprenticeship
Food processing equipment-	No skills in repair of electric motors. No skills for servicing hammer mills	No repair skills for hammer mills and electric repair skills
Metal works and welding	On high demand	Non Vocational skills on basic levels but demanded
Management	Costing of products, Financial management	Organizational skills Costing of products
Entrepreneurship	Skills are on demand in all economic activities	Very basic and inadequate but on demand
Services- Related skills	Rapidly rising because of increased secretarial bureaus and demand for Photocopying services	Moderate in Kitgum
Customer care & hospitality & Marketing	High demanded based on increasing number of Lodges, bars and restaurants	Increasing number of Lodges, bars and restaurants demand these skills
Agronomy-small farming plots	These are demanded in areas with limited agricultural land	Demanded in areas with limited agricultural land
Socio physco and trauma counseling's	Skills on demand to avert youth and juvenile from engaging into criminal life.	On demand to avert youth & juvenile from engaging into criminal activities and drugs.
Child day care management	Based on demand from mothers who want to start child day care centres, however, such services are still very foreign to Acholi culture	Same in Kitgum as in Gulu

Marketable Informal Vocational Skills in Bundibugyo & Kasese Districts

	Bundibugyo	Kasese
Planting Skills of medicinal herbs Essential oil/ herbal oil extraction Skills Processing Skills of medicinal herbs	There is need to integrate herbal trees & shrubs in their gardens	
Vegetable tanning Skills	Necessary for making leather souvenirs and crafts for tourism industry	Necessary for making leather souvenirs and crafts for tourism industry
Wood carving skills	Sculpturing and wood curving common for tourism industry	Sculpturing and wood curving common for tourism industry
Garment making related skills	Designing and embroidery skills need refining	Embroidery skills for making souvenirs for tourism industry
Creativity skills		
Designing & embroidery skills	Necessary for crafts industry	Crafts Industry
Fish processing skills (smoking)	In Ntoroko near Lake Albert due to high demand for smoked fish in DRC	Smoked fish from is on high demand in DRC Congo

Baking skills	<ul style="list-style-type: none"> • Refining bakery skills • Skills for making ovens & Kilns • Hygiene & sanitation 	<ul style="list-style-type: none"> • Skills for making bread slicers • Refining bakery skills • Skills for making ovens & Kilns • Hygiene & sanitation • Process flow skills • Skills to make dough mixer
Zero Grazing skills	There is no milk in restaurants and lodges	Inadequate milk supply in Kasese. Supply met from Bushenyi
Decorating skills	Increasing number of tourists in area will demand for such skills	High Number of tourists in Kasese demand for such skills
Interior design	Increasing number of Lodges and restaurants	Increasing number of Lodges and restaurants
Customer care & Hospitality skills	High demanded based on increasing number of Lodges, bars and	Increasing number of Lodges, bars and restaurants demand these
Hygiene & Sanitation skills	Increasing number of tourists in the areas	Opportunities for food processing require such skills
Small and medium printing skills	Printing on souvenirs, banners, printing cards, etc	Printery services- no printing services for districts, schools, hospitals, for product labels, business based printing
Artisan Skills	High demand for the following <ul style="list-style-type: none"> ▪ Beauty/ Saloon skills 	High demand for the following <ul style="list-style-type: none"> ▪ Mobile phone repair ▪ Painting skills ▪ Beauty/ Saloon skills
Community & Self Development Skills	Environmental Sanitation skills <ul style="list-style-type: none"> • Civic responsibility skills • Peace making and conflict resolution skills • Gender consciousness skills 	<ul style="list-style-type: none"> • Environmental Sanitation skills • Civic responsibility skills • Peace making and conflict resolution skills • Gender consciousness skills

2.6.3 Formal and Non Formal Vocational Skills in Bala IDP Camps

The following skills were identified as marketable among the displaced people from Pader district currently residing in IDP camp in Lira district.

- Hammer mills operating and maintenance skills
- Agronomic skills for farming on sizable plots of land
- Child day care management skills
- Entrepreneurship skills

Table 16: Marketable Post war Skills

Skill	Remarks	
	Gulu	Kitgum
Sew doctoring (repair) skills of timber equipment	Forests in Gulu district have been depleted – There is need to promote tree planting	Timber obtained from the borders with Sudan-a post war skill
Shoe repairs	Demand for repairs will increase as disposable incomes to buy second hand shoes increase in post war period	Demand for repairs will increase. Little hope for local production of new shoes in the district.
Weaving	Tie and dye skills have a potential in the district and other regions.	As in Gulu
Book keeping	High demand for book keeping skills expected due to increased businesses.	Due to increasing business activities demand for book keeping skills will increase
Plumbing skills	Plumbers are sourced from Lira. Because of expanding construction industry, there is high demand for plumbers	Plumbers are sourced from Lira. Expanding construction industry creates high demand for plumbers
Painters	Few painters, future post war demand for skill will be high	Same as in Gulu
Electric installations	No electronic skills. Mobile repairs, TV, Radio repair skills are in great demand	No electronic skills. Mobile repairs, TV, Radio repair skills are in great demand
Beautician	Are currently on the increase	
Catering skills	Increase in lodges and restaurant will increase in post war period demanding catering skills	Increase in lodges and restaurant will increase in post war period
Laundry skills	Increase in lodges, hotels will increase	Increase in lodges, hotels will increase

2.6.4 Opportunities for Utilising Current Vocational skills in Gulu and Kitgum

Opportunities for all communities in the entire region are very few at the moment. This arises from the following factors:

- Ensuing insecurity and insurgency
- Low household consumption level constrict expansion of the economic base hence continued low level of economic activities
- Lack of domestic markets
- Inaccessibility to domestic natural resources

- Over 90% of the population current lives in IDP camps

However, the few economic activities in the region are either donor driven or serve the local public sector in terms of supplying services. The opportunities for urban-based communities are therefore skewed towards providing these two markets. In the medium to long-run period those businesses that harnessed such opportunities would be able to generate employment and absorb people currently living in IDP camps.

2.7 Vocational Skills on High Demand

The skills shown below are on high demand in each of the districts because they are marketable.

Table 17: vocational Skills on High Demand in all the Districts

Kasese District	
Vocational Skills	Why on High Demand?
Enterprise Development Skills	Because of the post war situation many people are re-settling and starting income generating activities
Motor vehicle mechanics	There is high mobility of people between Kasese and neighbouring districts including Kampala hence more vehicles on the road
Carpentry & Joinery Electrical Plumbing & pipe fitting Building Brick laying Carpentry and Joinery	Building the physical infrastructure of the district automatically translates in need for skills related to construction. Local Government plans to construct 5,130 primary school and 991 in secondary schools facilities ⁷ . About 1,371 facilities are under construction. New residential houses and business premises
Computer skills	Because of the new information age most of the offices use ICT.

⁷ Facilities: Include Staff house, Laboratories, Classrooms, Dormitories, Staff rooms, Offices, Incinerators, libraries, Kitchens, etc.

Vocational Skills	Why on High Demand?
GULU	
Block laying and concrete practice Carpentry and joinery Painting and Decoration Welding and Fabrication	Local Government plans to construct 5,132 primary school and 691 in secondary schools facilities ⁸ . About 1,331 facilities are under construction.
Driving	Increased number of vehicles in Gulu municipality due to the increase in number of NGO's operating in the district.
Tailoring	This is mainly done by women and is convenient for them to combine with domestic roles.
Catering skills	The hotel industry is one of the fastest growing sector in the district because of the relief related activities.
Motor vehicle mechanics	The increase in the number of vehicles
Home Economics	This is mainly because of the increased number of lodges and bars.
Agriculture	This is mainly because of the need for intensive farming.
Business Education	The need to start income generating activities
KITGUM	
Entrepreneurial skills	Need to start income generating activities
Block laying and concrete practice Carpentry and Joinery Skills	The Government plans to construct 3,681 primary school and 331 for secondary school facilities. Presently, 786 facilities are under construction.
Skill in T.V repairs	Increased ownership of TV and entertainment facilities that require electronics
Mobile phone repairs	Increased use of mobile phones in the region
Bicycle repair Skills	Bicycle remains the major mode of transport
Tailoring and Garment cutting Skills	This is mainly done by women and is convenient for them to combine with domestic roles.
Basic business management skills	Increased need in managing businesses successfully
Business management training skills	There is need for management to be passed on to the business owners
Skills for Farming as a business	Increasing rate of commercialisation of Agriculture

⁸ Facilities: Include Staff house, Laboratories, Classrooms, Dormitories, Staff rooms, Offices, Incinerators, libraries, Kitchens, etc.

BUNDIBUGYO	
Vocational Skills	Why on High Demand?
Brick laying Carpentry & Joinery Carpentry Building & Concrete Practice	Government through UPE has 509 facilities in primary schools under construction and 30 facilities in secondary schools. Government is planning to construct 1,680 facilities in primary schools. Also the “temporary” structures account for a 76.20% proportion of the dwelling units in the district. Many of these are change to “permanent” structures after an increment of their income. The potential is enormous in this area provided the appropriate skills are imparted to meet the consumer’s needs.
Hotel management	<ul style="list-style-type: none"> o Improvement in the tourism industry o Increased trade with the neighbouring countries
Tailoring	This is mainly done by women and is convenient for them to combine with domestic roles.
Nakapiripirit	
Agricultural skills	
Animal traction skills Assembling and repair of Ox ploughs skills	There is increased interest in crop farming among the Pian community. They prefer to use Ox farming.
Cookery/Bakery skills	Most young mothers don’t know how to cook and their husbands prefer eating from make shift restaurant with better-prepared food.

2.8 Actors Involved in Skills Training and Financial Services

One of the objectives of this assessment was to establish and profile actors (individual and institutions) that are involved in skills training and financial services, including a definition of their objectives, roles, responsibilities, challenges, opportunities, tuition and other institutional requirements in view the services offered.

2.8.1 Overview of actors in skills training

The findings show that the type of actors involved in skills training are private formal firms/individuals, informal individuals offering on the job training, those owned by NGOs and those that are government based. The study revealed that Bundibugyo, Gulu, Kasese and Kitgum districts have more than one vocational institution, mostly owned by government or private institutions. Nakapiripirit district has only one institution owned by a Catholic based organisation.

