



Cornell University
College of Human Ecology

Making the Most of Reintegration

Partnering with
Former Child Soldiers
in Lira, Uganda

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EXECUTIVE SUMMARY

In September 2016 our Cornell Institute of Public Affairs (CIPA) capstone team, JaeHyun Kim, Youngmin Song, Chingis Toregeldin, and Michael Veglucci, began working with Global Livingston Institute (GLI). Our goal was to develop a report on current socioeconomic conditions in Uganda as well as existing programs designed to improve mental health, provide vocational training, and increase opportunities for participation and increase earning potential in the agricultural sector to improve the lives of Former Child Soldiers (FCS) in Lira, Uganda. This project builds on the previously established relationship between CIPA and GLI, which began in Fall 2015, with research on the history of FCS in Lira and included thirty-seven interviews of FCS conducted by GLI staff, colleagues from Makerere University, and CIPA students in January 2016. Our key research tasks include:

- Analyzing 37 FCS interviews conducted by the previous capstone team.
- Developing a literature review of existing programs designed to improve the mental health, vocational training, and opportunities for agricultural development participation of former child soldiers in and around Lira.
- Developing surveys for community members to gauge their perception of FCS.
- Analyzing existing and potential employment opportunities for FCS.
- Developing recommendations regarding existing former child soldier rehabilitation programs that GLI could potentially partner with.

With extensive research about the history of FCS, GLI is looking to create opportunities for change and develop social impact initiatives for FCS. GLI's mission is to educate students and community leaders on innovative approaches to international development and empower awareness, collaboration, conversations and personal growth. GLI's focus of listen, think, act has guided CIPA's research in developing recommendations to improve the lives and socioeconomics of FCS.

Our team focused on three critical areas, mental health, vocational training, and agricultural opportunities which we have determined to be essential elements for improving opportunities for FCS.

First, our analysis of the thirty-seven FCS interviews conducted in January 2016 offered our team significant insight into the perspectives of FCS. Nearly 46% of FCS interviewed stated that they feel unwelcomed by their community, demonstrating a possible need for better reintegration programs. However, our team does not have data on the feelings of community members to confirm whether the FCS's perceived sense of unwelcome reflects the true feeling of community members. Additionally, all FCS interviewed are interested in being involved with future programs designed to deliver support, and the top two desired types of support for both male and female FCS are financial assistance and skills training.

Early in our research, through narrative interviews and analysis of Lira's employment sector, it became apparent that the agricultural sector represents a significant opportunity with room for growth for FCS. Crop yield only reaches 30% of capacity when compared to research station yields in the area; there is little access to yield processing which significantly increases the value of marketed crops. Only 5% of the Gulu population has access to an automobile or motorcycle, with likely similar statistics for Lira, leaving little capacity for excess yields to reach potential

markets. These challenges offer significant opportunities for programs to improve the capacity of the agricultural sector to improve yields, increase processing, and increase marketing, all of which could create training and employment opportunities for FCS in the agricultural sector.

Out of the 74 governmental and private vocational programs in Uganda, only six operate in Lira and Gulu. Only one of the six specializes in the vocational training of vulnerable classes, such as FCS and the disabled. The most striking finding of vocational training in Lira is that none of it is focused on improving agricultural skills even though the agricultural sector accounts for over 84% of employment in the area. The lack of government vocational programs focused on agricultural skill development should be addressed to improve the lives and socioeconomics of FCS.

There are several organizations such as the Rachel Rehabilitation Centre (RRC), Acoke Rural Development (ARD), Children of Peace Uganda, and others whose initiatives support the mental health of FCS. Methods of addressing mental health needs are varied, but in general, programs work to rebuild FCS hope to restart a productive life and improve their capabilities through skills training. While discussing initiatives for FCS mental health improvement, it is important to remember that each FCS experience is different and can likely require individual attention. Mental health care is important for FCS, so they can accept their experiences and begin to move forward as a productive member of society.

Reintegration is important for FCS to move forward with their lives and successfully contribute to their community. However, there are challenges to reintegration for FCS such as limited opportunities to earn income. Agricultural yields in Lira are underperforming, yet the community relies on subsistence farming with the sale of excess yield to generate income. Vocational programs in Lira do not focus on agricultural training and access by FCS is limited. Therefore, our team is proposing additional research to include community members in the process of FCS reintegration.

We have developed a strategy to improve economic opportunities for FCS in the Lira region through a focus on improving reintegration, addressing FCS mental health needs, and conducting agricultural training. We recommend that GLI partner with an organization to develop community farmer groups designed to assist with reintegration efforts, provide access to mental health support for FCS, and agricultural skill development. For GLI to further develop opportunities for FCS they should consider adopting the following recommendations:

- Additional research in the form of community member focus groups in each the 13 sub-county's and municipalities in Lira district to identify the true perception of FCS among community members and possible methods to improve reintegration.
- GLI should partner with an organization working in Lira to implement a program designed to improve the lives and socioeconomics of FCS through agricultural training and financial support. This program should:
 - Develop a community group comprised of local community members, both FCS and non-FCS, as to not further perpetuate their differences.
 - Community group leaders should receive basic mental health training and be prepared to assist FCS with reintegration.

- The group should conduct agricultural training focused on crop type, land usage, and irrigation management.
- The group should deliver financial support consisting of grants and loans governed by the community group to assist with the purchase of agricultural supplies, such as fertilizer, pest control, yield processors, and transportation assets.

This integrated approach will create opportunities for FCS to receive support across three areas our team has identified as critical to their future success: improved agricultural economic opportunities, access to mental health counseling, and improved reintegration with their community.

INTRODUCTION

This work aims to strengthen the partnership between the Global Livingston Institute (GLI) and the Cornell Institute for Public Affairs (CIPA) and increase our shared knowledge and understanding of strategies to improve the lives and socioeconomics of former child soldiers living in and around Lira Uganda. This project continues previously conducted research and analyzes findings of a group of Cornell graduate students who completed their work with GLI in early spring 2016.

GLI's mission is to educate students and community leaders on innovative approaches to international development and empower awareness, collaboration, conversations and personal growth ("GLI 2015 Annual Report," n.d.). Through coordination with Jamie Van Leeuwen, the President and Founder of GLI and his staff and associates working in Uganda, our team has worked to deepen our understanding of the challenges former child soldiers face in Lira, Uganda, as well as how former child soldiers are perceived and integrated by the communities they live in. We conducted an analysis of current programs that are working in Uganda, as well as those operating elsewhere whose results may be transferable, to better the lives and socioeconomics of former child soldiers and propose focus groups for community members in Lira to better inform potential programs.

PROJECT GOALS AND OBJECTIVES

Our consulting team conducted research on existing, or similar programs that may be transferable, programs designed to strengthen the lives and socioeconomic status of former child soldiers in Uganda. The consulting team conducted an analysis of the previous team's work and results from the initial round of 37 child soldier interviews. The consulting team developed a report with an in-depth literature review of the current socioeconomic status in Uganda, existing and potential employment opportunities, existing programs designed to improve mental health, and vocational training with specific emphasis as to how these programs would improve the lives of former child soldiers. Narrative interviews were conducted with GLI representatives and potential partner organizations, and we developed questions to be asked in focus groups for Lira community members, a group of the population we have very little information on. Based on

this, we recommend a model and a set of programs for Global Livingston to potentially partner with or establish to strengthen the lives and socioeconomic status of former child soldiers.

Below is a list of key tasks our research was designed to accomplish:

- Analyze 37 FCS interviews conducted by the previous capstone team.
- Develop a literature review of existing programs designed to improve the mental health, vocational training, and opportunities for agricultural development of former child soldiers in and around Lira.
- Develop surveys/focus group questions for community members in to gauge their perception of FCS.
- Analyze existing and potential employment opportunities for FCS.
- Develop recommendations regarding existing former child soldier rehabilitation programs that GLI could potentially partner with.

LIRA, UGANDA: SOCIOECONOMICS

Africa continues to be home to some of the poorest and underdeveloped countries in the world; Uganda is no exception. Uganda ranks as the 17th out of 215 countries for the lowest per capita Gross Domestic Product (GDP) at 676 US\$ based on the 2015 World Bank Development Indicators. “The incidence of poverty in rural areas was 39 percent, while it was only 10 percent in urban areas in 1999/2000. As a result, the majority of the poor in Uganda (95 percent) are concentrated in rural areas, with agriculture as their primary source of livelihood”(Fan & Zhang, 2008).

Narrative interviews with Jamie Van Leeuwen, GLI’s CEO and president, and Jerry Amany, GLI’s research coordinator who has conducted research and development projects with NGOs for more than five years, have yielded pertinent firsthand information about the current socioeconomic conditions impacting the lives of former child soldiers in Uganda. Analysis of the narrative interviews oriented our research to the important role agriculture plays in Lira’s rural counties. Data collected from both the World Bank Development Indicators and the Uganda Bureau of Statistics supports the analysis derived from the narrative interviews and indicates the importance of agricultural development in Lira District. Lira district is divided into nine sub-

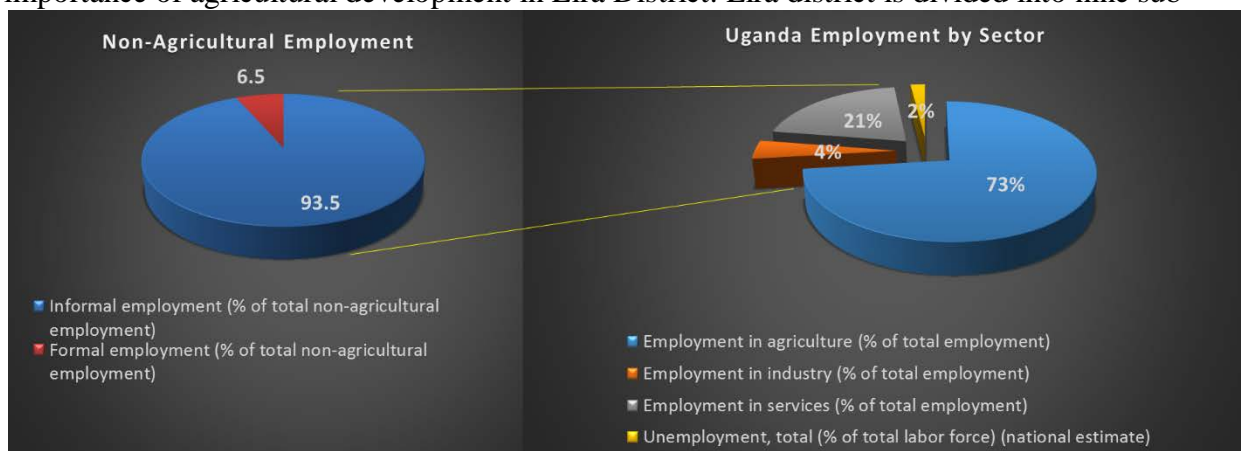


FIGURE 1: UGANDA EMPLOYMENT BY SECTOR

counties, representing the majority of rural lands, and four divisions, representing the Lira’s urban and industrial areas.

As shown in the chart below from data collected during the UBOS 2014 census, an average of 84.4% of households located within the nine rural sub-counties of Lira, which represents 78% of Lira’s total population, are dependent on subsistence agriculture. This map depicts the

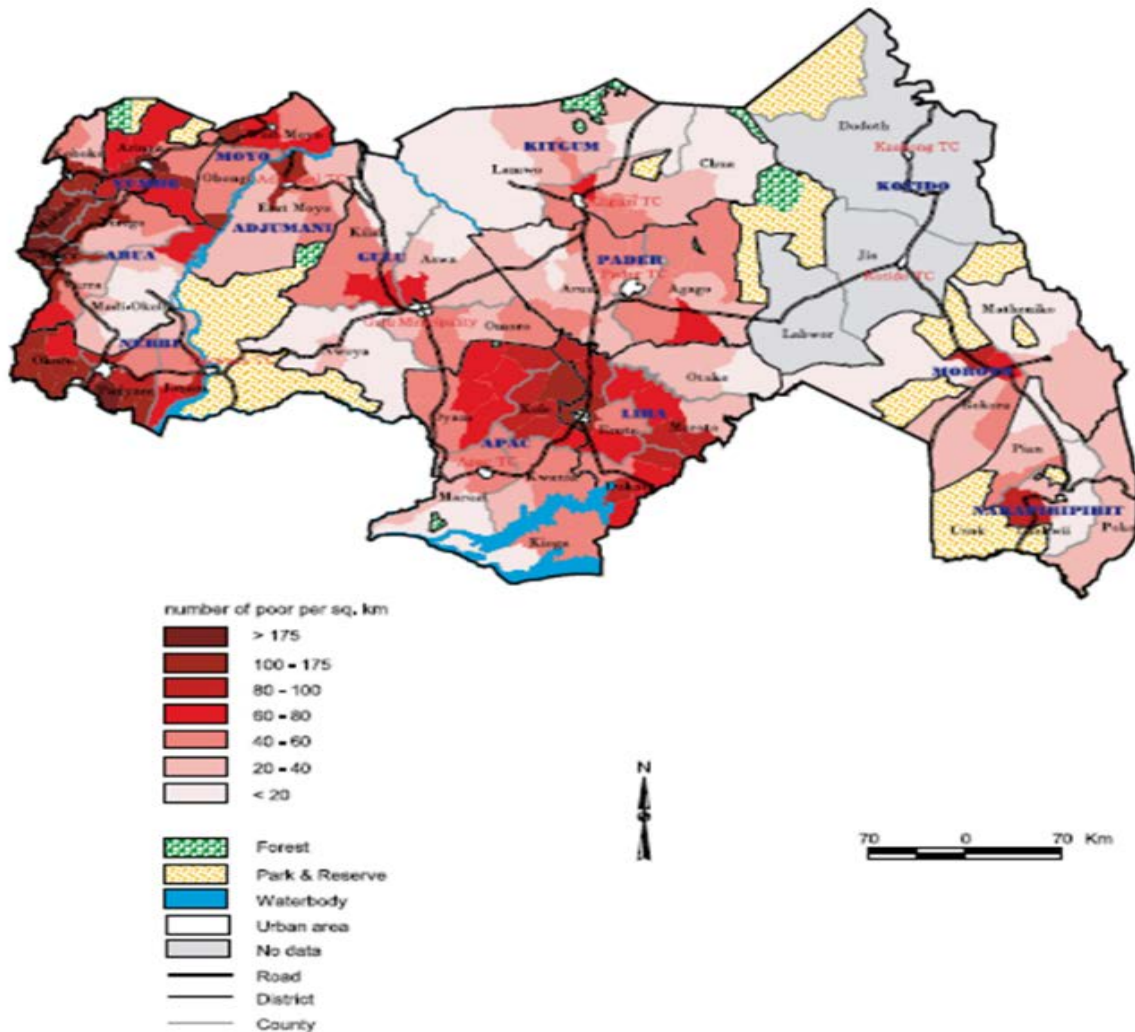


FIGURE 2: NORTHERN UGANDA POVERTY DENSITY

dependence on subsistence agriculture and correlation with poverty and illustrates that rural sub-counties in Lira district have higher poor population concentrations as opposed to the four suburban municipalities.