The skills offered among these types of institutions are cross cutting for all the districts. The target group for the training can be categorised according to gender with specific emphasis on women for some skills, age-with an emphasis on youth, social economic status with a bias to the poor and school drop outs and vulnerability especially targeting orphans

and formerly abducted children. An analysis of the training offered shows a slight variation in the districts in the type of skills/courses offered with some being based on natural resource base. The skills training being offered can be categorised into agriculture, manufacturing, building and construction, service, office related and information and communication fields. The specific skills in the above categories are outlined below.

Agriculture: Tropical agric and professional business skills,

Manufacturing sector: motor vehicle technology, electrical installations and mechanics, tailoring and garment cutting.

Building and Construction Industry: building, carpentry and joinery, plumbing, bricklaying & concrete practice, welding, and metal fabrication.

Service Industry: hotel and institutional catering, computer science, driving, and home economics

White collar related jobs: stenography and secretarial studies and type writing

Information and communication: computer science

2.8.2 Challenges faced by actors involved in skills training

Vocational skills

An analysis of the actor's constraints emerges with three major categories of constraints, namely infrastructural, financial, human resources, poverty and limited information exchange. Both formal and informal interventions face a number of challenges. Most of the challenges are cross cutting irrespective of the type of skill offered. The marketability of these skills is very limited as their mass production from institutions year after year quickly saturates the limited market. The market is limited by low per capita domestic consumption.

Infrastructure constraints: For all the actors there is inadequate infrastructural set-up for the training offered. Slight variation exists in relation to the types of training. The specific areas where infrastructure is a high constraints include: accommodation for the students and teachers, transport, equipment, tools, buildings, desks, workshops, classrooms and library, laboratories, science equipments, training materials and electricity. Use of rented buildings increases costs of service.

Poverty: This affects ability of community to afford training unless other NGOs or government subsidizes them. It also affects choice of skills training to offer as low cost training attracts more students. This in turn results into skills saturation low cost courses. This eventually leads to low market for some skills that would otherwise be preferred by the target group. There is also variation in skill saturation among the districts but the mostly affected course is carpentry and joinery. Low enrolment levels is likely to lead to closure of profit oriented institutions in the long run

Financial: The number of students enrolled is not adequate to cover the operational costs of most institutions; working capital is limited. Poor fees payments instalments) inhibits timely delivery of services. The limited financial base of the institutions is translated into other problems including the following:

- Inadequate working capital
- Lack of adequate equipment for instruction
- Inadequate human recourse capacity-hired labour making it expensive to offer some of the courses
- Lack of tools (There is only one Institution in Gulu district that gives toolkits to the graduates at the end of the training course).
- Lack of practical textbooks
- Low pay to instructors leading to inability to hire best trained personnel

Limited information access infrastructure: Inadequate means for the community to access appropriate information thus marketing of services is low. This also affects demand. This is especially true for training in agricultural related skills.

Human resources: Most of the actors rely on facilitators from other parts of the districts. This can increase costs of training especially if they rely on short-term hired labour. For government institutions postings are few and do not match the demand. In addition there is lack of staff able to teach in the local languages as some students are inhibited by limited understanding of English, the mode of instruction.

Instructional materials: Lack of practical textbooks and lack of training tools for the trainees

No proper support by government and NGO: There is more emphasis on UPE and secondary education by government. This limits community ability to integrate national aspirations in their programmes. Thus there is no proper guidance on legal status, curriculum design, development of instructional materials, exchange and learning form others, and eve examination. Consequently the attitudes of parents and politicians are negative and this lowers enrolment and demand for some skills. There is also competition from well-established institutions both private and government, thus creating fears among the community based initiatives in vocational training.

Insecurity: This has been prolonged in northern Uganda; it has led to trauma and disfigurement in the population. This in turn affects demand for services, disrupts continuity of work, affects individual concentration and shatters hopes for re-integration. Displacement has rendered some skills inert and yet they could be used. Farm skills for the displaced are not harnessed and so are other business related skills.

Community expectations: Community expectations from government and international aided actors are very high. Expectation for loans after training may affect demand for the training. This is a felt need, as most individuals do not have sound capital basis to establish their own businesses. In addition lack of timely release of funds for training for externally supported actors makes planning difficult and delays the training.

2.8.3 Actors providing financial support

Very few actors are involved in the provision of financial services. The study team was only able to identify formally registered actors. However, there are also informal based financial lending mechanisms. It was not possible to obtain particulars on the informal actors. Information on the formal actors is limited to a few organisations whose details are provided in an inventory of vocation and financial service provider's document. The details show the actors' objectives, target groups, and service description. In all the districts studied there were financial services provided by private for-profit firms and NGO's except for

Nakapiripirit district, which did not have a micro financing institution at the time of visit. The financial services accessed in the districts are mainly banking and micro finance services. The technical support-services are under financing were difficult to obtain in the short period of the study.

2.4.4 Challenges facing actors in financial services

The main challenges faced by actors in financial services include very short repayment period, limited community knowledge of MFI services and low-level domestic consumption.

Short: Repayment period: The repayment period for the micro finance schemes is less than six months and a grace period of only one week. These conditions are favourable for people who are involved in petty trade and not for agricultural and manufacturing enterprises whose products have a gestation period of more than four months. Moreover, over 40% of the population in Bundibugyo, Kasese and Nakapiripirit depend on agriculture for income generation. Due to these constraints MFIs experience low demand for their services.

Lack of information on MFIs: The majority of the people already in business don't know about the existence of MFIs in their areas. Moreover, many people who have heard about MFIs in their area do not know the procedure of accessing loans from them. This limits the utilisation regarding MFIs services. This reflects a lack of marketing among financial service providers.

Low domestic consumption: The domestic consumption levels in the districts are very low and this is a major set back for those who know about MFI and need loans but are hesitant to take them up because their sales cannot enable them make weekly payments to service the loan.

2.8.5 Opportunities for actors providing financial services

There are two main opportunities for actors in financial services, namely: potential demand and current use of MFI loans.

Potential demand for financial services: There is hidden demand for financial services, which can be explained by interested actors. In Nakapiripirit this demand is reflected in the venture to open up such services soon⁹. The majority of the business people interviewed had not accessed micro finance services although they needed these services as revealed by the excerpt below:

“If I could access a grant or a soft loan, I would expand my operations, which would in turn, absorb the many unemployed youth. These youth can learn on job and acquire carpentry skills. The demand for carpentry in construction industry is now high” **Proprietor of a carpenter workshop, Gulu Municipality**

⁹ The New Vision, July 2004 reported that Nakapiripirit will get a village bank. Mr. Matthew Lobunei, the district Commercial Officer, said on July 1, that 30 businessmen and civil servants had registered as stakeholders for Nakapiripirit savings and Credit. The village bank, it is expected would ease money transfers and salary payments, encourage entrepreneurship and develop a culture of saving among the working community as well loan access by businessmen. He said Private Sector will provide a cash safe worth shs 12million to kick-start the microfinance institution. He urged the community to contribute on the membership and a sizeable share capital to ensure the service succeeds.

The potential demand of financial services is also explained by the relatively small loans requested by communities. For example, in Pabbo IDP camp in Gulu foster felt that a start-up of Shs 100,000 capital could be enough to start a retail buying and selling business.

Current use of MFS: The existence of a few enterprise owners who used MFI loans indicates that given realistic terms they would also access bank loans. This can be enhanced by education of the existing enterprise owners who access loans from MFIs whose services are easily accessible.

2.8.6 Business Development Services

Business Development Services are defined as non- financial services aimed at improving the performance and competitiveness of businesses. These may include training, technology transfer, marketing assistance, business advice, mentoring, and information.

BDS were inadequate in all the districts and not known by many business or potential business owners. Full-fledged BDS are offered by the Regional Promotion Centres set up by the Ministry of Finance and Economic Development with the help of UNDP. One is found in Fort portal serving Bundibugyo and Kasese districts and another one in Kigtum serving northern Uganda (See appendix IV for details). This large area coverage has led to low demand for BDS. The BDS providers focus mainly on urban areas leaving the bigger part of the rural areas with limited or no BDS at all. Nakapiripirti has no business development services provider.

NAADS is encouraging peasant farmers to move away from subsistence farming to commercial or semi-commercial farming. This is an opportunity for BDS providers to also follow and start training the rural communities that are focusing on commercial farming.

3.0 CROSS CUTTING CHALLENGES AND OPPORTUNITIES

For marketable skills to be effective in all the districts some challenges have to be appreciated and addressed and opportunities harnessed. The challenges include a small domestic market, low literacy levels, limited institutionalisation of mechanisms for skill acquisition, limited scope of training, poor sanitation, cultural and traditional practices and beliefs and limited business support services. Some of these challenges are more felt in some districts than others and where possible district peculiarities are highlighted. The opportunities include the natural resource base, social infrastructure, physical infrastructure, the population and policy environment.

3.1 Challenges

Limited Domestic Market (local district markets)

All the districts in the study have a very limited domestic market. This is demonstrated by very low purchasing power, low domestic consumption and likewise low economic activity. Apart from food grown mostly on their farms or livestock products, their basket of goods constitute salt, soap, sugar, paraffin and cheap plastic (PVC) based products imported from outside Uganda. They consume many of these and yet in some districts they hardly sell anything outside the local market. The very cheap imported items they consume cannot be

substituted at lower prices through domestic production. Household monthly consumption per in district is as follows:

- Nakapiripirit Ushs 19,600 (56th)
- Pader Ushs 26, 725 (53rd)
- Kitgum Ushs 26, 725 (52nd)
- Bundibugyo Ushs 30,094 (49th)
- Gulu Ushs 30,094 (49th)
- Kasese Ushs 43,002(18th)

The biggest domestic market is institutions like school & health facility infrastructure and recurrent requirements, local district & sub county requirements. Therefore it is important to link people to high-income markets such as bigger city and towns and export markets. Skills should be developed for lucrative activities outside the local market.

Low Literacy Levels: The Literacy base is very low. In the study districts it is as given below:

- Nakapiripirit (no science subjects in secondary schools) - 15%
- Bundibugyo - 48%
- Gulu - 48%
- Pader - 54%
- Kitgum - 43% of these 61% are males
- Kasese - 68%

The low literacy levels reduce accessibility to formal vocational training, which requires a minimum literacy level especially for science-based skills.

Limited institutionalisation of skills acquisition: The skills people mostly use in their businesses and day-to-day work are mainly acquired informally through:

- Child nurturing where gender based roles provide skills such as cooking, sewing, farming for girls; while boys are charged with opening up land and cattle keeping.
- On job informal training such for apprenticeship (technical skills such as carpentry, blacksmith, metal works, and telephone repair. These are usually provided through friends or relatives. This makes it hard to access needed skills as the informal information exchange and market based is not well developed.

People from other districts presently fill the skills gaps and often the locals feel cheated of possible opportunities. There seems to be a “silent conflict”:

- In Bundibugyo- the mechanics come from Masaka, the welders from Kasese, bakers from Kampala. Those masons who built the oven for baking bread were got from Kampala.
 - In Nakapiripirit cookery and bakery skills for making Chapati, mandanzis and preparing food are provided from Mbale and Sironko. Entrepreneurial and business management skills are also from Mbale and Sironko. They are the ones who run businesses in the district. One business person from Mbale had this to say “the Karamajongs hate us because we run businesses and are successful.” while the young mothers in their focused group discussion claimed that those who know how to make chapattis and Mandazis’ hide while doing the mixtures so that others do not learn from them.
 - Kasese- skill providers are from Buganda, Bushenyi, Mbarara
 -
- Some times the source districts are saturated by these skills.

Limited scope of formal vocational training: The existing formal vocational institutions offer traditional vocational training skills limited to carpentry & joinery, bricklaying,

welding, tailoring and secretarial work. All though many institutions are relatively new (less than 5 years) if they continue churning out graduates with the same skills, the place would be soon saturated given the small economies of the district.

Universal Primary Education (UPE) limitations: while UPE has positive contribution towards reducing illiteracy rates it does not impart on its graduates skills to immediately & effectively get integrated in the off farm labour market. UPE graduates feel they cannot go back to farming which they look at as an activity for people who have never been to school. Consequently, such people loiter around in towns joining the cadres of the unemployed. Secondly, the education system does not encourage the UPE graduates to exploit those skills acquired traditionally from their homes to make products or provide services for income generation.

Poor sanitation conditions: The sanitation levels of the districts are very low. For example, latrine coverage is below 50% for all the towns except Kasese and Bundibugyo. Nakapiripirit as has the worst sanitation levels at 1% coverage. Low sanitation levels have implications on enterprises people can engage in. For example, food processing should not be encouraged in communities with low sanitation & hygiene for food safety. Exportable agricultural products will not be accepted in destination countries if laboratory tests show that people use their gardens as latrines.

Limited Business Support Services: Business Development Service Providers are almost lacking and the training they offer is limited. There are regional Business Promotion Centres established with the help of UNDP. Their services are not felt and they are more relevant to the visible sector of the small and medium, the micros are completely left out. For example the centre in Fort Portal is supposed to serve Kasese and Bundibugyo. In the absence of such support agencies even if people acquire skills, businesses started may not survive or grow. It also means that people with viable ideas may fail to translate them into businesses.

Furthermore, available micro finance services do not match the needs of the community. The services are biased towards trade in predominantly agricultural communities, with no packages for farming and manufacturing. The grace period of one week is too short for farmers or those involved in manufacturing. Many of the people are unable to payback loans because packages are not suitable for them. Many people are ignorant of micro finance services and of the procedures to access loans. Thus graduates of existing institutions fail to get employment as well as starting own businesses due to lack of starting capital inputs for example an ex-student in Bundibugyo said that he wanted to start a carpentry shop but had no start-up capital of Ug. Shillings 500,000/=.

Effects of War on the Population: For people in IDP camps and other areas of refuge, trauma, loss of social networks and general effects of war will take time to heal. This varies in extent with the Acholi land being mostly affected because of the length of the war. While in Kasese and Bundibugyo the insurgency and displacement have been controlled; the impacts have not been addressed.

3.3 Opportunities

In all the districts there are opportunities that can be harnessed to improve the livelihoods of the communities. The skills needed to harness potential opportunities are not unattainable by the communities studied. What is needed is to help the communities get organised, acquire the needed skills, which in most cases need refining existing ones. While domestic

market is limited, improving quality of products can open up opportunities to access export market, which would significantly increase their incomes and in the long run their livelihood too. Cross cutting opportunities include **natural resource base, population, social and physical infrastructures, policy environment** and other human **resource management initiatives** in the districts. This section outlines the opportunities and how they can be harnessed.

Natural resource base: As mentioned in section 2.2 current natural resource base and their potential enterprises in agriculture, industry are some of the opportunities that can be harnessed for both small scale enterprises and vocational skills.

Population and human resource management initiatives: Human resource development is a key ingredient to any development undertaking, small-scale enterprise inclusive. As already indicated there are actors involved in skills training who provide base enterprise development skills. Secondly a willing population to engage in skills training and small scale enterprises is also indicative of the opportunities that can be utilized in these districts. Though there are variations in these opportunities as shown previously, development partners can strategically benefit from these opportunities by targeting and designing programmes where they have comparative advantage.

Social and physical infrastructures: Social and physical infrastructure is vital for any small scale enterprise development and can be precondition for sustained improvements in community livelihoods. The findings in all the districts show that small-scale enterprises can benefit from existing infrastructure in health (by sustaining an able bodied population), schools, roads, and telecommunications, among others. However, there are limitations in the extent to which these infrastructure can benefit small scale enterprises. For example Bundibugyo and Nakapiripirit lack adequate road infrastructure, which implies that other opportunities can only be harnessed when the road and other communication network have improved. The idea is to start with what is available and promote small scale enterprises, while advocating improvement in the inadequate infrastructure than wait for the later to be improved. This calls for wide scale advocacy, which benefits from a supportive policy environment and other government initiatives like the war torn area specific development national programmes.

The Policy Environment: The policy framework supports the development of MFI, BDS and training institutions. The government polices and programmes such as plan for modernisation of agriculture, UPE, create a supportive environment for vocational skills to be developed. The government policy on comprehensive education would also help improve skills that are not refined within the communities. The policy environment can be improved by strengthening the meso level institutional framework such as increasing the number of business support institutions and widening their geographical coverage.

4.0 KEY RECOMMENDATIONS

The key recommendation focus on models or strategies that CRD, ORACLE and other stakeholders can use to offer applicable and relevant non-formal vocational and business development skills. These skills will enable communities in the studied districts engage in viable enterprises.

4.1 Intervention models

4.1.1 The Marketable Skills Access Model (MSAM)

The MSAM model demonstrates the recommended strategy for accessing the identified marketable skills in the study districts. It shows the possible linkages between the formal and informal vocational training. It maps relationships between the various intervention levels. The marketability of a specific skill is determined by whether the products or services the respective skill will produce has a market or is needed by someone and can be paid for.

4.1.1.1 The Literacy Level

The literacy level of the respective Skill Pursuer (SP) determines the course of a desired skill. Some interventions need to be based on the literacy level framework namely:

Group1: Those who have never gone to school and those who didn't complete primary education (0-p.6);

Group2: Those that completed primary education but not ordinary level (senior one to senior three) (p7-s3)

Group 3: Those who have completed O- level but not joined any institution

Group 1 has inadequate basic life skills in hygiene, environmental sanitation, childcare and other skills to improve the basic living conditions. The group is either illiterate or just literate and can hardly get basic skills by reading on their own initiative. The best avenue for them to acquire basic skills is drama, radio programs and demonstrative training.

This group has skills obtained through gender based home settings. Such skills include needlework, basic wood such as making basic stools, skin tanning, beer brewing and basic food processing. Such skills are inert because cheap imported products are preferred against products made by these skills. There are also some elderly people with such skills for example crafts making. Quality of production is simply basic for this group.

This group can respond to market opportunities that require their skills to be refined so as to produce better quality products. The group also needs basic life skills, as well as technical skills for product improvement and to help them adjust to changing market tastes and demand. They also need organisational skills because they may produce in groups and negotiation skills to enable give them a degree of control over their businesses. The group is still attached to agriculture and needs agricultural skills for better crop and animal husbandry management to produce high value outputs. Helping such a group requires appreciation of their specific choices in either formal or informal settings.

Group 2 comprises P7- S3 school leavers. This group is literate and have basic numeracy skills that allow a reasonable basis to acquire **vocational technical skills** in a relatively

informal environment. Some of them may still require **basic life skills**. They too integrate agriculture (high value) with off farm income generating activities and so they will require agricultural skills. Some of these youth can join the formal vocational training like **community polytechnics**.