Lira district’s dependence on subsistence agriculture is consistent with countrywide data from the World Bank Development Indicators, which reports 73% of Uganda’s total population’s employment in agriculture. However, even though both the narrative and census data support the correlation between Lira district’s dependence on subsistence agriculture and instances of poverty, the Ugandan national government's efforts to increase agricultural labor productivity and reduce rural poverty rates have been modest at best (Fan, 2008). Furthermore, nearly all of

Lira but will also include Gulu due to its proximity and inclusion in previous capstone research. Due to limited data specific to Lira our team included data from the 'Mid Northern Uganda' area because of regional similarity, as identified by the thick black outline in figure 1.

LITERATURE REVIEW

The goal of a literature review is to bring the reader up-to-date with current literature on a topic and form the basis for another goal, such as the justification for future research in the area (Halt, 1998). It is necessary for a reliable literature review to gather information about a specific subject from many sources. It should contain a clear search and selection strategy (Carnwell and Daly, 2001).

Good structuring is the first step to enhance the reliability and validity of the literature review in the context of former child soldiers in Uganda. As Parahoo describes, a systematic literature review should encompass the literature selected, as well as the methods used to evaluate and synthesize findings of the studies in question (Parahoo, 2006). So, we set out the precise criteria used while conducting our review: 1) formulate the research question, 2) select and access the literature, and 3) concentrate literature review to help to build the conceptual framework to evaluate existing programs and opportunities for former child soldiers in north Uganda region.

The team searched documents, reports, articles, theses, as well as publications from organizations, international institutes, academic organizations, universities, and governmental research firms related to the former child soldier's rehabilitation projects, especially focusing on vocational training programs. We utilized various keywords to search relevant information and the results varied in concentration fields such as: administration; Uganda agriculture; analysis of former child soldiers; industry; mental health; governmental support; infrastructure in Uganda; socio-economic status; disadvantages; rehabilitation; juvenile combatant, etc. After selecting the literature, those documents were filtered by outdated reports, out of interest e.g. social campaign and religion matter, etc. Necessary documents were stored and organized using the Zotero system enabling the team to have equal access to all collected material ([Http://www.zotero.org](http://www.zotero.org)).

FORMER CHILD SOLDIER INTERVIEWS

In January 2016 two student researchers from Cornell's Institute for Public Affairs traveled to Lira, Uganda and in conjunction with GLI staff conducted 37 interviews with former child soldiers currently living in and around Lira district. Researchers selected the initial interviewees from a list of known former child soldiers enrolled at the Rachelle Rehabilitation Center, and then utilized snowball sampling to increase the number of interviewees: from their interviewees the team was directed to other known former child soldiers in the area to collect additional information.

MENTAL HEALTH

The Ministry of Health of the Republic of Uganda has very limited data on FCS such as the number of FCS, where FCS are located, and if they are involved in reintegration programs. For that reason, data for analysis was mostly collected from open sources of International Organizations, such as World Health Organizations, African Development Bank, or from NGOs, Rachel Rehabilitation Centre (RRC), Acoke Rural Development (ARD), Children of War Rehabilitation Center (CWRC), The Child is Innocent (CI), that address mental health issues in their work.

VOCATIONAL PROGRAMS

The team accessed the official government database of vocational programs, the Business, Technical and Vocational Education and Training (TVET) portal website directed by Ministry of Education and Sport of Uganda Government (<http://www.btvvet-uganda.org>) to obtain data relevant to existing vocational programs. The team conducted research of the academic literature on vocational skills training including reports and evaluations of vocational training programs in Uganda from which to draw recommendations. Analysis of existing vocational programs allowed us to determine if FCS have access to sufficient and appropriate training in Lira.

AGRICULTURAL OPPORTUNITIES

We incorporated 22 theses, journals, and articles obtained through ‘Africa-wide NiPAD’ and ‘Middle East and Africa’ library databases by using keywords including northern Uganda agriculture. Most of the data came from international organizations like World Bank, UNICEF and NGOs, and academic research in diverse universities. Also, through internet searches, we used more than 15 relevant news articles. Our goal is to identify economic opportunities for FCS through agriculture to improve their lives and socioeconomics.

METHODOLOGY

Utilizing a mixed methods methodology, our team used both qualitative and quantitative data to inform our research as well as 37 FCS interviews conducted in January 2016. Quantitative methods provided our team with data to analyze employment, sectors of employment, and poverty levels across counties districts in Uganda, and sub-counties within Lira. Qualitative methods provided a deeper understanding of the socioeconomic situation former child soldiers face in Uganda as well as existing programs designed to improve their lives and socioeconomics. Our team conducted narrative research throughout our interactions with GLI staff, Jamie Van Leeuwen, GLI Founder & CEO, and Jerry Amanya, GLI Research Coordinator, as well as Jane Ekayu, Children of Peace Uganda Founder and Executive Director. Through email and phone conversation they provided us insight and perceptions to the current socioeconomic situation of former child soldiers in Lira, Uganda and guided our quantitative data collection and literature review.

Based on the findings from the literature review, we conducted a SWOT analysis identifying strength, weakness, opportunities, and threats for Northern Ugandan mental health, vocational programs, and agricultural sector. Then, with the policy implications derived from the SWOT analysis, we developed prominent strategies appropriate to the Northern Uganda settings. Finally, we tried to find cases or related strategies related to improving mental health, vocational and employment opportunities for FCS in nearby African countries to form our possible recommendations.

The reason we chose the SWOT analysis as our research methodology is that it is an effective framework for devising diverse strategic options by evaluating current intrinsic characteristics and anticipating possible extrinsic circumstances. By matching intrinsic variables to extrinsic variables one by one, we can develop and examine many possible strategies. Application of SWOT analysis can vary depending on the subject of analysis. For example, assuming the former child soldiers who want to find economic opportunities in the agricultural sector, the SWOT

analysis should take the perspective of the former child soldiers. Intrinsic factors (strength, weakness) would be characteristics of the former child soldiers themselves, and the extrinsic factors (opportunities, threats) could be agricultural settings, related policies, and recent changes in the field. And, assuming the establishment of new vocational training, the SWOT will take the perspective of the possible vocational training provider. In this case, intrinsic variables are strengths and weaknesses of the possible programs while extrinsic variables consider anticipated gains and obstacles. This flexibility allows us to use the same methodology for the three section analyses: mental health, vocational training and agricultural opportunities.

Case studies of four African countries, which are Angola, Mozambique, Liberia, and Sierra Leone, provide examples of programs with transferability to FCS in Lira. Selection of the case studies considered three factors: geographical, background settings, and transferability of possible strategies. The sub-Saharan African countries were the major targets for examination because they have a high possibility to have similar cultural characteristics with Uganda. Additional background such as severity of internal conflicts, the economic/social similarity with recent Uganda will be considered, as well as the possibility of strategy transfer.

Nevertheless, for further development of prominent strategies we expect that GLI should consider deeper field studies including a survey to both employers and former child soldiers along with surveys and interviews on mental health and vocational training.

DATA

FORMER CHILD SOLDIER INTERVIEWS

As previously noted, 37 FCS were interviewed in January 2016. The snowball method by which researchers selected interviewees as well as the type of information collected, consisting mostly of demographic data, makes it difficult to support generalizable claims about the lives and socioeconomic status of former child soldiers in Lira district. However, analysis of the former child soldier interviews shows that all interviewees would be interested in participating in a community group for former child soldiers. All interviewees expressed interest in receiving training in a variety of areas from business skills, technical and mechanical certification, agricultural, and tailoring. Appendix 1 contains the complete interview results. The information derived from these interviews has allowed our team to focus our research on several of the issues and concerns raised by these former child soldiers of Lira such as access to vocational training, financial support, and reintegration with their community.

MENTAL HEALTH

BACKGROUND OF MENTAL HEALTH ISSUES.

Northern Uganda has experienced civil war since 1986, resulting in the death of over one hundred thousand people and the displacement of almost two million. Rebels of the Lord's Resistance Army (LRA), led by self-styled prophet Joseph Kony, have been fighting a low-intensity war to overthrow the government of Uganda and rule the country by the Ten Commandments.

Over a period of civil conflict that lasted from 1986 to 2006 abduction was the main method of recruitment by the LRA. According to Spitzer, around 66,000 children were forcefully recruited during that period of time (2013). Children as young as six were seized from their homes and

schools and turned into soldiers and/or sexual slaves. Many were taken to bases in South Sudan, where they received a basic military training. They were subsequently sent back to Uganda to loot, kill, abduct and fight the government army. They were exposed to starvation and life-threatening situations at the battle field. They received little or no medical care and were denied any form of education. The girls were raped from a very young age, often for years.

According to Khan, abduction and the subsequent abuses had a far-reaching impact on the physical and psychological well-being of the returnee children (Khan, 2008). Many were malnourished and suffered from skin diseases, respiratory infections, diarrhea and sexual transmitted diseases. Others displayed gunshot wounds, scars of torture and disabilities. Apart from the physical scars, most children also suffered from psychological disorders. They have nightmares, feelings of guilt, self-contempt and distrust. All returnee children live in fear of being re-abducted.

It needs to be taken into account that formerly abducted girls suffer the additional trauma of having been given as ‘wives’ to senior commanders, some of whom return pregnant or with babies (Kennedy, 2014). Apart from the financial and emotional problems they face, having to look after children while being children themselves, their marriage chances are jeopardized and few have been infected by HIV/AIDS. Some returnee girls also suffer from the so-called ‘Stockholm-syndrome’, a condition experienced by people who are held hostage for a long period of time, during which they become attached to their captors (Kennedy, 2014). By the end of the conflict in 2006, thousands of former child soldiers were in need of urgent economic empowerment, and social and psychological support.

Ascertaining the effects of children’s participation in an armed group is difficult in part because of the lack of baseline information. In war-torn countries, most children have been affected in some way by the combination of armed conflict and chronic poverty. Effects that seem to owe to recruitment may in fact be due to other factors such as poverty, ongoing insecurity, or loss of homes, livelihoods, and loved ones. Furthermore, it is difficult to make generalizations about how former child soldiers have been affected because child soldiers are not a homogeneous group (Wessells, 2009).

MENTAL HEALTH OBJECTIVES

At the end of child soldier participation in armed conflicts, children often experience difficulties returning to their communities and resuming their lives as civilians. They suffer post-traumatic stress disorder (PTSD) and are often unable themselves return to normal well-being in own community. There are many variables that make reintegrating to civilian status a difficult transition. These include ex-combatants’ combat experiences, their participation in reintegration programs, educational background and community acceptance. The rehabilitation of child soldiers is a necessary step for reintegration. Existing researches show that educational support, skills acquisition and family reunifications are the main methods of reintegrating former child soldiers to the social life (Khan, 2008). However, these methods face a number of challenges, such as insufficient funding, inadequate infrastructure in the educational sector, weak economic capacity of families to support these children, and ineffective follow up mechanisms aiming to meet children need.

By conducting a review of best practices in a process of reintegration, we aimed to gain a better understanding about the reintegration experiences and meaning of it for former child soldiers. Below is a list of objectives we addressed:

- How to contribute to the physical and psychological recovery of formerly abducted children;
- How to foster the reintegration of formerly abducted children by tracing their families and reuniting them;
- How to improve the socio-economic status of formerly abducted children through education, training and income-generating activities;
- How to sensitize the community about the plight of the abducted children and advocate for forgiveness and reconciliation;
- How to create a secure and stable environment in a structured framework;
- How to provide access to basic necessities of life, especially food, shelter, clothing and medical care;
- How to provide psycho-social support to formerly abducted children, through counselling and therapeutic activities, to help them overcome the emotional and psychological traumas;
- How to provide medical advice and support to meet specific health needs of returned children, in particular formerly abducted girls and child-mothers to help them come to terms with the traumatic experience of having served as wives to commanders and cope with the children born in captivity.
- How to re-instill social and cultural values.
- How to contribute to the reintegration of formerly abducted children by facilitating access to education, ensure that all the children of school-going age can go back to school, and those above school-going age are supported to attain alternative education especially through vocational training in locally marketable skills, and through income-generating activities.
- How to provide family and community counselling to help them avoid stigmatizing and discriminating the returnee children.

It should be taken into account that while some of these objectives might be achieved in short period of time, most of them are long term objectives.

PREVIOUS EXPERIENCES IN IMPLEMENTING MENTAL HEALTH PROGRAMS

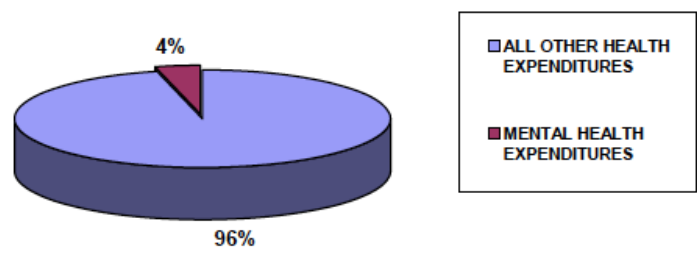
According to the World Health Organization 2006 report “Mental health system in Uganda”, Uganda has a draft mental health policy and an outdated mental health law, but no separate comprehensive Mental Health Strategic Plan. A very small proportion of health financing directly went towards mental health from the government. Mental health financing was mainly oriented towards the National Mental Hospital and regional referral hospitals with mental health units (WHO, 2006).

The report states that in 2005, only one percent (1%) of health care expenditures by the government health department was specifically directed towards mental health in primary care. However, as part of the integrated health service delivery, other aspects of mental health are

funded within the general health budget as well. Furthermore, through support to the government, the health sector's financing was supplemented by funding from African Development Bank (ADB), with nearly 45% of the support going to mental health. This raised the government health department's expenditure on mental health to approximately 4% in 2005. Of the overall expenditure on mental health, 55% was directed towards the National Mental Hospital. The whole population (100%) had free access (of at least 80%) to essential psychotropic medicines. This is based on the fact that medication is provided at no cost in all public health facilities. For those who pay out of pocket, 37% of the daily minimum wage was needed to pay for one-day antipsychotic 10 medication, while 7% of daily wage was needed to pay for one-day dose of antidepressant medication. Mental disorders were not covered in the social insurance schemes (2006, p.9).

The pie chart below illustrates the distribution of funding to mental health as a portion of total health expenditure in 2005 year in Graph 1.1, and as a total of mental health expenditure to mental hospitals in Graph 1.2.

GRAPH 1.1 HEALTH EXPENDITURE TOWARDS MENTAL HEALTH



GRAPH 1.2 MENTAL HEALTH EXPENDITURE TOWARDS MENTAL HOSPITALS

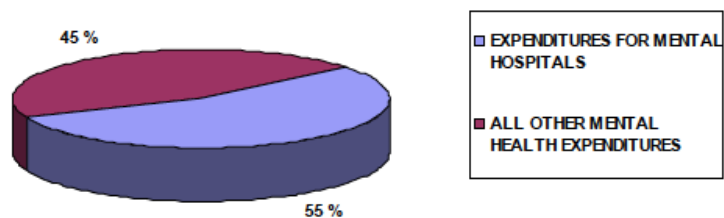


FIGURE 4: GRAPHS 1.1. AND 1.2: GOVERNMENT EXPENDITURES ON MENTAL HEALTH

A range of programs, including Disarmament, Demobilization and Reintegration programs (DDR) and Interim Care Centres (ICC), have been established in pursuit of the rehabilitation and reintegration of former child soldiers (Coalition to Stop the Use of Child Soldiers, 2008a; Rivard, 2010). Unfortunately, such programs often consider former child soldiers as a homogeneous group with the same experiences and therefore similar needs upon return (Betancourt, 2008; Wessells, 2006). Such an approach has left many former child soldiers unacknowledged in their particular needs, and led to the evaluation of several programs as inadequate (Coalition to Stop the Use of Child Soldiers, 2008a), since meaningful psychosocial support is grounded in an

appraisal of how child soldiering might have affected each particular former child soldier differently (Annan et al., 2006; Amone-P'Olak, 2007; Blattman & Annan, 2008; Wessells, 2009).

Despite the fact that the government of Uganda was not actively involved in the rehabilitation process and did not focus attention on the difficulties that former child soldiers faced, with support of the international organizations certain initiatives were taken during the 2003-2006 years. One of them was the Rachel rehabilitation center.

RACHEL REHABILITATION CENTER



FIGURE 5: RACHELE REHABILITATION CENTRE

Rachele Rehabilitation Centre was located in Lira town. It was built with funds from the Belgian Government and was officially opened on October 8, 2003 by the Belgian foreign minister Louis Michel. The center was managed by 22 local employees, recruited through public announcement and on the basis of their qualification, including education degree social/science experiences. In period 2003-2006 the center received over 2, 552 returnees, where one third or 938 were female, and two third – or 1,614 were males. In terms of age, the majority were between 12 and 15 years old.

Almost all children came back severely traumatized and psychologically torn apart. Most were withdrawn; some were unable to speak for weeks. Suspicion and distrust ran so deep that some refused to eat food and swallow tablets, while others resisted an injection.

All the new arrivals were numbered and entered into a database. The database mentioned name, sex, age, district, division, parish, village, date of abduction, date of escape, date of arrival in the center and date of departure. The database was one of the most important working tools in the center. It was used for family tracing and reunion. It was consulted when parents came to check if their children had returned.

A major problem encountered during the intake was disinformation. Children would lie about basic facts, such as their name, the period spent in captivity and even their place of birth. This was partly because of fear that information about their escape would leak to the rebels, who could take revenge on their families; partly because they believed that by reducing the number of years in captivity, there was less chance that they would be kept for questioning by the army or blamed for atrocities committed by the LRA.

Shortly after arrival, the newcomer was allocated to a counsellor, who assessed the child’s physical and psychological condition using the assessment form. The best way was to sit next to the child and start a casual conversation, not taking any notes, not even holding a pen or paper.

Sitting arrangements were important during the first counselling sessions. The social worker had to put himself at the same level as the child, at best side by side but not too close, and avoid eye contact. During the sessions – usually one a week – the child was encouraged to talk about his experience in captivity, starting with the easier parts, building on his resilience and courage, and gradually moving to the most traumatic experiences. Those who were unable to talk about their experience in captivity expressed themselves through role play.

On the Rachele center, children were able to fulfill their basic need such as food, health service, and clothes. Then, after they were registered and met with a counsellor to discuss their personal stories they started to participate in certain activities (see the table below).

ACTIVITY SCHEDULE				
RACHELE REHABILITATION CENTRE				
	Monday	Tuesday	Wednesday	Thursday
7 am - 8 am	Wake up + bathing	Wake up + bathing	Wake up + bathing	Wake up + bathing
8 am - 9 am	Cleaning + washing	Cleaning + washing	Cleaning + washing	Cleaning + washing
9 am - 9.30 am	Breakfast	Breakfast	Breakfast	Breakfast
9.30 am - 10 am	Weekly meeting	Day meeting	Day meeting	Day meeting
10 am - 12 am	Group counselling: drawing	Role Play	Debate/News analysis	Group counselling
	Individual counseling	Individual counseling	Individual counselling	Individual counselling
	Medical check-up	Medical check-up	Medical check-up	Medical check-up
12am - 1pm	Free	Free	Free	Free
1 pm - 2 pm	Lunch	Lunch	Lunch	Lunch
2 pm - 4 pm	Catch-up classes (English)	Catch-up classes (mathematics)	Health education	Informative video
	Documentation	Documentation	Documentation	Documentation
4 pm - 5.30 pm	Boys: athletics & running	Boys: music and dance	Boys: games	Boys: athletics & running
	Girls: baking course	Girls: tailoring course	Girls: baking course	Girls: tailoring course
	Medical treatment	Medical treatment	Medical treatment	Medical treatment
6 pm - 7 pm	Dinner	Dinner	Dinner	Dinner
7 pm - 9 pm	Radio talkshow	Music entertainment	Radio talkshow	Music entertainment
	Friday	Saturday	Sunday	
7 am - 8 am	Wake up + bathing	Wake up + bathing	Wake up + bathing	
8 am - 9 am	Cleaning + washing	Cleaning + washing	Cleaning + washing	
9 am - 9.30 am	Breakfast	Breakfast	Breakfast	
9.30 am - 10 am	Day meeting	Day meeting	Day meeting	
10 am - 12 am	Guest speaker	Story telling	Prayers	
	Individual counseling	Individual counseling		
	Medical check-up			
12am - 1pm	Free	Free	Free	
1 pm - 2 pm	Lunch	Lunch	Lunch	
2 pm - 4 pm	Social studies/agriculture	Religious education	Entertainment video	
	Documentation			
4 pm - 5.30 pm	Boys: sports	Boys: games	Free	
	Girls: baking course	Girls: tailoring course		
	Medical treatment	Medical treatment		
6 pm - 7 pm	Dinner	Dinner	Dinner	
7 pm - 9 pm	Radio talkshow	Musical entertainment	Musical entertainment	

FIGURE 6: RACHELE REHABILITATION CENTRE ACTIVITY SCHEDULE

These activities made it possible for them to get a sense of home and security that the children didn’t receive from the community.

The Rachele center provided the FCS with education classes such as basic math, health education, vocational training programs actively involving them into social life. As prayers were considered an important source of comfort, religious education was held weekly. A priest would come to the center to hear confessions of those who wanted to confess, to prepare the child mothers for the baptism of their children, or to prepare mass of the next day.

Despite the positive role that the center had on the lives of FCS, in 2006 the center was closed due to ongoing conflict between the Uganda government and LRA, and an unsecure environment for the center members and participants.

VOCATIONAL PROGRAMS

BACKGROUND: WHAT IS THE KEY TO VOCATIONAL TRAINING IN THE REGION OF NORTH UGANDA?

The main objectives of vocational training programs for former child soldiers have to focus on supporting the returnees in their efforts for social and economic integration into the labor market in Uganda. According to many international development reports by governments or institutions in Europe, reintegration programs shift from a primary focus on the individual needs and skills to a focus on people becoming responsible civilians of the community, thereby contributing to community development (Ian Douglas et al., 2004, p65).

In the case of Uganda, the former child soldiers have suffered stigmatization when the returnees have had a chance to reintegrate into their communities. They have been confronted by severe discrimination and hostility because of their association with the previous armed activities at LRA. This makes it very difficult for the former child soldiers to be educated and trained and then participate in the community economic integration as a regular employee. According to researchers, reintegration is a social and economic process with an open time frame. It should be viewed as part of the general development of the country and represents a national responsibility, possibly necessitating outside help (Güven et al., 2014, p28).

The aim of vocational training is to provide skills training to former child soldiers that by utilizing key existing evidence derived from market analysis address skill deficiencies among a vulnerable populace throughout all stages of a program cycle (Lisa Zimmermann, 2014, p8). In this context, the most important component of the vocational training program in northern Uganda to be highlighted is the economic empowerment of former child soldiers. Any sustainable reintegration program for former child soldiers has to plan a strategy that fosters their development as independent economic stakeholders in the domestic market.

So far, the major purpose of the vocational training program regarding DDR, i.e. Disarmament, Demobilization, and Reintegration, conducted by international organizations has been to provide assistance to persons who are disarmed and demobilized, to promote sustainable peace, and to restore civilian life (CIDA, 2005). However, it is necessary to understand existing domestic and regional industry circumstances before establishing vocational training programs in the region of Lira and Guru.

Hence, this document will focus on Uganda's general vocational training programs that currently exist, including both public and private vocational training systems. Specifically, the goal of this

research is to identify systemic and environmental problems of existing vocational training programs for the returnees in the region of northern Uganda, under the and possible solutions given the currently available resources.

ENVIRONMENT OF VOCATIONAL TRAINING PROGRAM IN UGANDA

Uganda’s Technical and Vocational Education and Training (TVET) mission is to ensure that individuals and enterprises acquire the skills they need to raise productivity and income. The project was established by the Ministry of Education and Sports (MoES), Uganda, associated various partnerships with private organizations, NGOs, international institutes, and religious entities.

The central government has managed the database portal website (<http://www.btvvet-uganda.org>), the BTVET (Business, Technical Education, and Training) for public access. The portal establishes a single entry point for Uganda’s vocational training system and operates as a directory of individuals and organizations participating in or with interest in the training of persons for jobs. Furthermore, the portal provides a means of disseminating cross-cutting information such as that related to Occupational Profiles and Certificates and Diplomas using the common language of the Ugandan Vocational Qualifications Framework.

This portal has many benefits but most importantly, it is a means for companies and training providers to work closely together in the development and delivery of training. Advanced features such as job search and course search enable those persons seeking jobs to easily identify the training required for those jobs and where to get that training. Although there is a lack of substantial financial support to the vocational training programs by the governmental sector, sharing information of the institutions and trying to match trainers and trainees are available as of now.

BTVET DATABASE ANALYSIS

TRAINING PROVIDERS

According to the BTVET-database in 2016, 75 vocational training institutions were officially registered by MoES operated in the entire region of Uganda. 55 institutions (73%) were established by the private sector and are connected to international non-governmental organizations, catholic networks, voluntarily support programs from European entities. 20 institutions (27%) were operated by the public sector.

Association	Total (75)	%	Institutions ¹
Public	20	27%	<i>Nyabyeya Forestry College</i> <i>Olio Community Polytechnic</i> <i>Rakai Community School of Nursing</i> <i>St. Kizito Technical School ...</i>

¹ Full institution list-up is attached in Appendix 2

Private	55	73%	<i>Ave Maria Voc. Training & Youth Development Centre</i> <i>Bbira Vocational Training School</i> <i>Beauty Tips School of Beauty Culture and Physiatrics</i> <i>Bungokho Rural Development Centre</i> <i>Children of Peace, Uganda (CPU)</i>
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FIGURE 7: PUBLIC AND PRIVATE VOCATIONAL INSTITUTIONS IN UGANDA

PUBLIC SECTOR: PROVIDE AN INSTITUTIONAL STRATEGY, BUT LACK OF FINANCIAL RESOURCES

Due to a lack of financial resources and budget constraints, the Uganda central governments’ vocational programs are mostly focused on well-educated, competent potential job seeker programs through the legislation promotions and policy frames. Uganda’s government recognizes that the major causes of a high youth unemployment rate are: lack of skills related to employment opportunities; lack of access to resources like land and capital; lack of focus by the existing programs in the informal sector and agriculture; overemphasis on experience; lack of apprenticeship schemes; negative attitudes by the youth towards work, especially in agriculture; lack of a comprehensive employment policy; and negative cultural attitudes such as gender discrimination (YLTT, 2012, p11).