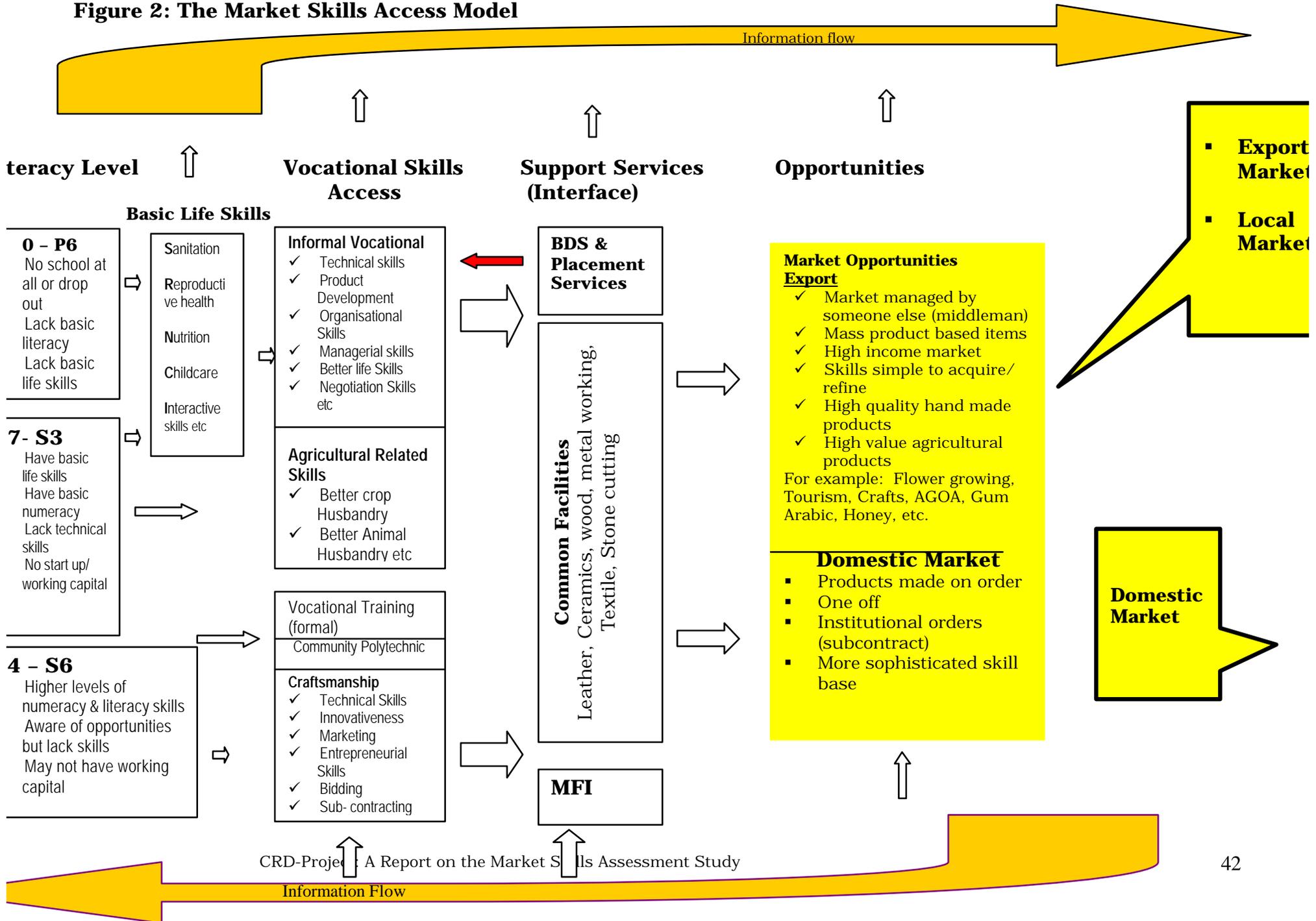
Group 3 S4- S6: This group has higher levels of numeracy and literacy, is largely aware of opportunities but lack the required skills and start-up capital to harness opportunities available to them. This group need to join vocation institutions directly after formal schools; it is almost impossible to do so at a later stage in their life. There is need to streamline channels for vocation training or skills development for their chosen courses. Such a strategy allows people who want to acquire additional skills that they find better paying than those that they possess.

4.1.1.2 Support Services and Common Facilities

Establish support services and common facilities¹⁰ that would address lack of tools/equipments for graduates from vocational schools and those who have gone through informal training. Common facilities are crucial in the production process but too expensive for an individual business enterprise to acquire; therefore support should be provided for their establishment in all sectors including leather, ceramics, wood, metal working, textile, stone cutting and bakery among others. This will lower the cost of start up capital without compromising on the quality of work produced. This approach can be used in a number of sectors.

¹⁰ Common Facilities relate to equipment and facilities that can be used together.

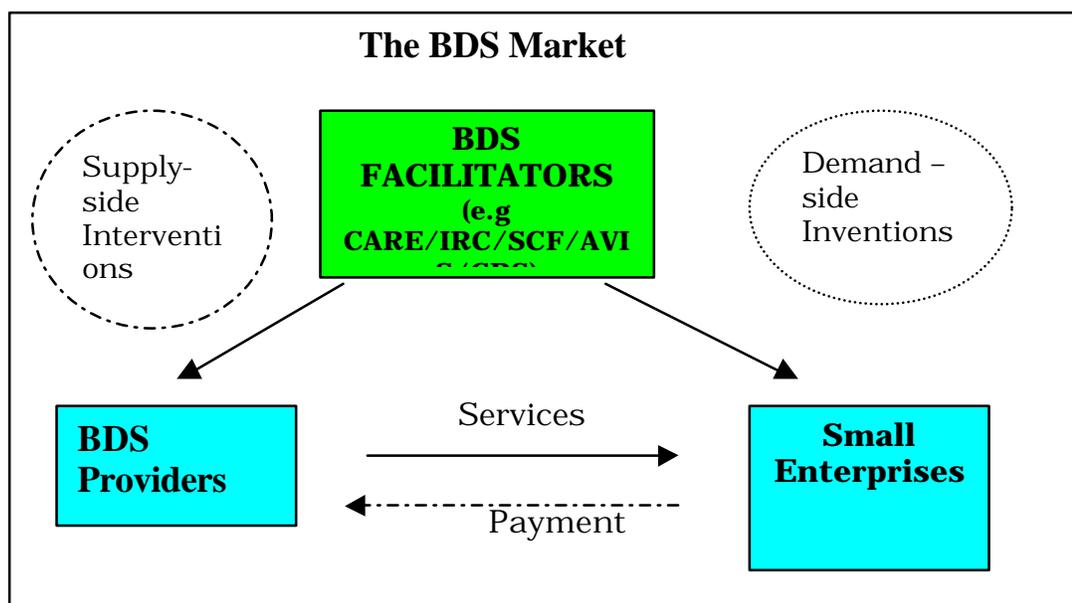
Figure 2: The Market Skills Access Model



4.1.2 Business Development Services (BDS) model

There is need to promote BDS for people to engage in viable income generating activities. The promotion of such services can contribute significantly to overall community development initiatives. Such services should include training, consulting, marketing services, business information, promotion of business to business linkages, and other non-financial services. These services have a significant impact on economic growth, income, and job creation. The model below suggests how the BDS market would operate

Figure 3: Business Development Services Market- The key Players



The demand side of the market are micro-enterprises that are mostly profit-oriented while the supply side are the BDS providers who provide services directly to the enterprises; these may be individuals, private for-profit firms, NGO's or associations. Currently, in all the districts under study, BDS providers are mainly local NGO's or Government agencies.

Programs must be demand led as interventions with enterprises are based on what the buyer (market) wants. The role of the BDS provider is to help their clients produce what the market prefers putting into context the quality and quantity issues. Interventions can be either at the supply side, the demand side or both. On the supply side, there is need to strengthen/build their capacity to better deliver demand driven services and technical assistance to micro, small, and medium enterprises on sustainable or profitable basis. This strategy is particularly appropriate in helping training organisations make the transition from supplying highly subsidised services to providing more demand driven services.

On the demand side BDS interventions could focus on raising awareness among the community about the benefits of BDS. This can be done through informal training or together with informal vocational training.

4.1.3 The Micro Finance Services (MFIs) strategy

Financial services are an essential ingredient for Enterprise growth and development. Linking business development services (BDS), vocational training inclusive and micro finance services is important. It should be noted that, the two services should be provided by different actors in order to ensure effectiveness and quality. However, there is need to build a bridge between BDS providers and micro finance institution. This link ensures accessibility on a permanent basis to the suitable and high quality financial resources needed by entrepreneurs including the vulnerable groups of the youth, women and orphans among others. For the BDS providers, the linkage allows a long-term relationship establishment with the young entrepreneurs. This could lead to the development of paid advisory services for the providers, which would address sustainability issues. The success of all this depends on the collaboration of the parties involved.

Furthermore, micro finance services should be professional in the way they design, implement and monitor their activities so as to address social and economic differences in the needs of the targeted clients.

There is also need to promote alternative finance mechanisms. These are strategies that help BDS clients' access finance from a wide range of sources other than micro finance institutions. These could include but not limited to the following:

- o Provision of supplier credit—finance the supply chain
- o Encourage or promote buyer financing
- o Expand or create factoring companies that provide working capital for confirmed orders
- o Promotion of community based savings and credit mechanisms

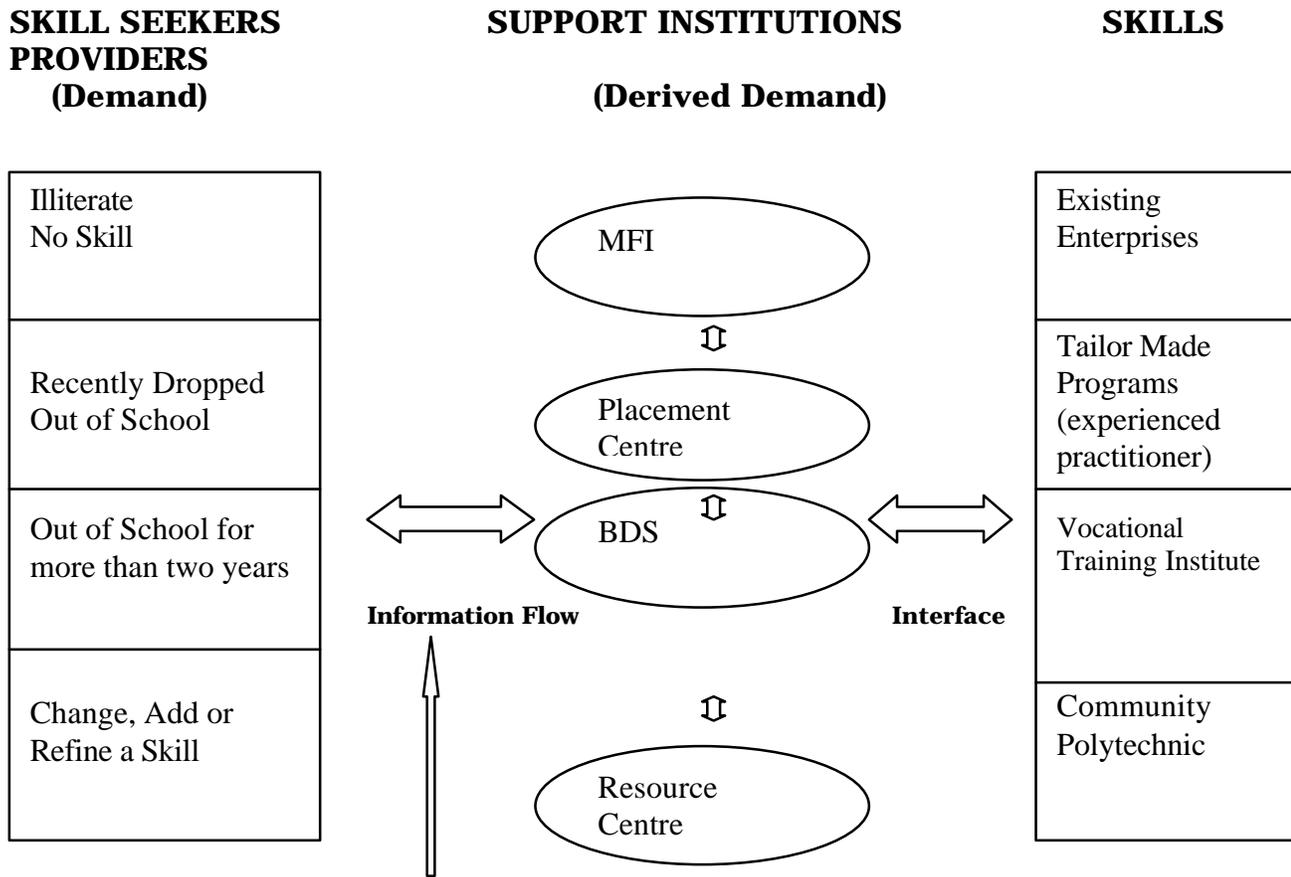
4.2 Harnessing Opportunities for business strategy

There is need to harness skills by organising people with the same skill into groups and linking them to the available market opportunities such as Uganda Flower Growers and Exporters Association or promoted at a national level by sector Ministries.