Uganda’s vision is to become a middle-income country with enhanced ability to compete in international markets over the next 20 years. Key strategies to achieve this goal include accelerated and competitive industrialization, enhanced exports, and improved participation of the poor in the growth process (Jörg Wiegratz, 2006, p12). In this context, Uganda’s government has emphasized enhancing young people’s employment into the formal job (labor) market with various policy methods such as the Program for the Promotion of Employment Oriented Vocational and Technical Education and Training, which called PEVOT, and Ugandan Vocational Qualification Framework, etc. (<http://www.btv-uganda.org/>).

Since many problems confront the existing employment training system and policy circumstances in Uganda, the Ugandan and German governments agreed to cooperate on vocational training through PEVOT. PEVOT was born out of this agreement, and now most of the contributions to vocational training by the various German and European NGOs working in Uganda are coordinated by the PEVOT framework (UNESCO and UNEVOC, 2014) Creating stronger links with the private sector remains one of the most important challenges for vocational training in the future. It will be essential for the widespread and sustainable implementation of the new framework (<http://www.ugapriivi.org/>).

One of the substantial sub-programs of the governmental projects is to reform the vocational-technical education and training system called Business TVET (BTVET), to improve BTVET’s ability to address the needs of the labor market in Uganda. It provides information about current vocational programs operating throughout the country, including contact information, expertise education field, potential trainees, and curriculum information. According to the description of BTVET, it takes into account the interests of the trainees and promotes changes to the institutional framework for training, such as capacity building for training providers and instructor training.

Also, the Ugandan government provides official certificate programs through the Ugandan Vocational Qualification Framework (UVQF) which offers qualifications based on practical competencies and experiences after the completion of vocational programs. Initially, its' purpose was to reduce the gap between the classroom education contents and the real world of work demands. The Ugandan government announced that they assist the industrial training in operating and evaluating assessment and training packages, which include occupational profiles and a database of test items for the occupations, such as construction skills and tailoring skills. These packages set out a standard reflecting employer needs. To receive a qualification, trainees have to pass a test including new theoretical concepts and practical skills reflecting market needs.

CATEGORIES OF VOCATIONAL TRAINING INSTITUTIONS BY PROGRAM FEATURE

According to the BTVET database, 75 institutions in Uganda are not just for the normal trainees that graduated mandatory education courses but for some of the school drop-outs because of unavoidable reasons like former child soldiers.

To better understand each of those institution's expertise, we divided them into three tiers depending on the level of the vocational training programs and their application requirements.

- Tier-1 group refers to a college level education level that requires at least basic or secondary education background needed. Those institutions have specialties in advanced skills education program e.g. electricity, programming, medical educations.
- Tier-2 is engaged in general level (junior or early craft) of skill training programs that just need a basic course of education required for those who can be supported by their family through the training process.
- Tier-3 institutions target other social vulnerable classes e.g. former child soldiers, orphans, disabled children, and young girls from very poor socio- economic background especially school dropouts.

To be specific, Tier 3 institutions are supposed to provide basic, but practical skills, cost-effective vocational training to youth to enable them to find employment, and to implement extra activities in the field of education through training vocational skills to the disadvantaged and vulnerable children.

level	Feature of institutions	Total (75)	%	Institutions
Tier 1	College-level education	15	20%	Nyabyeya Forestry College (public) Uganda Cooperative College (Public) Uganda Technical College, Lira (Public) Uganda Martyrs Polytechnic Institute (Public) Kabale Institute of Technology, Applied Sciences (Private)

Tier 2	General-level skill training (basic education required)	48	65%	Bungokho Rural Development Centre (Private) Daniel Comboni Vocational Institute(Private) Kaberamaido Technical Institute (Public)
Tier 3	Specialized for the disabled, poor, school drop-outs, and socially vulnerable children e.g. former child soldiers.	12	15%	Skills Training and revival of Programs for children (Private) Foundation for Development of Needy Communities (Private) Don Bosco Vocational Training Centre, Bombo (Private) Bbira Vocational Training School (Private) COWA Vocational Training Centre (Private) Cowa Centenary Vocation Training School Nsambya (Private) Don Bosco Vocational Training Centre, Bombo (Private) Kiteredde Vocational Institute (Private) Modern Vocational Training Centre (Public) St. Joseph Technical School, Gulu (Private) St. Joseph's MAYO VTI (Private) Children of Peace, Uganda (CPU)

FIGURE 8: THREE TYPES OF INSTITUTIONS UPON THE FEATURE OF EDUCATION LEVEL AND PROGRAM SPECIALTY.

Some of the institutions may be under 1 or more tier, or overlapping tiers, as these institutions provide vocational programs to both general trainees and the socially disabled classes as well. In this case, the category would follow in accordance with the institution's mission and concentration field. Also, if the institution is connected to international organizations and voluntary programs, it is involved the tier-3 group due to its effort to help each target children in trouble.

LIRA AND GULU REGION

Lira is predominantly an agricultural community just like the majority of Uganda. The majority still lack practical and vital employable skills, as evidenced in our earlier surveys. The current social economic status is bad. Lira's poverty level stands at 71%, compared to the national average of 30% (<https://liradistrict.com/labour-sub-sector/>).

Currently, four vocational institutions are in Lira region, and two institutions are in Gulu region. Many of vocational programs are located in north-western and southern Uganda region. Most of the institutions are established by the private sector (6), and only two institutions that engage to former child soldiers: Ave Maria Voc Training & Youth Development Centre and Children of Peace, Uganda (CPU) Its target groups are disadvantaged children in the following categories e.g. out of school children, formerly abducted children, child mothers, children who were engaged in child labor, unemployed youth, children who have completed Primary Level and other interested Youth from Secondary Education.

Region	Number	Institutions	Tier
Lira	5	Amugo Agrotechnical Institute (Private)	2
		Ave Maria Voc Training & Youth Development Centre (Private)	3
		Lira Medical Laboratory Training School (Private)	1
		Uganda Technical College – Lira (Public)	1
		Children of Peace Uganda (Private)	1
Gulu	2	Daniel Comboni Vocational Institute Gulu (Private)	2
		St. Joseph Technical School, Gulu (Private)	2

FIGURE 9: VOCATIONAL INSTITUTIONS IN LIRA AND GULU

PRIVATE SECTOR

The Uganda Association of Private Vocational Institutions (UGAPRIVI) was formed to improve the quality and the image of private vocational institutions in Uganda, and to strengthen this educational sector. Its main mission is to foster collaboration between private training institutions and to improve, not just the standards of the training provided, but also its relevance to the actual employment market ensuring that poorer and structurally weaker areas are not left out of the initiative (<http://www.ugaprivi.org/>).

The Private Sector Foundation (PSFU) was established in 1995 in response to the need for a joint effort of private sector organizations to collectively interface with Government and Development Partners to guide the economic growth of Uganda. The mandate of the PSFU was to improve the business environment in Uganda through policy research, dialogue, and advocacy, enhancing firm-level competitiveness through injecting know-how, facilitating investment promotion and aftercare, and improving access to credit for Small & Medium Enterprises. Since 2010, UGAPRIVI is partnering with PSFU to pilot and manage the Worker's PAS project that aims at validating skills and competencies attained in informal and non-formal BTVET learning.

AGRICULTURAL OPPORTUNITIES

CONTEXT

Providing economic opportunities is an essential step in the reintegration process for former child soldiers, as it allows the child soldiers to gain new social identity after returning from the bush. Those who obtained new income sources can have higher possibility to mingle into the communities because of their economic roles: thereby they also have more chance to have their psychological trauma mitigated through interpersonal communication. Moreover, this initial success to reenter labor markets can provide another opportunity to climb the social-economic ladder in the Ugandan economy by blurring stigma as a child soldier to a certain extent and reinforcing work experiences in the communities.

On the other hand, former child soldiers who failed to earn a new job seem to go through a harder pathway to reintegrate into society. Even though they completed rehabilitation processes, they would not have a new socio-economic identity without jobs which are needed for starting their new lives. It results in less opportunity to participate in and communicate with communities around them so that they readily feel out of place with people. In that case, they may resort to crimes like robbery and theft, or commit violent actions (Henderson, 2015).

Unfortunately, in Northern Ugandan area the latter seems to be true. According to Kristin E. Henderson, only 23% of returning males of child soldiers, according to a survey of war affected youth in 2006, had found work, which only consisted of an average of 14 days of work in a month earning less than 2 dollars a day. And the author stated that the former child soldiers in Uganda were unable to apply newly developed skills because of the overall lack of economic opportunities in the community so that it resulted in the incarceration rate of 42% among former child soldiers. (2015, p. 64).

Considering these circumstances that the former child soldiers in Uganda must confront, research on economic opportunities would be vital. Because agriculture is the dominant economic sector in Uganda, accounting for 72% of employment, 51% of export, and 22% of total GDP (UGANDA BUREAU OF STATISTICS, 2014), the agricultural sector will be a focus for employment. In rural northern Uganda, an increased percentage of the population is working in agriculture and other economic activities related to this sector than national average statistics.

Sector of working population (ISIC Rev 4)	Total (Percent)
Agriculture, forestry and fishing	71.9
Production	4.4
Manufacturing	4.4
Services	15.8
Wholesale and retail trade; repair of motor vehicles and motorcycles	9.5
Education	2.6
Transport storage and communications	2.2
Hotels and restaurants	1.5
Others	7.8
Total	100.0

Source: Uganda National Household Surveys 2002/03, 2005/06, 2009/10 and 2012/13, UBOS

FIGURE 10: STATUS IN EMPLOYMENT AND INDUSTRY OF WORKING POPULATION AGED 14-64 YEARS

Therefore, we studied the characteristics, problems, value structures and the recent development of agriculture in northern Uganda through an in-depth literature review on this sector, and examined how this setting can provide economic opportunities for the former child soldiers.

GENERAL INFORMATION ON NORTHERN UGANDAN AGRICULTURE

In Uganda, even though agricultural production contributes 22% of GDP, 51% of export, and 72% of employment, it is normally self-sufficient. Most of the production comes from 2.2 million small-size, family-based farmers who are scattered throughout the vast, remote areas.

Also, 43% of farmers are conducting subsistence farming in Uganda. They mostly use rudimentary tools like hand hoe, lack technical knowledge like pest control, and do not have access to capital. So, the crop yield for farmers stays in the range of 13~49% of the yield of research stations (Annet Adong, 2014, p. 108). Agricultural activities includes cash crops (7%), food crops (54%), livestock (9%), forestry (16%), and fishing (14%). Representative cash crops are coffee, tea, cotton, and tobacco, and they have 16 major food crops. Land utilization tends to increase steadily, but it is still evaluated as under-utilized.

	2009	2010	2011	2012	2013
Agriculture, forestry and fishing	7,908	8,114	10,514	11,802	12,320
Cash crops	539	682	1,028	844	942
Food crops	4,800	4,498	5,850	6,575	6,627
Livestock	573	605	828	1,005	1,055
Forestry	1,210	1,326	1,438	1,886	1,932
Fishing	787	1,002	1,370	1,492	1,764

FIGURE 11: AGRICULTURAL PRODUCTION DETAIL (2009~2013) SOURCE: UBOS

Northern Uganda relies more heavily on agriculture for its economy than Uganda overall, but its productivity is lower than the national average. This area was devastated by war between Ugandan government army and Lord's Resistance Army(LRA). Its infrastructure like roads, buildings was destroyed, and the number of livestock which is helpful to cultivate farms was sharply decreased in those days. According to Ian Dlipagic and Gabriel Elepu, 93% of farmers relied solely on family labor and 53% uses only a hoe for land opening in the northern Acoli area which includes Gulu(2014, p.2). Their main crops grown in the northern region are maize, sorghum, rice, cassava, beans, ground nuts, sesame etc.

In Gulu district, over 80 percent of the population still rely on subsistence agriculture to earn a living (Gulu District Statistical Abstract for 2012/13, p. 33). Also in Lira district, subsistence agriculture remained a major sector of employment increasing from about 78% in 2002/03 to about 83% in 2005/06. Problems of low agricultural productivity and land degradation appear to

	Plantain bananas	Finger millet	Maize	Sorghum	Rice	Sweet potatoes	Irish Potatoes	Cassava
Area								
Central	326,082	5,832	189,135	2,261	2,637	98,054	4,798	127,788
Eastern	69,504	86,911	388,762	101,645	36,033	159,948	1,271	342,387
Northern	9,195	105,656	247,780	249,330	25,912	60,573	594	269,886
Western	511,096	51,588	188,583	46,016	10,504	121,681	26,096	131,328
Production('tonnes)								
Central	1,039,837	13,734	449,859	2,678	2,173	312,402	13,290	409,812
Eastern	342,234	106,838	1,108,554	133,313	128,195	847,140	4,624	1,061,186
Northern	31,626	78,572	305,798	177,088	43,719	292,932	1,311	983,124
Western	2,883,648	77,784	497,745	62,716	16,649	366,295	135,210	440,189

be getting worse. Farmer's yields are typically less than one-third of the yields obtained on research stations(Lira District Homepage, <https://liradistrict.com/labour-sub-sector/>).

Region	Beans	Field	Cow peas	Pigeon peas	Ground	Soya beans	Sim-Sim
		peas			nuts		
Area							
Central	120,798	470	1,135	0	26,504	750	590
Eastern	108,107	8,014	12,976	876	122,404	7,279	15,316
Northern	146,702	29,067	9,352	28,786	136,893	26,195	158,763
Western	241,915	6,286	354	139	59,431	2,220	928
Production							
Central	167,276	302	281	0	32,757	208	127
Eastern	98,834	3,233	7,086	219	77,247	5,801	6,774
Northern	251,221	10,428	3,429	11,031	83,182	15,727	93,562
Western	411,945	2,489	261	80	51,497	1,887	565

Source: UBOS and MAAIF

Figure 12: CROP AREA AND PRODUCTION BY REGION, 2008/2009

Crop	2007	2008	2009	2010
Sunflower	2008	2,108	2,214	2,280
Soya beans	1224	1,285	1,350	1,391
Simsim	3258	3,420	3,489	3,594
Groundnuts	16,908	17,753	18,996	19,566
Sorghum	8,436	8,858	9,123	5,930
Maize	11,250	11,813	12,758	13,013
Potatoes	8,471	8,895	9,430	9,713
Coffee	25	36	48	50
Beans	6,848	7,190	7,550	7,173
Rice	7,436	7,883	8,555	8,983
Cassava	4,752	5,234	5496	5,771
F/millet	6,055	6,358	6,540	6,409

Source: Department of Agriculture & DDP 2010/2011

FIGURE 13: ESTIMATED ACREAGE UNDER MAJOR CROPS IN HECTARES IN GULU

AGRICULTURAL MARKET STRUCTURE IN NORTHERN UGANDA

Most farmers in northern Uganda cultivate food crops for their own consumption purposes. Also, because of their low productivity, they do not have enough food production to sell the surplus. So, only 12% of households are net sellers of food, 66% of households are net food buyers relying on the market for more than 25% of the food they consume (Mwaura, 2014, p. 918). But, the marketing process of the 12% households is important because commercialization of agriculture is the main goal of the Ugandan government and it is easily expected to be a growing employment sector.

Crop	Area(Ha)	Production(Mt)	% Sold
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Maize	247,780	305,798	26.7
Rice	25,912	43,719	35.4
Sesame	158,763	93,562	33.7
Soybeans	26,195	15,727	71.1
Sorghum	249,330	177,088	11.4
Beans	146,702	251,221	19.0
Ground Nuts	136,893	83,182	23.8
Cassava	269,886	983,124	22.1

Source : Ugandan Bureau of Statistics, Uganda Census of Agriculture 2008/2009, Volume III, 2010

FIGURE 14: IMPORTANT CROPS ARE GROWN IN NORTHERN UGANDA IN 2008/2009

According to Dalipagic and Elepu, once local farmers harvest crops, they have two options for marketing their crops. First, they can sell the production at the farm gate level which is done out of necessity due to immediate need for cash or limited transportation. It is not preferred because in this case their crop price is significantly undervalued, and farmer's bargaining power decreases. The second option is to collect the crop commodity in the granary or the local stores and wait for better prices. Their primary link to the market is the local traders more often than not. These local traders travel to remote areas to collect those crops from farm gates, community storage, and small rural markets and then transport it to the main local market in Gulu and Lira for selling to small shop owners or wholesalers. Wholesalers transport the crops to the main market in Kampala or in Kenya or South Sudan. But some crops that need processing like maize, rice and sunflower have different value chains. In this case processors in local markets (e.g. Gulu, Lira) have a central role. They serve as marketing centers where sellers and buyers meet. Local traders deliver the crop and sell it directly to wholesalers while processors take a fee for processing the crops. Some farmers also bring their crop directly to millers, bearing the transport cost. Their transporting means are mainly bicycle or paid "boda boda" (2014, p. 8-9).



Source : Google Image, Bodaboda



Source : Google Image, Local Market in Gulu

Margins that each group takes are different from its value-added process for specific crops. But, in general, the selling price in the retail market is 40% higher to producer price. During this value added process, local traders and processors gather much more profits than producers even though their margin per unit amount(kg) is smaller. That is because they can handle a larger amount of crops, while producers can take advantage of only their production. For the same reason, wholesalers are expected to take the biggest part of profits when we consider the amount

they deal with. Eventually, farmers tend to take least from this whole process. That is because the cost of transportation and processing is high, due to the area's underdeveloped infrastructure and lack of facilities to conduct post-harvest processing for crops.

Groups	Maize	Rice	Groundnut	Sunflower	Sesame
Producer	279~383	45~155	478~2,130	56~474	561~911
Local Trader	100~200	113~364	133~500	100~200	50~100
Processor	100~200	389~455	500~600*	514~714	100~400*
Wholesaler	100	800~1,100	167~300	1,000~2,100	500~700
Retailer	100~200	200~300	500	1,000~2,500	700~800
Farm~Retail Spread	350~500	1,242~1,310	800~1,000	1,557~1,937	1,450~1,800
Retail Selling Price	1,800~1,900	2,600~3,000	3,800~4,000	7,000~7,500	5,500
% of Spread to Price	18~28%	41~50%	20~26%	20~27%	26~32%

*: Town trader instead of processor, they do not need to be processed to sell

Source : Reorganized from 'Agricultural Value Chain' (Dalipagic and Elepu, 2014, p. 11~39)

FIGURE 15: MARGINS IN THE VALUE CHAINS FOR 5 CROPS IN NORTHERN UGANDA(USH/KG)

However, if you think this in a different way, this means each farmer can absorb the local distribution profits by obtaining basic processing and transporting capacities which increase the value of their crops. We can consider this point as an opportunity to intervene for enhancing their livelihood, potentially helping former child soldiers' livelihood opportunities in the area.

AGRICULTURAL CHALLENGES IN NORTHERN RURAL UGANDA

LOW PRODUCTIVITY

Farmers in northern Ugandan area are widely not productive. They produce their crops at around 30% yield of research station which is regarded as a standard guideline. The reasons would be summarized as lack of knowledge and capital. In rural northern Uganda, most farmers have little knowledge about controlling incidents of pest, weeds, and diseases. Also, they face difficulty accessing seed regarding quantity and quality due to high prices and limited availability so that they usually use home saved seeds from the previous harvest (Dalipagic and Elepu, 2014, p. 10). Even worse, many farmers still mainly use rudimentary tools and equipment like hoes for cultivation, knives for harvesting millet and hands to weed banana plantations (Collins Ogutu Miruka, 2014, p. 76).

LIMITED PROCESSING

Most of the crops marketed in rural northern Uganda are not processed because farmers do not have any equipment for post-harvest processing. Rice is usually marketed at an unmilled state so that producers can sell it at minimum price. Also, in many cases, farmers simply do not know

about knowledge related post-harvesting handling like drying which can result in additional value to their crops (Dalipagic, Elepu, 2014, p. 11).

INSUFFICIENT MARKETING RESOURCES

Low accessibility to market of the rural population is one of the most challenging when farmers want to sell their surplus products. According to Chamberlin and Jayne (2013), less than 50% of the rural population lives close to an all season roads. This lack of properly conditioned roads incurs a higher cost of transportation. Moreover, most of the households do not have appropriate transportation means to deliver their products to market. In Gulu, only 1.8% of households have motor vehicles and the majority of them lives in the urban area. Another limitation of marketing is that they do not have storage facilities and public utilities like piped water supply, electricity, and telecommunication so that they cannot transport perishable produce like fish, fruits, and others on right time (Miruka, 2014, p. 76).

Transport	Total	Percentage
Own a Motor Vehicle	577	1.8
Own a Motor Cycle	1,072	3.4
Own a Bicycle	29,361	94.1
Own a Canoe	138	0.4
Own a Donkey	68	0.2

Source : GULU DISTRICT LOCAL GOVERNMENT STATISTICAL ABSTRACT 2012/13

FIGURE 16: PROPORTION OF HOUSEHOLDS' TRANSPORT DISTRIBUTION IN GULU

LACK OF COOPERATION BETWEEN FARMERS

The Ugandan government has tried to use farmer groups as an important means of dissemination of agricultural technologies to improve productivity, commercialization, access to financing, and marketing. Since 2001 National Agricultural Advisory Service (NAADS) has encouraged farmers to join the farmer's groups. According to related research, a farmers group in Uganda also showed a positive result on adopting better technology and associated training. They also used farmers group as the second information source following NAADS (Annet Adong, 2014, p. 124).

However, according to Mwaura, only 16% of household heads belong to a group based on 2008/2009 Census data (2014, p. 918). A significant proportion of farmers in Northern Uganda remain unorganized and act individually. Individual farmers usually have less bargaining power and less information about market needs. Also, they are less likely to access transportation means than the group members. More often than not, they experience difficulty in finding a market channel or demand for their crops because of the reasons above (Dalipagic and Elepu, 2014, p. 11).

Along with farmer groups, NAADS is trying to increase the number of extension farmers who act as main information disseminators. This shows increasing trends, but is also not sufficient. In Gulu, the extension-farmer ratio has improved from 1: 4,000 to 1: 2,700. However, this still falls below the recommended ratio of 1:500. The real number of extension farmers are only 8 (GULU DISTRICT LOCAL GOVERNMENT STATISTICAL ABSTRACT 2012/13, 2013, p. 98).

HIGH COST OF BORROWING

In rural Uganda, farmers have to pay a high cost to take a loan. According to Miruka, the flat interest rate for rural farmers is 3.5% per month which is equivalent to 42% annually. They have to make a loan repayment on a weekly basis, and the weekly interest repayment is set based on the initial full loan amount even though the total loan amount decreases. Also, at least four other people who live mostly in a same community with the borrower must guarantee the loan. These obstacles hinder access for normal farmers to this financial support, and even if they borrow, weekly repayment and high interest are a big burden for them. So, farmers rarely borrow money for enhancing their productivity by buying better seeds, fertilizer, equipment or building facilities (Miruka 2014, p. 71).

SOCIO-CULTURAL CONSTRAINTS

Social norms also influence farming strategies of households in rural northern Uganda. Traditionally, women grow food crops while men grow cash crops or take care of livestock. This social setting did not change even after livestock dramatically decreased as a result of the war between the government forces and LRA. Men tend not to engage in food crop cultivation which is regarded as women's job, rather they have resorted to heavy drinking (Miruka, 2014, p. 78).

All these obstacles severely work against normal farmers in northern Uganda, but the economic situation of child soldiers is expected to be worse. We can guess the livelihood of former child soldiers through the case of internally displaced people (IDPs). According to the research of Tino, Wakhungu, and Kassilly (2015) who interviewed 384 internally displaced people in Greater Gulu district, 90.5% of IDPs who returned to the Greater Gulu area from the refugee camps were highly suffering from lack of startup capital to restart farming. Also, 90% of them reportedly claimed to not have even basic tools to clear land for production. The level of knowledge and skills for farming, water control, and livestock production was shown severely deficient (2015, p. 5-7). It is note-worthy for our team because many of former child soldiers are also members of IDP families.

RECENT CHANGE OF AGRICULTURAL AREA IN NORTHERN UGANDA

According to recent news articles², foreign investment in agribusiness is increasing in northern Uganda. Due to the fact that war left much fertile land empty and its perceived potential to become the food supplier for East Africa, foreign investors are reportedly coming to the northern Uganda. The representative case is the Gulu Agricultural Development Company(GADC) which collects organic cotton and other crops to export abroad. It was established in 2009, and at the end of 2013, GACD had sales of USD 9 million annually, with 8~10% profit. It pays USD 8 million to roughly 80,000 farmers every year and is now trying to expand its business to forestry. Also, Afgri Uganda, a unit of South African agribusiness giant Afgri has invested \$10 million since 2013 to build a warehouse in the regional capital Gulu for buying, processing and bagging maize (Reuter, FT, AFKinsider etc., 2015~2016).

But, these private companies are suffering from poor transportation infrastructure, the lack of farmers who have proper knowledge on farming, lack of irrigation and dependence on rainfall, and land ownership disputes. So, they have taught farmers how to cultivate crops, providing them with technical advice, and marketing channels. Also, they are in ongoing communication

² John Aglionby, Foreign investors sow seeds of change for Uganda's farmers (FT, Feb/23/2016), Elias Biryabarema, AFRICA BUSINESS – Agribusiness on rise in north Uganda region where rebels fought (Reuter, Aug/20/2015) etc.

with residents in northern Uganda for solving tangled land dispute problems. In addition, the Ugandan government is increasing investment in roads and power generation in this area to encourage commercializing agriculture.

Increasing private companies might provide some opportunities for the former child soldiers as well. For these companies, melting into communities to keep a good relationship with residents is one of the important missions for mitigating land ownership problems. Using this point as leverage, we might find good opportunities for former child soldiers.

CASE STUDY : ANGOLA

Background settings in 1995 when the Angola demobilization and reintegration program started have a lot of similar aspects to Uganda. In Angola, as in Uganda, the devastating civil war had continued for 35 years, and a huge number of child soldiers were abducted or recruited by the rebel force, the National Union for the Total Independence of Angola (UNITA). In 1995, the truce came from between the government force and UNITA, as in 2006 in Uganda, and the demobilization and reintegration of the former child soldiers began. Both countries, Angola in 1995 and more recently Uganda, have abundant natural resources, but their economic productivities are low. The population only has a low level of skills, the economic environment is depressed, and they do not have accessible capital enough to enhance the development processes for both countries. Per capita GDP was \$416 in 1995 Angola, similar to \$517 in 2013 Uganda.