4.3 Strategy to Access Informal Vocational Training

This section describes an informal training model that tries to address roles of vital players (skill seekers and providers, support institutions and information flow) operating in a system as shown in the figure below.

Figure 4: Informal Vocational Training Model



NGOs, Radio, LCs, Extension workers, Films, and Religious organisations

Note: Model Description:

Skill seekers: In this model, skill seekers provide the impetus for training. These include people who lack skills but would like to be self-sufficient. Such categories include peasant farmers who would like to get an additional off farm skill to increase their incomes, school dropouts, and those who want to change, add or refine a skill.

Support institutions: The various support institutions in the model would be required to provide exposure to alternative skills. Support institutions in this model include a placement centre, Business Development Service bodies, Micro Finance Institutions and Resource Centres.

Placement Centre

A placement centre is a base for information on skills development. It links skills seekers to informal skills providers. This service is required given that there are very few openings for informal skills acquisition. Placement centres would address constraints such as limited knowledge of skills providers, course requirements and costs; courses duration and identification

of non-formal skill providers. A placement centre would broaden people's horizon on possible skills, establish a system for informal skills acquisition, and network with micro finance institutions for start up capital or for working capital or to BDS for managerial skills. Such a centre would benefit from a mobile outreach programme to increase rural access. It would then arrange venues for trainings, or training duration and negotiate costs involved.

Information flow: Institutions should use channels, which reach communities on a regular basis to mobilise and sensitise them about opportunities, training schedules and forums. These channels include NGOs and CBOs working in these areas, Local Councils, religious organisations, Film Shows, and the radio. The radio is particularly useful, as it has no literacy barrier. However, these support institutions needs strengthening for them to facilitate information flow.

Skills Providers: These either own or work for enterprises and train skill seekers on job. There is need to facilitate these providers in terms of enough tools and other facilities for them to be able to provide proper training to the trainees.

Tailor Made Programs: These programs are designed for groups of skills seekers and a "technical expert" or person with the skill is hired to work with the group either on a short-term basis in different locations. It is important for the trainer to monitor and mentor the groups after training.

4.4 Harmonising Roles of Government, NGOs and the Private Sector

- There is need to strengthen collaboration between the government, private sector and NGOs as these actors play complimentary roles in community development. NGOs work towards better lives of the marginalized/ vulnerable groups. These groups usually cannot afford to buy services/products at the market rates, therefore NGOs subsidizes for them by funding vocational training, providing inputs/tools, BDS either at a lower price or sometimes free of charge. Private sector offers profit-oriented services where as Government is always preoccupied with mass programs, which in many times leave out the vulnerable.

5.0 CONCLUSION

The marketable skills in the districts studied are many; they are derived from community needs and based on the natural resource base of the communities studied. In Kasese marketable skills are more developed than the other districts. In Acholi land the economy is not vibrant owing to the prolonged war effects such as displacement, disfigurement, death among others. In Bundibugyo, poor infrastructure continues to hamper the potential for the development of a vibrant economy based on the natural resources. Nakapiipirit is also a new district and lacking basic amenities, which makes development of marketable skills a daunting task. The vibrancy of the non-farm enterprises in Acholi land is a reflection of how the communities are prepared to diversify their economic base beyond agriculture. This however should not deter attempts to revamp the agricultural economy of the region once people have resettled in their communities or ensuring security of produce as people utilize the land resources while still in camps.

Based on the economic activities, skills will remain marketable if practitioners do not exceed certain outputs. Unless domestic market is expanded and markets to the outside world –Uganda and elsewhere is identified marketable skills will remain low. Market expansion is only possible if quality of produce is improved and this can be achieved through better skills for production in all the sectors.

Knowing the range of marketable skills is as important to marketable skills development as the delivery mechanisms for these skills. It is clear that streamlining the delivery mechanisms will give leveraged boost to skills development in all the districts. Without a very well developed network of business support institutions even if people are given marketable skills it will be extremely difficult to use the acquired skills and to sustain business ventures.

Strategies building on peoples needs, desired skills, and demanded products based on the natural resource base are likely to yield quick results. In addition to these basic life skills such as hygiene behaviours and sanitation practices improvement can go a long way in improving quality of life at family level, when this is translated into improved community hygiene, attitudes are likely to change and product quality improved. This is particularly true for pastoral communities and those that engage in food industry. Finally the issue for traditional beliefs must be addressed without causing unnecessary resistance among pastoral communities. Long-term strategies require advocacy and resource commitments by Government to improve the infrastructure especially roads in Bundibugyo and Nakapiripiriti so that the regions are more accessible to the outside world.

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Appendix I: Research Tools

TOOL: Focused Group Discussion

Farmers Group

This tool will generate information on the skills related to agricultural based activities, information on equipment used in farming and the skills related to manufacturing these tools, post harvesting and agro processing skills and skills needed to manufacture the equipment, skills related to enhance agricultural activities (technical production skills), and exploration in prospects for commercial farming.

Guiding Questions
<p>Agricultural based needs</p> <ul style="list-style-type: none"> • What kind of crops do you grow? • Where do you get the seeds? • Why do you grow those particular crops? Are there other crops that can be grown • What do you use to prepare the land for planting? • What do you use to plant the seeds? • What do you do to your crops as they grow? <i>(Ask for each crop)</i> • Where do you put your crops after harvesting <i>(ask for each crop)</i> • What do you use your crops for? <i>(Ask for each crop and establish food security, sale of surplus and commercialization)</i> • Where do you get advice from concerning good crop varieties, when and how to plant, how to apply pesticides/fertilizers.
<p>Livestock Needs</p> <ul style="list-style-type: none"> • Which animals do you keep/own? • Why do you keep those particular animals? • Where do you sell the animals? Are you satisfied with the price offered for each animal? • Who treats your animals when they are sick? • Do you dip your cattle? What do you use? A public/private dip or hand spray? • Where do you get the drugs and vaccines? • Have you ever vaccinated your animals? Who did it?
<p>Sources of income</p> <ul style="list-style-type: none"> • Where do you get your money? • What are the household Needs? • Where do you source/buy the following house items? <p>Electronics (e.g. Television, Radio, watches) Woodworks (e.g. Beds, Chairs, tables) Handcrafts (e.g. Mats, baskets, pottery) Apparels (e.g. clothes, shoes, scandals) Alcoholic and soft beverages (e.g. soda, tea, coffee, sugar, local brews, potent gins)</p> <ul style="list-style-type: none"> • Where do you take your electronic items for repair?

FOCUS GROUP DISCUSSION (FGD) - GENERAL TOOL

The FGDs are expected to generate information on the unique aspects of each group, on the community needs, on economic activities taking place in the community, on potential areas of economic & social-development of each district, on their hope to survive beyond tomorrow, on challenges facing the various categories of the youth to access skills that can enhance their abilities to generate incomes for themselves and to participate meaningfully in other aspects of development. This tool will be used across most of the FGDs, but the facilitator will steer the discussion to reflect the needs of the respective groups.

Probe Area**Needs**

What type of things do people in your community need-

- In daily life?
- Social needs?
- To do their work?

Are there things people in this area need but they cannot get? What are they and why cant they get them?

Those who are not doing anything have they ever thought/ wanted to do something to earn an income? *If response not forthcoming ask about other people (third party)*

NGO'S WORKING IN THE NORTH**Probe Area**

- What is your target group?
- Which areas in the district do you operate in?
- In your opinion using the experience you have when working in this district, what are the needs of the people.
- Which skills are transferable into income generating activities in the area?

VOCATIONAL INSTITUTIONS (Public and NGOs)**Probe Area**

- When did the Institution start?
- Why did you start this Institution?
- What skills do you offer?
- How many students per course.
- Which courses are on high demand and why?
- Which skills imparted on the students is marketable in the district/outside the district?

Get some addresses of ex-students.

EX STUDENTS (GRADUATES) FROM VOCATIONAL INSTITUTIONS (Public & NGO's)**Probe Area**

- What vocational Institute did you attend?
- In which year were you in this institute?
- What course did you do?
- What was the course's duration?
- How many people graduated with you on this course?
- What particular skills did you acquire from this course?
- What others skills could be obtained from this institute and in which particular courses?
- Are you applying these skills now?

IF YES: Where in particular?

- Are satisfied with the skills you obtained at your current occupation?

IF NOT WHY?

IF YES What uniqueness do these skills provide?

- Which other skills imparted on the ex-students are marketable in the district/outside the district?

Get some addresses of ex-students.

Questionnaire on Enterprises Skills

Name of Enterprise.....
 Location.....
 Address.....
 Name of Contact Person

Type of business

How many people are employed in the enterprise? _____

How many employees in:

Managerial _____

Technical: Skilled _____

Semi skilled _____

Support _____

Others _____

What is the optimum capacity of enterprise? _____

What are the main skills required in the enterprise activities? _____

Are you satisfied with the quality of available skills in the enterprise? _____

What about the quality of skills in the district _____

Are there any skills lacking _____

If yes, list them _____

Does your enterprise need any skills training programme? _____

If yes, list the skills _____

What are the main raw materials inputs in the enterprise's activities? _____

Where do you get the raw materials? _____

Who are your main customers - Within the district? Outside the district?