FIGURE 17: CONTINENT OF AFRICA

Under this circumstance, Angola integrated the capacities of different entities as unified inter-agency program to reintegrate FCS: government, international organizations, and NGOs. Overall coordination of the program for child soldiers was made by UCAH³ with UNICEF. The inter-agency program structure mainly consisted of three parts: family reunification, psychosocial support, and vocational training or economic opportunities. First, Save the Children Fund (SCF), and the Ministry of Social Welfare (MINARS) took charge of family tracing and reunification. Secondly, CCF, Christian Children’s Fund, took a role as the primary implementing agency for psychosocial support through their province-based teams. Lastly, IRSEM⁴ and SeCoR which is

³ UCAH: Humanitarian Assistance Coordination Unit. UCAH was established in April 1993 as the Angolan office of the United Nations Department of Humanitarian Affairs (DHA) to support the Special Representative of the Secretary General (SRSG) in coordinating all aspects of humanitarian assistance.

⁴ IRSEM: National Institute for the socio-professional reintegration of ex-combatants, supervised by MINARS

controlled by UNDP, worked on the vocational training and economic opportunities. SeCoR, the community referral service, focused on the below three elements for the child soldiers:

- 1) Counseling on employment opportunities and benefits distribution services
- 2) Vocational training and micro-enterprise intervention by ILO
- 3) Short-term projects known as QIP – Quick Impact Projects

In this case study section, we will focus on the third role of SeCoR, the short-term QIP projects. (Beth Verhey, 2001)

According to Verhey (2001), for providing economic opportunities to child soldiers, the SeCoR offices were established at more than 14 provincial areas, which covered almost all the territory of Angola including underdeveloped rural areas, to make project decisions and funding at the provincial level. They thought that the child soldiers could obtain new identities in their civilian lives through contributive roles in their families and communities. So, they tried to include family livelihood needs when they provided economic opportunities. Also, links to broader rehabilitation efforts within their communities were considered as an important factor in deciding their supports. For example, the Quick Impact Projects (QIP) had the criteria of a 60/40 ratio of project benefits to the former child soldiers and the broader community. Moreover, because the SeCoR understood the immediate need of most child soldiers for income, the institutional and center-based vocational training schemes were not considered as an important option. Rather, micro-enterprise and self-employment were emphasized.

QIPs supported income generation activities of the former child soldiers and their families through creating small businesses, credits, and training. By mid-1998, 132 QIP projects had been funded, and participants reached to 3,068. Each provincial SeCoR office received the applications of potential programs from diverse objects like central/local governments, NGOs, international organizations, religious groups, and communities, which acted the role of regional demand search. The provincial office was empowered to decide whether each project would go or not within the program limitation. QIP usually preferred short term programs with durations from 3 months to 9 months. Also, the maximum grant was limited to \$10,000 (USD) for each program. Two good QIP examples are below.

- **Apprenticeship:** The Ministry of public Administration, Employment and Social Security (MAPESS) developed a scheme to provide artisans with reduced-price ‘tool-kits’ in exchange for employing at least four apprentices. Provincial MAPESS teams identified artisans and other ‘production units’ like restaurants, barbershop, tailors, and carpenters. The tool kits were provided at 75 percent of the market price and repayable after three years. Similar kinds of schemes were applied in many other projects. A government scheme targeting the disabled gave higher incentives to the employers. For example, a tailor was given a sewing machine at a sharply reduced rent (\$5 per month compared to the market price of \$25 per month) and other material in exchange for taking in two apprentices, one of whom was disabled (Verhey, 2001, p.53).

- **Self-building:** The self-building project was first undertaken by SCF. Extended family members give the land for the home and family, or community members helped with the construction after negotiation with SCF. Some of the experienced community members provided initial instruction and oversight of the construction. The evaluation of this project indicated an increased sense of community for child soldiers as well as other community members. It was developed into “Young Bakers Project” by CCF. The QIP funds supported the construction of bakeries for the families having former child soldiers and cooperatives for more than three FCS as micro-enterprises with providing building materials and initial capital. Bakeries were run as a family or community business for families with former child soldiers.

The Angola apprenticeships and QIP funded micro-enterprises were evaluated as more effective than vocational training schemes because the processes were quicker for acquiring skills and income. Also, these projects successfully combined addressing the families’ income needs with the needs of the former child soldiers. Some of the projects took place within a certain community so that those provided community members a sense of community. Moreover, the focus was on the self-employed and micro-enterprises, which were appropriate for the rural setting. Therefore, the programs had reputation of impact in bringing economic activity to more rural and isolated locations. Another takeaway of this success is the flexibility of QIP fund. The QIP fund which was available at the provincial level turned out to be effective because flexible project funding supported child soldier needs, as opportunities could be tailored to the individual level.

TAKEAWAYS IN ANGOLA QIP PROJECTS

- The government, international organizations, and NGOs integrated their capacities; this created synergy and ensured a connection to governmental policies.
- Umbrella style project scheme was helpful to identify regional/local demand and build integration network with related institutions within a specific region.
- Successful programs addressed combined family income needs and child soldier needs.
- Economic empowerment for former child soldiers should take community-based strategies rather than targeting them alone to avoid community conflict.
- Find how family and community businesses can be supported, and then provide related incentives to hire or train the former child soldiers.
- Programs should be well customized for each region, community and individual former child soldiers by the providers.

FINDINGS

FORMER CHILD SOLDIER INTERVIEWS

Analysis of the 37 former child soldier (FCS) interviews conducted in January 2016 offered our team significant insight into the perspectives of FCS. Nearly 46% of FCS interviewed feel unwelcomed by their community. Jane Ekayu, founder and executive director of Children of Peace Uganda who has been working with FCS in northern Uganda since 2004, confirmed the FCS's perceived lack of welcoming during a narrative interview conducted by our team on 11 November 2016. Jane stated that in Lira, like many districts in northern Uganda, FCS reintegration has not

happened yet between FCS and their communities, merely reunion. This distinction between reunion and reintegration is significant and in Jane's estimation is the difference between FCS being physically present within a community and community members accepting FCS and the actions they were forced to take while they in militias. This unwelcomed feeling perceived by FCS and reiterated by Jane Ekayu demonstrates a need for a better understanding of community members' perspectives on FCS within their community as well as increased emphasis on reintegration programs to improve acceptance. The perceived un-welcomed feeling is one of the most important pieces of information derived from the FCS interviews when considering how to improve the lives and socioeconomics of FCS.

The second most compelling information collected during the January FCS interviews was the type of assistance desired by FCS to achieve their goals. As part of the interview process, each FCS was asked to describe what type of job training they would need to achieve their goals. There was little similarity between the 37 respondents and desires for job training ranged from doctor and engineer to bee-keeper and tailor. However, there was much more similarity in the type of assistance FCS considered most helpful in achieving their goals. Financial support and skill training are the most desired forms of support FCS consider useful in reaching

Do you, as a former child soldier, feel welcomed and respected by your community?

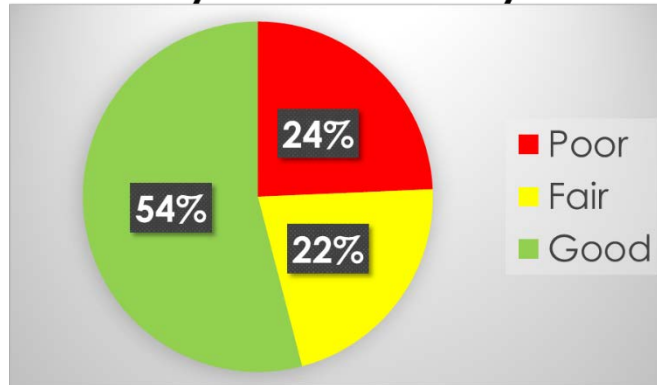


FIGURE 18: JANUARY 2016 FCS INTERVIEW RESPONSE

What assistance would best help you reach your goals?

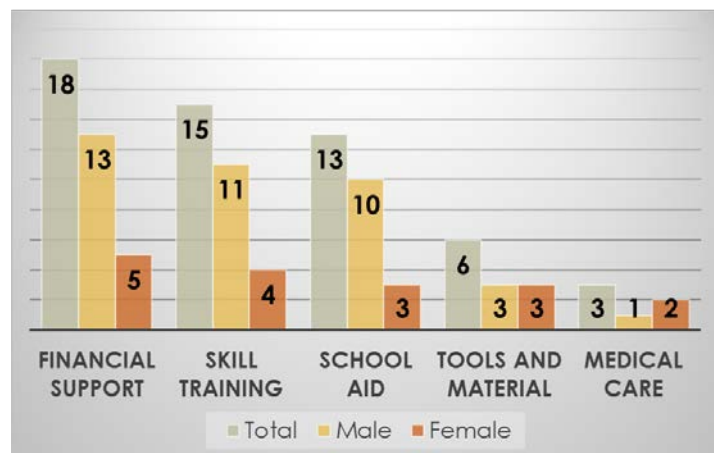


FIGURE 19: JANUARY 2016 FCS INTERVIEW RESPONSE

their goals and ultimately improving their lives and socioeconomics. Responses of both male and female FCS were also similar with 50% of all male respondents and 45% of all female respondents stating that financial support would best help them reach their goals. The response for skill training was also similar for males and females with 42% of male and 36% of female respondents desiring assistance with skill training to reach their goals. All FCS interviewed also expressed an interest in being involved with future programs designed to deliver support.

PAST FCS RESEARCH CONSIDERATIONS

- Without effective reintegration programs fostering the acceptance of FCS within their communities, FCS will continue to struggle with accepting their actions as child militia and in pursuing goals and increasing their sense of self-worth.
- However, our team does not have data on the feelings of community members to confirm whether the FCS perceived sense of unwelcome reflects the true feeling of community members.
- GLI should thoroughly consider the types of support desired by FCS when implementing future programs since programs designed to deliver support either financially or through skill training will likely yield the highest levels of motivation and participation by enrolled FCS.

MENTAL HEALTH

There is a strong association between war experiences and mental health problems. Whether different types of war experience vary in predicting which problem, or how severe, in former child soldiers remains unknown. Some studies suggest that some types of war experience may relate differently to particular dimensions of mental health problems. For example, killing or wounding others has been suggested to disproportionately relate to hostility and rape to increased anxiety and hostility. Sexual abuse and rape are mainly reported by females and participation in combat, killing or injuring others are mainly reported by male survivors. Consequently, previous studies showed that female participants were more likely than male participants to meet criteria for PTSD, although they were less likely to have witnessed death or injury during combat or war (Kennedy, 2014).

Soldiering can dramatically affect children's, individual, family, and community social spheres. At the individual level, children miss significant portions of their schooling or receive no education at all while they are child soldiers. Lack of education is significant for three reasons. First, when the war is over, they lack the skills needed in a civilian economy, which puts them at risk for being re-recruited into the armed forces. Second, when the war ends, it is difficult to enroll the children in school again because they are often at a lower level than other children their age. And third, former child soldiers return to normal society identifying themselves as soldiers rather than as civilians. At the family level, many children lose their family members and relatives, which leaves them without a social support network to aid their reintegration into civil society and negatively impacts a child's recovery (Kari, 2003).

IMPLICATIONS. SWOT ANALYSIS

The following SWOT analysis is based on the research papers that were, due to a lack of data that specifically focuses on FCS in Uganda, conducted not only in Uganda but also in other countries in Africa, that suffered from long period civil wars and where children participated as

soldiers. Moreover, FCS who participated in other regional civil conflict overall had similar negative consequences related to mental health. As with Ugandan FCS, child soldiers from Liberia, Sierra Leone, and Mozambique suffer from post-traumatic syndrome and are unable themselves to return to normal well-being in their community.

Strength	Weakness
<ul style="list-style-type: none"> • Willingness to learn new skills • Intention to support other child soldiers • Willingness to be part of the community • Having access to international organization and NGOs support 	<ul style="list-style-type: none"> • Fear of failure • Lack of the trust • Social stigmatization and discrimination • Lack or absence of knowledge and skills • Negative reputation • Lack of support from community members
Opportunity	Threat
<ul style="list-style-type: none"> • Job opportunity depending on earned skills • Develop the tools necessary for future success • Foster enrich social network and social support between FCS and another adult in community • Opportunity to have own family • Return to the community as a full member 	<ul style="list-style-type: none"> • Unsustainability of initiatives or programs • Lack of professional’s instructors to provide sufficient skills • Not government involvement • Insufficient fund • Long-term objectives • One-size all approach impossible to implement • Possible rejection by family and community

Support should address and be tailored to the local, national, and regional context such as specialized treatment for most severely affected; community education, family reunification, and conflict mediation. Livelihood support such as training on marketable skills and participating in income-generating activities, mentoring by trusted adult, ongoing protection monitoring, and action

The following promising strategies appear for FCS with mental health disorders based on the literature review and SWOT:

POSSIBLE STRATEGIES

	Opportunities (external, positive)	Threat (external negative)
Strengths (internal, positive)	<p>SO strategies</p> <p>Encourage FCS to learn new skills that would help them to return to the community as a whole member</p>	<p>ST strategies</p> <p>Use external support from NGO to develop in a maximum effective manner practical skills and obtain necessary knowledge</p>
Weakness (internal, negative)	<p>WO strategies</p> <p>Develop necessary skills to meet community needs in socio-economic area</p>	<p>WT strategies</p> <p>Try to be involved in a community life actively, by participating in traditional or religious feast</p>

Given possible strategies assumes that the FCS will take all available opportunities to reintegrate into a community while community leaders will take all necessary occasions to make such transition the least painful.

CASE STUDY OF REINTEGRATION IN MOZAMBIQUE

Mozambique: In 1988, Save the Children began its Children and War Program in Mozambique. The Program’s initial focus was on 39 boy soldiers (between 6 and 16 years of age), all of whom had been abducted from their families. They were trained to fight and, in many instances, encouraged to kill other human beings. Eventually, these boys escaped or were liberated from rebel strongholds. After brief stays in prisoner of war camps, the government decided to place them in the Lhanguene center in Maputo, and asked Save the Children to provide psychological and social assistance.

Rehabilitation efforts at the Lhanguene center **focused on four inter-related components** that were integrated into all center activities:

- 1. Establish safety and appropriate codes of conduct.** The former soldiers participated with the center staff in setting acceptable behavior norms (including rewards and punishments) and a peer-adult monitoring system to ensure a safe and supportive residence.
- 2. Re-establish self-regulatory processes.** An assumption was made that problematic behavior exhibited by former child soldiers was in part the result of previous coping and survival strategies learned during the war. Activities were developed to assist the former child soldiers in developing proper behavior. These activities ranged from team sports to choreographed dance,

music and group art requiring cooperative, synchronized and group-oriented behaviors in order to 'win' or be 'successful'.

3. Promote security versus survival-seeking appraisal and behavior. Initially, the majority of former child soldiers continued to appraise events and human interactions from a survival perspective. Along with the activities package mentioned above, adult child relations were also seen as a way to promote security-seeking versus survival-seeking appraisal and behavior by establishing security and trust.

4. Support meaning-making. Personal narratives, drawing and child adult discussions were employed to explore objective and subjective aspects of their child soldiering experiences. Traditional healers and religious leaders also provided ceremonies and services to help the boys come to terms with their past deeds and lost loved ones. Three common themes were integrated and repeated in all activities: renouncement of Renamo, devotion to government and love of family and community. Additionally, a family tracing and reunification program, community sensitization campaigns, traditional ceremonies and apprenticeships were set up to assist the reintegration of these boys into their communities (Boothby, 2006).

MENTAL HEALTH CONSIDERATIONS

Considering the presented data and context of the situation described above, possible areas of action are:

- Rehabilitation process and the following after its process of reintegration to the community for FCS to deal with mental health disorder should not be perceived as a short term goal. Conducted studies showed that re-entering to the community is just a first step. Moreover, a case study of Mozambique, and the experience of Rachele Rehabilitation found that reintegration did not end after ex-child soldiers returned to their communities but rather, it also involved recovering or establishing a new identity, defining new guiding social values and establishing relationships based on kinship, socio-economic interests and shared experiences and circumstances.
- Due to the absence of strong state institution in Uganda that can provide sustainable support for former child soldiers, the role of community leader, and the community itself increases. Unwillingness to forgive the FCS for their past war experiences further aggravates their conditions. In such cases, it is necessary for community or religious leaders to shift the focus from the past to the future, by giving the FCS opportunity to be a part of their local community.
- Without having at least certain basic skill and elementary knowledge, FCS won't be able to ensure their own well-being. It is highly essential to provide them such opportunity by implementing vocational training or skill developing programs in the area.
- Post-war trauma counseling is also an essential step toward mental health recovery. Trained in a specific way, demonstrated by the Rachele Center, counseling may change the ways FCS associate themselves with others. The Rachele Center experience showed that FCS prefer to have a conversation in a way that won't scare them.
- Despite the vital role that NGOs played in developing opportunities for FCS, in the long term, it is crucial to increase the role of the government in the process of coping with mental health issues. NGOs were unable to operate in a certain area of Uganda for a long time due to financial restrictions and dependence from the sponsor. In such a case,

involving and training government institutions may bring in a long term sustainable environment.

- Since they experience abnormal stress during armed conflicts, ex-child soldiers often do not have the opportunity to experiment with various social roles (Erickson, 1968), which limit their identity to that of a “child soldier” even when the armed conflict has ended.
- The most important component of reintegration and rehabilitation is family reunification. For example, former child soldiers in Mozambique claimed that family ties were the most important aspect of their reintegration. Reunification with families is considered the “therapy of choice” for children who are exposed to chronic danger. Through reunification, family members can create a new, positive reality for the children that contradicts the conclusions they have drawn about the world, their self-worth, and the reliability of adults as a result of the trauma they have experienced.
- Constrained opportunities negatively impact participants’ current developmental stage in that overall, participants experienced a lack of productivity during this waiting period that characterizes their reintegration. Since many FCS are unemployed, they felt that they were not contributing to their communities and as a result, they felt detached from their communities.

VOCATIONAL PROGRAMS

Absence of Government Programs for Former Child Soldiers

Uganda lacks institutions which have expertise in vocational education for the socially vulnerable class e.g. former child soldiers, teen mothers, disabled, and orphans. From the Uganda Ministry of Education and Sports (MoES), Uganda have been troubled with an insufficient financial resources for social education infrastructure, and the budget constraints led to a lack of public institutions of education as well as for the vulnerable classes even though the need was recognized in the past.

On the other hand, many public institutions focus on high-level education to cultivate people of talent with the conferment of degrees or technical certificates alike. Of course, most of the high-level training programs are conducted by the private sector as well, but relatively more public institutions are take in charge of tier 3 education than tier1 education.

Few Vocational Programs

In the region of Lira and Gulu, only six institutions – about 12% of the number in all of Uganda - are registered in the Uganda government BTVET database: four institutions in Lira and two institutions in Gulu. Even though there is a public institution, Uganda Technical College, in Lira, most of them were established by the private sector e.g. Amugo Agro-technical Institute, Ave Maria Voc Training & Youth Development Centre, Lira Medical Laboratory Training School, Daniel Comboni Vocational Institute at Gulu, St. Joseph Technical School at Gulu. Most interestingly, only one institution, Ave Maria Voc Training & Youth Development Centre, takes on a different character of supporting the vulnerable people and perhaps the former child soldiers may be more likely to apply to it. Many institutions aim at producing competent people with medical, construction, electricity, and textile skills to be employed in Uganda labor market right after the graduation. However, Lira and Gulu is largely an agricultural region, and if the former

child soldiers want to get a job in Lira and Gulu, the chance to learn about agriculture skills is rarely found in appropriate facilities.

Absence of Agricultural Skill Training

As we addressed above, Lira and Gulu is dominantly an agriculture community. Although most of the farms are family level subsistence farms or small businesses, many job opportunities could come from the agriculture sector if investment continues to grow in the region, since farming is a labor-intensive business.

SWOT ANALYSIS

Strength	Weakness
<ul style="list-style-type: none"> • Enhancing job skills that apply to labor market • Help to understand of local industry circumstance • Providing practical exercise before entering job market • Having access to external support 	<ul style="list-style-type: none"> • Lack of well-educated trainers because of budget constraint • Few support programs for mental health disorder • Social stigmatization • Poor financial resource
Opportunities	Threats
<ul style="list-style-type: none"> • Job opportunity relates to local farms • Processing and local transportation • Constructing social infrastructure • Increasing interventions by international organizations and European institutes. 	<ul style="list-style-type: none"> • Absence of vocational institutions in Lira and Gulu region • Insufficient job supply because of informal and small size agriculture business • No certificate qualification system about agricultural training programs

POSSIBLE STRATEGIES

	Strength (S)
Opportunities (O)	SO. Matching between local employers, local farms, and international organizations intended to support former child soldiers.
Threats (T)	ST. Aggressive governmental intervention on a vocational training program for former child soldiers.
	Weakness (W)
Opportunities (O)	WO. Encouraging local farms and potential employers in the growing agricultural sector, to hire former child soldiers after the vocational training program of agricultural skills.
Threats (T)	WT. Lack of formal certification system after completion of vocational training program

KEY VOCATIONAL PROGRAM FINDINGS

NEED AN AGGRESSIVE INTERVENTION BY UGANDA GOVERNMENT

Lira and Gulu need an aggressive support to provide vocational programs by Uganda Government for vulnerable groups, including former child soldiers. As we stated above in the data section, the private sector operates most of the institutions that provide services for vulnerable classes throughout Uganda.

Future policy needs to introduce investment for vocational institutions, with a priority on advocating for the formulation and implementation of appropriate employment promotion policy that addresses the concerns of the former child soldiers, as normal youth human capital. Income generating activities among the youth can be promoted by supporting appropriate vocational training institutions that extend farm skills training and education facilities to former child soldiers in Lira and Gulu.

PROVIDE SPECIALIZED EDUCATION CURRICULUM TO REFLECT THE LOCAL INDUSTRY CONDITION

Based on a study by Costanza Biavaschi (2013) of youth unemployment and vocational training, vocational education and training are crucial elements to link young people's competencies with employers' needs. Bringing vocational training closer to the needs of dynamically changing and evolving labor markets and economies can help young people move into more productive and sustainable jobs.

Designing special courses for ex-combatants offers several advantages. The training courses should be market-oriented to enable former child soldiers to find employment or to start small businesses. In short-term skills training programs, trainees can familiarize themselves with the demands of work outside the armed forces. Training courses linked to grants or small credits can help bridge the gap to self-employment (business skills, accounting and marketing) and the courses are important for future employment opportunities, as most ex-combatants have no employment record outside the armed forces (Ian Douglas, 2004, p18).

In this context, the future policy would ideally focus on providing specialized vocational training and education about agriculture skills and knowledge as Lira and Gulu are dominantly agricultural regions. On the other hand, the design of most vocational training institutions depends greatly on the demand of donor groups and founders' interests. Also, the program would have to consider that there is no agribusiness, but mostly family farms, operating on an informal level, and small income farms in Lira and Gulu. However, the increasing commercialization of agriculture in the region will likely mean agriculture is a growing employment sector.

QUALIFICATION CERTIFICATE LINKAGE IS NEEDED

The experience of learning and practical skills can be a strong advantage and itself be a positive effect in labor market. However, there is no standard vocational training qualification and certificate program that can be applied across locales, nor are there specific vocations. That is, whether former child soldiers complete vocational training, the employers cannot be aware of its value and the relative value those applicants (Melisa et al., 2014, p4).

Future policy needs to emphasize the importance of the Qualification Certificate system, in which a core vocational skill can coordinate with complementary courses to address the diverse

issues underlying vulnerability, thus improving livelihood prospects. The regional level can offer decentralized short courses from the formal qualification system (DDR, 2004).

Vocational training is not only a matter of professional qualification in Lira and Gulu. In the case of former child soldiers, vocational training courses are a part of the reintegration program and represent their first chance to participate in the community and labor market as an applicant. As, unfortunately, the huge negative stigma of former child soldiers is widespread in Lira and Gulu, a qualification system can be an alternative approach to overcome the social discrimination, as in this case, participation in a vocational training and qualification certificate system established by the Uganda government could serve as a perceived guarantee regarding their productivity after the vocational training program.

TAKE CARE OF REINTEGRATION

Most ex-combatants find their own individual solutions to deal with the challenges of their new situation and to integrate into civilian life. These ex-combatants are usually not in need of long-term support but will make use of discharge payments and reinsertion packages. Reintegration programs are, therefore, targeted at those ex-combatants who have difficulties reintegrating. So, reintegration programs offer targeted support projects in disadvantaged regions or to groups in need of special support (Ian Douglas et al., 2004, p29). Therefore, the vocational program should be connected to local farms, as an employer and neighbors, as well as mental health services for in-depth understanding regarding emotional challenges and mental health.

VOCATIONAL TRAINING CONSIDERATIONS

As we drilled down the set of literature reviews and data research, out of the 75 governmental and private vocational programs in Uganda, we found that only six operate in Lira and Gulu. Only one of the six specializes in the vocational training of vulnerable classes, such as FCS and the disabled. The most troubling finding of vocational training in Lira is that none of it is focused on improving agricultural skills even though the agricultural sector accounts for over 84% of employment in the area.

The lack of government vocational programs focused on agricultural skill development should be addressed to improve the lives and socioeconomics of FCS. That is, the FCS group should be provided agricultural training focused on crop type, land usage, and irrigation management.

A successful agricultural training program as a practical approach in Lira and Gulu needs to consider what governmental and other financial resources could be allocated to currently operating facilities in Lira and Gulu. For instance, Ave Maria Vocational Training & Youth Development Centre, one of the private institutions in Lira, and Children of Peace, Uganda could be potentially connected with our proposal. Those institutions have been providing vocational training programs such as tailoring and cutting garment, bricklaying, painting and decoration, welding and fabrication, carpentry, and bee-keeping. It also has supplementary courses for the most disadvantaged children e.g. out of school children, formerly abducted children, child mothers, unemployed youth, children who have not completed primary level education. However, they are only focused on HIV/ AIDS Education, Psychosocial Support, Moral Education, Crime Prevention Training, Basic Business Skills, Illiteracy Programs, and do not include a program of agricultural skills and farm knowledge (Uganda BTVET-Portal, <http://btvet-uganda.org>).

Practically speaking, to overcome the lower interest of vocational training institutions in Lira and Gulu in providing agricultural training, additional material incentives can be considered by the Ugandan Government; for instance, financial and institutional support could be provided to Ave Maria Vocational Training Development Centre for creating agricultural skill programming.

Before implementation of any new effort, a deeper understanding of the Lira district will be needed, because people in the area still have negative emotions about the former child soldiers, and may not be ready to accept FCS as a member of community even though they would have competent job skills. According to the interview with Jane Ekayu from Children of Peace, Uganda (CPU), in that region, the negative stigma on FCS is so strong that they are currently not welcomed in their community. Even though we tried to focus on an only vocational training program in this section, it is still important to combine vocational training in a broader approach to reintegration, including mental health service not only for FCS but also for community members in Lira and Gulu.

AGRICULTURAL OPPORTUNITIES

SWOT: AGRICULTURAL SECTOR

In this SWOT analysis, we will clarify intrinsic strengths and weaknesses of the former child soldiers and extrinsic opportunities and threats in agricultural markets based on our literature review and the previous survey of 37 former child soldiers. Then by pairing each intrinsic and extrinsic factors, we will devise possible strategies for providing economic opportunities. However, because the previous survey is not enough to represent all former child soldiers' real characteristics, and does not have sufficient questions related to economic situations, we will put more emphasis on opportunities and threats for our analysis.

• Strength

- Willingness to learn new skills

: In the survey, all of 37 respondents showed positive opinion for more job skill training.