OBSERVATION TOOL

The observations are meant to gauge the vibrancy of the economic activities in the district. This exercise will generate a list of economic activities that are visible in the district across the economic & social sectors; the trades, industry, construction, education etc

Places/ things to observe	What to check for in the respective places
Market- flea market	Types of traded goods & services Goods produced within the district/ Goods produced outside the district Who participates in the trade & in which area of trade (youth, women etc) Types of business activities in town. Goods & services produced within that town
Periphery Trading Centres	Describe the nature of the trading centres (physical outlook) List the visible activities Give the types of traded goods & services visible Detail the goods & services produced outside the district Category of people who participants in each particular trade (e.g. youth, women, men only, elderly? etc) Observe for goods ferried by buses & taxis to & fro the District Find out the Sources & destinations of the goods & services

<p>Bus & Taxi Park</p> <p>Business Streets, Industrial Areas/ Conglomerations (<i>trade, service, industry, road construction, energy, printing</i>)</p> <p>Major Road Tributaries to town (Stand at major entry points very early in the morning)</p>	<p>Verify whether they are produced in the district Types of traded goods & services Goods produced within the district/ Goods produced outside the district Who participates in the trade & in which area of trade (youth, women etc)</p> <p>Types of goods & services in the shops Types of goods in production enterprises Who participates in the trade & in which area of trade (youth, women etc) Types of business activities in Industrial area, Types of products produced within industrial area</p> <p>Observe goods, crops, animal products, food, cottage products, beverages- alcoholic & non-alcoholic, observe the overall traffic of people & purpose, who is moving, with what & how?</p>
<p>What Social Services are there (visible) in Trading centres, towns, and rural areas Education Health etc</p>	<p>Types of health facilities. e.g. maternity, clinics, family planning services, health centres dispensaries & their distribution, HIV/ AIDS counselling Characteristics of school & the facilities they have (primary & secondary), what are school buildings built out of (materials)</p>

POLITICAL GROUP INTERVIEW TOOL

The politicians are people's representatives in the area and they will be interviewed on the needs of people in the district (current & future), the activities they think people can engage in to generate income. The discussion will also brainstorm on skills which people need to have to meaningfully engage in the development of their household in particular and the district in general

Probe Area
<ul style="list-style-type: none"> • Describe the social economic status of the area • What are the needs of the people in your sub county/ district? • Describe the district resource base • What skills do the people in the district/ sub county need to participate meaningfully in economic activities? Today? Future (3-5 years), after the war? • When children/ youth drop out of school what do they do? What else can they do? How can they be helped to gain and use these skills? Also explore on former abductees and child combatants

TECHNICAL GROUP INTERVIEW TOOL

The technical personnel in the district consisting of the District Agricultural Officer, Trade Development Officer, Community Development Officer, District Veterinary Officer and District Fisheries Officer will be interviewed together to identify economic and social needs of the people from a technical perspective. The

output will be a list of social and economic needs. They will also be requested to give their opinion about marketable skills in the district in their respective areas.

Guiding Questions

- Describe the socio-economic set up of the district and trends
- What are the needs (economic and social) of the people in the district? (*Categorise the needs for each county in the district*).
- Describe the resource base for the district & how it can be translated into viable economic activities
- What skills would be required in the area to enable people earn some income and for overall development?
- Are there some products that are scarce or unavailable on the market?
- Gauge people's hopes of returning to normalcy in the district (whether they think war will end soon)
- What economic and social needs will surface after the war?

SECONDARY DATA COLLECTION TOOL

Probe area

Socio-economic & geographical description of District

- Demographic indicators
- Resource Base
- Armed conflict & impact on development of the region
- Lucrative business in the north pre-war, current & future (Agricultural & non-agricultural)

FACE-TO-FACE INTERVIEW TOOLS

ENTERPRISES TOOLS

The aim of using this tool is to establish the skills required within various enterprises operating in the study districts

Industry Categories	What product groups to check for	What skills to check for	Check list of expected skills
Agro-processing	Grain Milling Maize Sorghum Rice Millet	Describe the nature of enterprises (complexity of production processes) What products are produced Where are these products sold (local market or outside the district) Who consume these products? What available skills are technical?	The ore complexity the more skills are the people employed in the enterprise Types of skills necessary to produce that product Determine skills market is local or outside district Marketability of skills either locally or outside the district Machine operator Repair & maintenance skills

Industry Categories	What product groups to check for	What skills to check for	Check list of expected skills
	Bakery Confectionery Oil Seed Extraction	Which skills are managerial How did the proprietor get the idea to start this business Types of bakery products Ask same questions as in above What oil products are produced	Management skills Record keeping Business skills Entrepreneurship skills Baking skills Traditional seed oil extraction skills
Textile and Garments	Weaving Tailoring Garment Making	Describe the nature of enterprises (complexity of production processes) Were such skills acquired while on job Where and how knowledge on tailoring acquired Do garments produced compete with garments produced in other district?	Designing skills
Wood and Furniture Industries	Saw milling enterprises Pitsawyers Furniture & Joinery workshops		Lumbering skills Pit swaying skills Repair and Maintenance skills (sew doctoring)
Metal works and fabrication	Metal and window, door frames	Same as above	Welding skills
Mon Metallic Mineral products	Brick laying Pottery and ceramics Lime production		
Electronic and electrical repairs			
CONSTRUCTION			
Road Works & maintenance Household constructio	Production of culverts Domestic houses Latrines	Are there local firms that bid tenders for road repairs and maintenance What types of roads repairs	Masonry Skills in road maintenance

Industry Categories	What product groups to check for	What skills to check for	Check list of expected skills
n.			
Trade	Types of merchandise in shops, markets Intermediate products	Who are the major customers of these products Iron sheets Cements Paints Plumbing materials Electrical installation materials Iron sheets	Masonry skills Painting skills Plumbing skills Skills in electrical installation skills
Service Industry	Restaurants Lodges	Describe the nature of restaurants and lodges What category of people work in restaurants What types of food is served Where do clients mostly come from within districts or outside district What available skills are technical? Which skills are managerial How did the proprietor get the idea to start this business	Catering skills Customer care skills Marketability of hospitality skills within district Middle level managerial skills Entrepreneurship skills

Questionnaire for Vocational Training Institutions in Districts

1.0 Background

- Name of Institution
- Ownership
- Location & Address
- Telephone/Fax, E-mail.
- Contact Person
- Year of Establishment

2.0 Activities

- What is the Institution's target group in imparting skills? e.g. (*Youth, Women, School Drop-outs etc*)
- List of courses offered by the institute
- Duration of each of course
- Skills imparted
- Number of trainees that graduate per year
- Type of tool kits offered to trainees after completion of their courses
- Currently which skills are on high demand in the district?
- Please list other skills, which you think are relevant to community needs but currently are not offered.
- List the constraints experienced by the institutions.

Appendix II: Profile For The Formal and Non Formal Vocational Training Institutions and Business Development Providers

BUNDIBUGYO DISTRICT

BATIITA TRAINING INSTITUTE

This institution is an NGO located in Mutunda Village – Nduguto Subcounty Bundibugyo.

Telephone: 077579050

Contact Person: Mr Kabukarange - Coordinator

Institution Targets: Mainly orphans

Activities:

Courses Offered	Skills Imparted	Duration of Course	Trainees who completed between 2000-2003	Tuition (Ushs) per term	Remarks
Carpentry	Furniture Joinery	1 year	40	20,000	The demand of skill is high
Brick laying & Concrete Practice	Foundation setting General building	1 year	20	20,000	The training needs a lot of instructional materials
Agriculture	Modern skills of agriculture	3 months	30	Free	

2. HAKITEGYA COMMUNITY POLYTECHNIC

This is a Government owned institution located in Hakitegya, Mataisa parish, Bubukwanga Subcounty, Bwamba County.

Contact address: Box 1149, Bundibugyo

Telephone: 077579050

Contact Person: Mr. James Ankale (Principal)

Institution Targets: Youth (UPE graduates), School Dropouts and Women

Activities:

Courses Offered	Trainees who complete p.a.	Tuition (Ushs) Per term	Cost of Tool Kit (Ushs)
Bricklaying & concrete practice	6 (doing exams now)	P7- 30,000 S4- 40,000	30,000 to 40,000
Carpentry & Joinery	11 still studying	- do -	250,000
Home Economics	3 still studying	- do -	200,000
Agriculture	1 still studying	- do -	200,000
Electrical Installation	none		
Welding & Metal Fabrication	16 students		2 M
Metal Vehicle Mechanics	18		500,000
Business Studies	8		4million shillings

3. BUNDIBUGYO VOCATIONAL SKILLS TRAINING CENTRE

This is NGO owned institution, by Self-Care Rural Education Support Association and is located in Bugombwa Village. It was established in the year 2000.

Telephone: 077- 961529

Contact Person: Mr. Aguma Ignatius

Institution Targets: Orphans, Youth, Vulnerable women, School Drop Outs and Victims of torture

Activities:

Courses Offered	Skills Imparted	Duration of Course	Trainees who completed between 2000-2003	Tuition (Ushs) per term	Type of Tool Kit Offered to students after Course	Cost of Tool Kit (Ushs)
BCP Brick laying & Concrete Practice	Building Construction	2 years	36	15,000	Plumber bobs Squares Steel Float	150,000
Tailoring	sewing	2 years	20	15,000	Tailoring Machines	220,000
Carpentry & Joinery	How to make general furniture	2 years	22	15,000	Try square Jack Plane Hammer Hand Saw Tape Measure	140,000
Computer & Type Writing	Office Practice Secretarial competence	2 years		15,000		
Business Development	Management of a small enterprise business & viable					
Agriculture	Animal husbandry Crop husbandry Post harvesting Modern methods of agriculture How to achieve optimal production on a small piece of land	2 years		15,000		
Agriculture (community)	- do-	2 weeks in bits of 2-3 days		Free of charge		

KASESE DISTRICT

4. CELAK Vocational College

This is a private registered institution under the Ministry of Education and Sports (Reg. No. PSS/C/59) & with Uganda Examinations Board UNEB (U1561). It is located in Kasese Town Council. It was established in 1994.

Address: P.O. Box Kasese

Telephone: **077-519334**

Contact Person: Kyakango Eli

Institution Targets: Mainly the youth who have completed either S4 or S6.

Activities:

Courses Offered	Skills Imparted	Trainees per Course (current year)	Trainees who completed since 1994
Hotel and Institutional Catering	Catering skills	160 Male 72 Female 88	360 Male 140 Female 220
Computer Science	Computer skills	10 Male 5 Female 5	60 Male 22 Female 38
Stenography and Secretarial Studies	Typing and shorthand skills Managerial skills	16 Male 4 Female 12	52 Male 17 Female 35
Tourism and Hotel Management	Managerial skills Hospitality skills	25 Male 13 Female 12	86
Secondary Section		240 Male 137 Female 103	60 have completed S4
Languages, (<i>French, Swahili, English, Lhukonzo, German</i>)	Linguistic skills		

5. Women in Unity and Peace Association

Ownership: Private

Location and Address: Alexander Street Plot 33, P.O.Box 50, Kasese

Telephone: 077937053

E-mail: Wupda@yahoo.com

Contact Person: Kabahisya Charles

Year of Establishment: 2001

Institution Targets: Orphans, Women, and School dropouts

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who completed between (2000-2003)	Tuition (Ushs) per term
Motor vehicle technology	Motor vehicle technology and mechanical skills	2 years	25	50,000
Electrical Installations	Installations	2 years	15	50,000
Building	Brick laying and			

	concrete setting	2 years	10	50,000
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6. Kiima Foods (NGO)

Ownership: Non ownership

Location and Address: Kasese T.C P.O. Box 263, Kampala

Telephone: 0483-44289

Contact Person: Baita Francis / Director

Year of Establishment: 1995

Institution Targets: Youth and School Dropouts

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) Per term	Remarks
Professional Business Skills	Accounting Business, admin. & Secretarial	3Years	5	70,000	No capital to provide Tool kit
		3Years	--	70,000	
		3Years	19	70,00	
Tropical agric	Crop Husbandry. Animal Husbandry.	2 years	18	120,000	No capital to provide tool kit
		2 years			

7. Amos Baluku Workshop

Name: Amos Baluku Workshop

Ownership: Karusandara Orphans Vocational Training Group.

Location and Address: Kabakat / Centre, Karisandara S/County Kasese District

Contact Person: B. Moses Mandy

Year of Establishment: 2000

Institution Targets: School dropouts

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who completed between 2000- 2003	Tuition (Ushs) per term
Carpentry and Joinery	Practical	1 year	4 to 6	160,000

8. Kahangwa Establishment Association (KEA)

Ownership: Non Government organization

Location and Address: P.O. Box 423, KASESE (U)

Telephone: 075-993514

E-mail: bwambale-kea2004@yahoo.com

Contact Person: Bwambale .K. Solomon (Director)

Year of Establishment: 1993 and registered as an NGO in 1998

Institution Targets: Youth, School dropouts, Orphans and Rural Women.

Activities

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
Building construction	Building	2 years	10	50,000
Motor Vehicle Technology	Motor vehicle mechanics	2 years	25	50,000
Electrical	Installation			

Installation		2 years	15	50,000
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9. Rwenzori Christian Vocational Secondary School

Ownership: Private

Location and Address: Kamaiba Parish, P.O.Box 383, Kasese

Telephone: 077-382059

Contact Person: Kakya Aganatia

Year of Establishment: 2002

Institution Targets: Mainly the youth

Activities:

Courses Offered	Skills Imparted	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
Carpentry		4 years	40	47,000
Computer		4 years	40	47,000
Secondary Education		4 years	40	47,000

10. KAGANDO RURAL DEVELOPMENT CENTRE (KARUDEC)

Ownership: Private – Church of Uganda – South Rwenzori Diocese

Location and Address: Private Bag, Kaseses

E-mail: srd@infocom.co.ug

Contact Person: Rev. Benson Baguma - Director

Year of Establishment: 1965

Institution Targets: The youth and school dropouts at any educational level

Activities:

Courses Offered	Duration of Course
Motor Vehicle mechanics	3 years
Welding	3 years
Carpentry and Joinery	3 years
Plumbing	2 years
Electrical Installation	2 years

11. Lake Katwe Technical Institute

Ownership: Government

Year of Establishment: 1983

Institution Targets: The youth and school dropouts

Activities:

Courses Offered	Skills Imparted	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
Brick laying & concrete practice	Mansory skills	2 years	25	20,000
Carpentry & joinery	Mansory		15	20,000
Electrical installation Part II	Installation	1 year	10	20,000
Tailoring & Garment cutting	Sewing and cutting	2 years	30	20,000

GULU DISTRICT

12. Unity Vocational Training School

Ownership: Anthony Eberu & Other Directors

Location & Address: Tank Rd. L. Line Pece Box. 465, GULU

Contact Person: 077-925723

Year of Establishment: 1985

Institution Targets: Formerly abducted children, School drop-outs, Women and Youth

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term	Type of Tool Kit Offered to students after Course
Tailoring	Sewing, cutting and machine repair	3 Years	Over 300 people	35,000	No tool kit is provided to students
B.C.P	Building	3 Years	About 300 people	35,000	No tool kit is provided to students
C.J	Make models articles, rifting, furniture, doors and frames	3 Years	About 300 people	35,000	No tool kit is provided to students
M.V.T	Motto vehicle repairing, general fitting and driving skills.	3 years	About 300 people	35,000	--
Driving	Driving skills and motto repair.	3 Months	About 380 people	200,000	Driving permit

13. Gulu Community Vocational School.

Ownership: Private Vocational

Location and Address: 8 Km Kampala Rd. (Koro Abiri) P.O. Box 927 Gulu

Telephone: 077 - 594278

Contact Person: Mrs Diana Akiki (Drector)

Year of Establishment: 1991

Institution Targets: The youth (destitute) and few women

Activities

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term	Type of Tool Kit Offered to students after Course	Cost of Tool Kit (Ushs)
Metal work and fabrication		2 years (certificate)	Average of 20	32,000	No tools provided	
Tailoring	Modern sawing skills	2 years	20	Hotel fees 35,000 (37,000)	Tools are not given after completion	

Business studies		1 year	20			1.8m per student
Brick laying and concrete practice		1 year	20			
Carpentry and joinery		1 year	20			
Agriculture		1 year	20			
Motor vehicle maintenance		1 year	20			

14. Atiak Technical School

Ownership: Government

Location and Address: Gulu, Kilak, Atiak, Pupwonya Parish P.O. Box 53, Gulu

Contact Person: Head Teacher

Year of Establishment: 1983

Institution Targets: The youth

Activities

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
Brick laying and Concreting	Building and Manson work	3 years	60	68,000
Carpentry and Joinery	Carpentry skill and joinery	3 years	60	68,000
Tailoring and Garment cutting	Tailoring and designing	3 years	30	68,000

15. Universal Standard College

Ownership: Private

Location and Address: Senior Qtr. 870 Gulu

Telephone: 077 - 834362

Contact Person: Head teacher

Year of Establishment: 2001

Institution Targets: Youth, Formerly abducted children, School dropouts, and needy orphans.

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees completing p.a. (2000-2003)	Tuition (Ushs) per term	Type of Tool Kit Offered to students after Course	Cost of Tool Kit (Ushs)
Brick laying and Concrete practice	Building	3 years	28 people	196,200 per yr.	-Building line - Trowel - Square - Spirit level	4,000 3,500 3,000 6,000
Carpentry and Joinery	- Roofing - Making furniture and house hold equipment	3 years	20 people	169,700 per year	- Hand saw - Try square - Chisel - Hammer - Plane	10,000 4,000 6,000 1,000 95,000
Vocational C.J		6 months to 1 year	12 people		- Hand saw - Try square - Chisel, Hammer, Plane	10,000 4,000
Vacational BCP		6 months to 1 year	08 people		- Building line - Trowel - Square - Spirit level	4,000 3,500 3,000 6,000

16. Flora Vocational Institute

Ownership: Private

Location and Address: Layibi Division P.O. Box 788 Gulu

Telephone: 077 - 593429

Contact Person: 077 - 979373

Year of Establishment: Since 1991

Institution Targets: The youth, women, school dropouts and abducted people

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term	Type of Tool Kit Offered to students after Course	Cost of Tool Kit (Ushs)
Tailoring and Cutting guments	Theory and Practical	5 months	90 students per year	75,000 per term	Free sewing machine is given after completing.	It costs 145,000

17. St. Joseph's Technical School Gulu

Ownership: Gulu Archdiocese

Location and Address: P.O.Box 264, Gulu (Gulu - Juba Road) (For God)

Telephone: 077 - 351329

Contact Person: Ojara Valent Waruba (Head Teacher)

Year of Establishment: 1995

Institution Targets: The youth, women and school dropouts.

Activities

Courses Offered	Skills Imported	Duration of Course	Trainees completing p.a. (2000-2003)	Tuition (Ushs) per term
Carpentry and joinery	General Carpentry / Joinery work	3 years	17	30,000
Block laying and Concrete practice (BCP)	Construction work.	3 years	16	30,000
Tailoring and Cutting Garments (TCG)	Dressmaking and Machine Maintenance.	3 years	3	30,000
Motor vehicles Mechanics (MVM)	Vehicle maintenance / fitting	3 years	16	30,000

18. Bobi Community Polytechnic

Ownership: Government

Location and Address: Paidwe Parish, Bobi Sub-County, P. O. BOX 66 Gulu

E-mail: okumalex@yahoo.com

Contact Person: Mr. Okumu Alex, Head Instructor

Year of Establishment: 2003

Institution Targets: The youth, women and school dropouts

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees completing p.a. (2000-2003)	Tuition (Ushs) Per term
B.C.P	- Brick laying - Brick setting - Cement mixture - Measuring	4 years	40	80,000
Carpentry and Joinery	- Timber cleaning - Joint Fixing - Sizing	4 years	30	80,000
Home Economics/ Tailoring and Food & Nutrition	- Cloth cutting - Cloth making - Food preparation - Table arrangement	4 years	25	80,000
Agriculture	- Seed bed preparation - Apiary - Tree planting	4 years	10	80,000
Mechanical Practice. - Motor vehicle - Metal Fabrication	- Motor vehicle repair - Metal work - Black smith	4 years	25	80,000
Business	- Computer			

Education	skills - Typing skills.	4 years	15	80,000
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19. Gulu Community Vocational School

Ownership: Tyak

Location and Address: Koro Abuli

Telephone: 077-794278

Contact Person: Director

Year of Establishment: 1991

Institution Targets: The youth and school dropouts

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees completing p.a. (2000-2003)	Tuition (Ushs) per term
B.C.P	Practical and Theory	2 years	About 25	65,000
Carpentry and Joinery	Practical and Theory	2 years	18	65,000
MW / MVT	Practical and Theory	2 years	15	65,000
Tailoring	Practical and Theory	1 year	9	65,000
Business	Practical and Theory	2 years	15	65,000

KITGUM DISTRICT

20. Obyen Community Polytechnic

Ownership: Uganda Government

Location and Address: Paibony, Kitgum Matidi, Chua County, P.O. Box 281, Kitgum

Contact Person: Kiryema Frederick (077- 869521)

Year of Establishment: 2002

Institution targets: Primary seven leavers

Activities

Courses Offered	Duration of Course	Tuition (Ushs) per term	Cost of Tool Kit (Ushs)
Carpentry and Joinery	4 years	35,000 per term	500,000
Block laying and Concrete practice	4 years	35,000 per term	500,000
Motor Vehicle Technology	4 years	35,000 per term	750,000
Home Economics and Tailoring	4 years	35,000 per term	600,000

21. Dure Community Polytechnic

Ownership: Government

Location and Address: Dure Community Polytechnic P.O. Box 160 Pader

Telephone: 077 - 935659

Contact Person: Principal (Oyoo Francis)

Year of Establishment: 2002

Institution Targets: School drop out starting with primary seven

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term	Cost of Tool Kit (Ushs)
Carpentry and Joinery	- Selection of timber - Cutting skills - Planning skills - Morticing skills - Tanning skills	3 years for P.7 leavers.	25	120,000	280,000
B.C.P	- Setting skills - Drawing skills - Walling skills - Finishing skills	3 years for P.7 leavers.	10	120,000	57,000
Tailoring and garment cutting	- Measuring skills. - Cutting skills - Sawing skills	3 years for P.7 leavers.	3	120,000	277,000
NON - FORMAL					
Carpentry and joinery	- Selection of timber - Cutting skills - Planning skills - Morticing skills - Tuning skills	6 months	33	254,000	280,000
BCP	- Setting skills - Drawing skills - Walling skills - Finishing skills	6 months	35	254,000	57,000
Tailoring and Garment Cutting	- Measuring skills. - Cutting skills - Sawing skills	6 months	12	254,000	277,000

22. Kitgum Technical Institute

Ownership: Government

Location and Address: Mission Ward, P.O. Box 177, Kitgum

Contact Person: The Ag. Principal, Tel No. 077-938708

Institution Targets: The youth especially 'O' and 'A' level leavers and UJTC

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
Carpentry and Joinery	Furniture	2 years	Approx. 50	100,000
Brick / Block	General Building	2 years	Approx. 50	100,000

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
laying and concrete practice.	work			
Motor vehicle technicians	Motor repair	2 years	Approx. 18	100,000
Electrical Installation.	Installation work. Motor Rewinding	2 years	Approx. 10	100,000

23. Kitgum Vocational Training Institute

Ownership: Privately Owned

Location and Address: Ayul B, Pager Parish, Kitgum Town Council, Box 269

Telephone: 077 - 989319, 077- 912197 and 078 - 309698

Contact Person: Ocaya Michael

Year of Establishment: 2002

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term
Block Laying and Concrete Practice (B.C.P)	- Practical skills - Theoretical skills - Moral skills	First craft two years	40	70,000 per term
Carpentry and Joinery	- Entrepreneurship skills - Science and Calculations.	First craft two years	46	70,000
Block Laying and Concrete Practice	Skills	Junior level - three years	36	70,000
Carpentry and Joinery		Junior level three years	40	70,000
Block laying and Concrete Practice		Non formal 3 and 6 months	20	350,000 per students fees + Boarding for six months
Carpentry and Joinery		3 and 6 months	20	200,000 for three months

BUSINESS DEVELOPMENT SERVICES PROVIDERS

24. Private Sector Promotion Centre

Ownership: Formerly UNDP / GOU, now being transformed into a Company Ltd. by guarantee

Location and Address: Awich Rd. Opp. Kitgum, P.O. Box 168, Kitgum

Telephone: 077 - 771667, 077 - 664094 (Dr. Odong .M. Otara)

E-mail: modongotara@yahoo.com

Contact Person: Dr. Odong Milton Otara (Formerly District Promotion Officer)

Year of Establishment: June 1999

Institution Targets: The youth, women, farming communities, business communities

Activities:

Courses Offered	Skills Imported	Duration of Course	Trainees who complete p.a. (2000-2003)	Tuition (Ushs) per term	Type of Tool Kit Offered to students after Course	Remarks
Business Skills development	Entrepreneurial Development skills	14 days	106	50,000	Business Development skills workbook	Targets are the educated but unemployed youths
Business Skills development Training of Trainers	TOT/ Skills	14 days	51	50,000	TOT manual	Targets are community based trainer (CBTs)
Basic Apiary Development	Bee - farming skills	4 days	990	3,500	Hand outs / notes	Payment is for certificate of attendance participants costs covered by project
Basic Apiary Development Training Methods	TOT skills	7 days	30	3,500	TOT Manual	"
Food processing	Food processing TOT skills	7 days	2	---	Hand outs	Course conducted at Makerere University
Basic Dairy Animal Management	Basic livestock management, health and production skills.	5 days	103	20,000	Livestock management handout	

Appendix V

FINANCIAL INSTITUTIONS PROFILES IN THE DISTRICTS

Name of financial institution	Ownership	Area coverage	Target Group	Minimum loan amount	Maximum loan amount	Problems
KASESE DISTRICT						
HOFOKAM Company Ltd. (Hoima, Fortportal, Kasese Microfinance)	Western Diocese of the Catholic Church assisted by the EU	Kasese District	75% women who are in active business and 25% other clients preferably youth.	Shs 100,000/= to be paid back within 4 months	Shs 3,000,000/= to be paid back within 6 months	<ul style="list-style-type: none"> ▪ Poor season in agriculture affect loan recovery ▪ Funds often diverted to personal problems not business ▪ Transport problems for clients and company especially for mountain clients ▪ HIV/AIDS problem affecting loan recovery
Church of Uganda Micro Finance	Church of Uganda	Kasese Deanery	Business community without discrimination in groups of 5-10 persons	Shs500,000/= to be repaid back within 6 months	1 st cycle: 1,500,000/= 2 nd Cycle: 1,000,000/= to 3,000,000 for old clients	<ul style="list-style-type: none"> ▪ Agro economy affected by natural hazards effects loan recovery ▪ Poor saving culture ▪ Diversion of funds from business to personal use ▪ Shortage of funds while cleared for loans is extremely high
Centenary Rural Development Bank	Catholic Church Dioceses	Kasese District	No particular group targeted. All businessmen are served	No minimum	No limit. It depends on bank appraisal	<ul style="list-style-type: none"> ▪ Land tenure system makes collateral difficult ▪ Poor culture of keeping books
GULU DISTRICT						
United Women Microfinance Ltd.	Individuals	Gulu District	Men and Women	Shs 50,000/=	Shs 1,500,000/=	<ul style="list-style-type: none"> ▪ Recovery of loans ▪ Identifying viable businesses ▪ Teaching materials
Northern Recovery Microfinance	Individuals	Gulu District	Men and Women	Shs 150,000/= to be paid back within 4months		<ul style="list-style-type: none"> ▪ Low recovery rates many invest in Agricultural related activities

Name of financial institution	Ownership	Area coverage	Target Group	Minimum loan amount	Maximum loan amount	Problems
KITGUM DISTRICT						
Kitgum Co-operative Saving and Credit Society Ltd.	Groups and Individuals	Entire district	Women groups, Youth Groups, Disabled people, Adults with ability to repay loans	Shs 100,000/= to be paid back in 4 months	Shs 3,000,000/= to be paid back in 6 months	<ul style="list-style-type: none"> ▪ Mobilization of more clients ▪ Many clients died before recovery ▪ Mobilization difficult due to insecurity <p><u>Future Plans</u> Institute plans to lend agricultural loans next years with grace period of 3 months to 1 year.</p>
World Vision International	International Organisation	Kitgum district	Women groups Youth Groups	Shs 150,000/= to be paid back in 3 months	Shs 500,000/= to be paid back in 6 months	<ul style="list-style-type: none"> ▪ Generally most groups have taken off with great success ▪ World Vision provides seeds, farm implements. Such as slashers, hoes, and axes <p><u>Constraints</u></p> <ul style="list-style-type: none"> ▪ Far off groups are hardly reached because of insecurity ▪ Groups engaged in Agricultural activities (which cardinal purpose for loan scheme) are often affected by weather and insecurity thus creating need for adjustment in repayment period and grace period
Kitgum Westland Widows Association (KIWEWA)	Members	Westland Village	Widows	Shs 50,000/= to be paid back in 1 months	Shs 500,000/= to be paid back in 3 months	<ul style="list-style-type: none"> ▪ Association has helped to improve the living standards of many widows in the area ▪ It has also helped in bringing widows as vulnerable group in society together ▪ Loan repayment period is short in an environment with low business turnover in the district
Watwero Youth Group	Members	Chua County	Youth groups	Shs 100,000/= to be paid back	Shs 300,000/= to be paid back	<ul style="list-style-type: none"> ▪ Many youth are interested in the scheme

Name of financial institution	Ownership	Area coverage	Target Group	Minimum loan amount	Maximum loan amount	Problems
Kitgum Town council				in 3 months	in 6 months	<ul style="list-style-type: none"> Inadequate financial resources for loaning Some clients often fail to pay back with stipulated time Business is low in the county hence repayment rates are low <p><u>Future Plan</u> Plan to cover all counties of the district in 2005</p>
Jing Komi Women Group Kitgum Vegetable Market	Members	Kitgum Town council	Women	No minimum	Shs 500,000/= to be paid back in one month	<ul style="list-style-type: none"> Membership is 30 women Each member pays 30,000/- on monthly basis and whole collection is given to one person. They cast a vote to choose who receives. Whoever received in the previous voting do not participate in the next voting Benefits only one person i.e the chairperson has taken the roles of treasurer
Bundibugyo District						
HOFOKAM Company Ltd. (Hoima, Fortportal, Kasese Microfinance)	Western Diocese of the Catholic Church assisted by the EU	Bundibugyo District	75% women who are in active business and 25% other clients preferably youth.	Shs 100,000/= to be paid back within 4 months	Shs 3,000,000/= to be paid back within 6 months	<ul style="list-style-type: none"> Poor season in agriculture affect loan recovery Funds often diverted to personal problems not business Transport problems for clients and company especially for mountain clients HIV/AIDS problem affecting loan recovery