- Intention to support other child soldiers

: In the survey, all of 37 respondents showed positive opinion for being part of association/community group for child soldiers or to support child soldiers.

- Relatively young age (23.9 years old) which means they can start over in other jobs.

- Having access to international organization and NGOs support

: 25 out of 37 experienced Rachelle Rehabilitation Center service, and 20 also experienced other rehabilitation programs.

• Weakness

- Low level of education

: According to Christopher Blattman and Jeannie Annan (2010, p.889), abducted male youth in Uganda attain 0.75 fewer years of education, a 10% reduction relative to the average non-abducted youth's 7.6 years of education.

- Poor health condition

: In the survey, 20 out of 37 responded that they are in 'poor' health condition. And only 6 out of 37 respondents answered as being in good condition. Also, 25 out of 37 respondents

claimed that they have chronic pain.

- **Mental health disorder**

: Because of traumatic experience during the period of the bush like being forced to kill others, the former child soldiers are suffering from mental health problems. They can get easily tired or show anxiety disorder under a stressful situation, even though they act the same as other people in repetitive work situations.

- **Stigmatization**

: In the survey, only 20 out of 37 respondents answered that they felt welcomed and respected by the community.

- **Insufficient resources**

: For some former child soldiers, they might not have rudimentary resources to join this potential agricultural market, such as arable land, certificate of land use, etc.

- **Ineligibility of government support**

: Ugandan government does not provide any support which is specific to the former child soldiers and they do not manage an official list of the former child soldiers nor provide official documents of identity even though community members usually identify them. (From interview with Jane Ekayu in Children of Peace Uganda)

• Opportunities

- **Agricultural tools for enhancing productivity with small amount of capital**

: As the literature review indicated, because the rural area in northern Uganda suffers from a lack of proper tools for agricultural work, providing some related tools farmers can utilize with provide opportunity.

- **Processing and local transportation job could be a promising area for FCS**

: Insufficient basic processing equipment such as a rice-milling machines and lack of transportation means that the purchase of a vehicle like a motorcycle could provide opportunities to engage in this area with relatively small capital. Only 5% of Gulu residents have vehicles or motorcycles.

- **Constructing community facilities**

: To strengthen the marketing capacity of the potential producer communities they can build a community warehouse to collect, store, and distribute their produce when it is needed. Or, some communities could choose to build community bakeries, restaurants, and barber shops which can make money and hire former child soldiers.

- **Increasing employment opportunities in private area**

: Increasing foreign investment could increase opportunities in northern Uganda. In those areas, employment of residents also increased recently along with increasing crop production.

- **Joining farmer groups**

: Ugandan government is encouraging farmers to form groups to disseminate technical information related to agriculture, and it is useful to learn better knowledge about production for farmers. Letting the former child soldiers join the farmer's groups could give them advantages in obtaining necessary knowledge. Also, it would increase a sense of community for former child soldiers.

• Threats

- **Denial from employers**

: Employers or some service-giver groups (e.g. farmers group) might deny to hire them because of their intrinsic issues like mental health, physical problems.

- Conflict with community

: Community members might not want to work with the former child soldiers due to stigma.

- Limitation of identifying former child soldiers

: Lack of former child soldiers listing can hinder identification and providing support.

Strength	Weakness
<ul style="list-style-type: none"> · Willingness to learn new skills · Intention to support other child soldiers · Relatively young age · Having access to external supports 	<ul style="list-style-type: none"> · Low level of education · Poor health condition · Mental health disorder · Stigmatization · Insufficient resources · Ineligibility of government supports
Opportunities	Threats
<ul style="list-style-type: none"> · Tools for enhancing productivity · Processing and local transportation · Constructing community facilities · Increasing employment in private area · Joining farmers' groups · Increasing marketed crops 	<ul style="list-style-type: none"> · Denial from employers · Conflict with community · Limitation of identifying FCS

Based on SWOT factors clarified above, we can devise promising strategies for economic opportunities of the former child soldiers. These strategies assume that GLI is able to collect funding for each plan as it is needed.

POSSIBLE STRATEGIES

	Strength
O	SO-1. Providing agricultural tools and equipment to FCS for production, processing, or marketing. SO-2. Offering apprenticeships in local businesses or foreign private companies. SO-3. Encouraging community projects on the condition that they include former child soldiers. SO-4. Helping FCS work together with farmers groups or other FCS.

T	<p>ST-1. Giving employers and service groups incentives to advocate for FCS.</p> <p>ST-2. Sharing the benefits from the external support with the community.</p> <p>ST-3. Networking and supporting the former child soldiers to identify and get support from the external sources.</p> <p>ST-4. Getting an official policy support from the government to identify former child soldiers and give incentives to employers or farmers group</p>
	Weakness
O	<p>WO-1. Providing FCS with necessary knowledge set and job skills for applying possible economic opportunities</p> <p>WO-2. Giving employers greater incentives for hiring the disabled</p> <p>WO-3. Communicating with the community to support FCS when they try to invent community projects like building public restaurants.</p> <p>WO-4. Working with local government and community to help FCS solve land usage problems</p>
T	<p>WT-1. Supporting community level rehabilitation process to increase a sense of community for all the community members</p> <p>WT-2. Giving service to other people in the community along with FCS (e.g. common education like basic business skills)</p>

The possible strategies might not work individually because each strategy is considered only one aspect of intrinsic and extrinsic factors. So we need to combine or readjust these strategies by considering the empirical lessons from the real world examples. Also, these strategies derived from the SWOT analysis imply that providing FCS with economic opportunities requires a broader level of rehabilitation activities like relieving mental health problems or community reunification. But, in this section about agriculture, we focus only on economic opportunity for its own sake.

APPLICATION OF ANGOLA CASE

Apprenticeship or Short-term employment with training

According to the Angola case, apprenticeship projects provided FCS quicker and more applicable skill training, so it worked better for their future income generating activities than other institutional education programs. During these processes, employers received proper incentives, mostly equipment or tools requiring capital, to hire several apprentices. And the government searched for and made connections with artisans or production units with NGOs who could hire FCS in return to material support. Then, SeCoR, the referral service center, matched those employers with FCS who wanted to participate in the apprenticeship.

Considering possible strategies derived from SWOT analysis, a similar scheme can be applied. SO-2, ST-1, ST-4, WO-1, and WO-2 can be merged to make the apprenticeship mechanism for FCS. To decide whether this is an optimal strategy, GLI first should conduct market search to identify who is eligible to participate in this program as employers, and what kind of incentives would be appropriate to be given to them. Radio broadcasting might be one good way to find potential employers because most Ugandan citizens receive information through the radio. Agricultural processing or transportation jobs, local bakeries, and other businesses hiring skilled workers can be promising areas for finding employers. And, possible incentives are usually expected as toolkits with other material supports. If the employer has the intention to hire former child soldiers as wage-earning workers after the apprenticeship, increased incentives can be given to them accordingly. Once appropriate employers are found and the incentive system prepared, GLI would need to match them with FCS. Existing rehabilitation centers might work with GLI on this, (or the GLI can do it individually), establishing a referral service center in Lira district. But the establishment of a referral center by GLI alone is less preferable. Rather, finding partner institution(s) for the referral tasks is considered a better alternative. In addition, GLI would need cooperation with government and existing rehabilitation centers to find FCS who need help and are eager to apply for certain apprenticeships. Before applying for apprenticeships, FCS might have to participate in basic education program to meet the minimum requirement for the job; this can be administered through other partnered rehabilitation centers. Lastly, monitoring and following up those apprentices who participate in the education and apprentice programs should be conducted to keep improving the whole process.

Community development project

Many other strategies, SO-1, SO-3, SO-4, ST-2, ST-3, WO-3, and WT-1, are supporting the community level projects. The consulting team considers the “Young Bakers Project” of Angola case to be a useful model to consider. Warehouse, community rice milling center, cooperative marketing system including transportation means are all examples of possible projects that could be established. The program can provide proper materials and initial capital for the project. For this, GLI has to set guidelines for community projects as a decision-maker on which project should be supported. To derive intended outcomes such as encouraging a sense of community, and providing FCS income sources, the following important factors should be included in the guideline of application and funding decisions:

- Farmers groups or communities that apply for the program must include a certain number of the former child soldiers.
- They have to be able to provide FCS sustainable positions after the end of the project.
- Benefits from this program should be distributed between the community and FCS.

Because of lack of accurate demographic information of FCS in Lira district, more research on FCS in this area should be conducted before setting up details of this program. For example, these questions should be answered: how many FCS live in Lira, do they have membership in their community or related farmers group, etc. Also, even though our team found out general demand for job training in Northern Uganda, we still need to find out the local demand for programs. If GLI uses an umbrella style project, then they can find regional demand more easily by collecting applications from many diverse organizations or communities. Additionally,

because the government is encouraging communities and farmers to install farmer groups, the GLI can cooperate with the local governments to provide incentives for them.

Balance with education program

Given the sustained needs of FCS for related skills and basic business knowledge, education programs should be provided along with economic opportunities for FCS. It is true that many of those could not have any chances to be hired because of their limited education. This can be a major cooperative area with other existing rehabilitation centers. But, for increasing a sense of community, providing education opportunities to non-FCS community members such as internally displaced people along with FCS should be considered. Also, some employers can be allowed to give instructions or basic information on the job in person as well as through educational centers programs before they hire apprentices or employees. WO-1, WT-2 strategies support this program.

AGRICULTURAL CONSIDERATIONS

- In northern Uganda including Gulu and Lira districts, agricultural and related industries such as agro-processing dominate the regional economy regarding employment.
- Farmers are suffering from low productivity of their farming which is at around 30% to the yield of research station standards.
- The demand for farmers and related workers for agricultural tools, processing, and transportation equipment are very high due to low access to borrowing and an overall shortage of capital in Uganda.
- Because of lack of transportation means and poor infrastructure, local traders and processors gather more benefits than farmers. Also, other marketing facilities like warehouses are broadly insufficient. It means that if the related equipment is supplied, farmers can take more shares out of total profits in marketing processes.
- Even though currently only about 20% of crops are traded, the marketed crops seem to increase by commercialization effort the government and growing foreign investments.
- Though the government keeps trying to encourage farmer groups, farmers in northern Uganda are not well organized to help each other.
- High demand for capital goods in rural Uganda can provide a great opportunity to incentivize non-FCS farmers and agribusiness employers to embrace the former child soldiers as employees.
- Angola's approach to providing FCS with economic opportunities in the mid-1990s was successful thanks to community-based strategies, integrated capacities of stakeholders, an effective incentive system, and flexible project characteristics.
- Angola's successful example and rural Ugandan settings, apprenticeship, and the community development project scheme of Angola can be transferable to our projects along with related education system. The structures of these schemes can be maintained even though detailed application might be different.

As our recommended set of programs for economic opportunities, we suggest the apprenticeship in agricultural and related local businesses, and a community development scheme along with general education services. All the existing demands of rural Ugandan farmers for tools, equipment, and marketing resources are considered as incentivizing mechanisms. (It is articulated in 3.3 and 3.5.) Moreover, to overcome the relative weakness of the former child soldiers due to limited education and lack of training, additional material incentives can be considered as we mentioned above. As the most prominent sectors, small agro-processing, local storage, and transportation of popular crops in the Lira district are expected to give some opportunities for the former child soldiers.

To do so, we also recommend providing referral service in Lira district, which would be hopefully co-operated with a partnered organization, so that it could deal with counseling economic opportunities for the FCS, apprenticeship arrangement, and evaluating community project proposals. GLI or the other organization(s) establishing this initiative would have to establish cooperative relationships with other rehabilitation centers and the government to provide tangible help for the former child soldiers. Education, monitoring and follow up systems can be co-operated with related institutes to reduce cost and encourage collaboration. And in some areas, such as encouraging FCS to join the farmers groups, they can develop common incentives with the local government due to government interest in increasing the number of farmers' groups. For the apprenticeship, they will have to keep studying who are eligible as employers and what kind of incentives will work well. Radio broadcasting or in-person interviews with employers would be ways to promote this program because radio is the top information source for rural Ugandan citizens.

However, before real application, a deeper knowledge of the designated area, Lira district is required, because of the lack of detailed demographic information and knowledge about local demand. To set up the details of the program, more data of FCS and this region is needed, and should be gathered through field research. Also, the acceptability of our incentive system for attracting more employers will need to be tested.

Even though we tried to focus on only economic opportunities in this section, it is still important to combine economic opportunities with broader reintegration processes such as mental health, vocational training scheme. That is because the demands of the former child soldiers are far-reaching as well as difficult to solve, considering their unique and torturous backgrounds. So, in addition to this recommendation limited to only economic opportunities, we will further discuss the overall synthesized recommendation in the next section.

RECOMMENDATIONS

After completing our findings and analysis as well as consultations with GLI and Children of Peace Uganda, our team is proposing the following two recommendations:

- Conduct community member focus groups in each of the 13 sub- counties and municipalities in Lira district to identify the true perception of FCS among community members and possible methods to improve reintegration.

- GLI should partner with an organization working in Lira to implement a community farmers group program designed to improve the lives and socioeconomics of FCS through agricultural training and financial support. This program should:
 - Develop a community farmer group open to all local community members both FCS and non-FCS as to not further perpetuate their differences.
 - Community group leaders should receive basic mental health training and be prepared to assist FCS with reintegration.
 - The group should conduct agricultural training focused on crop type, land usage, and irrigation management
 - The group should deliver financial support consisting of grants and loans governed by the community group to assist with the purchase of agricultural supplies, such as fertilizer, pest control, yield processors, and transportation assets

COMMUNITY MEMBER FOCUS GROUPS:

After completing our analysis and findings, our team began developing ideas for additional data requirements as well as program concepts that GLI could pursue in Lira. In our initial discussions, our team considered a large qualitative data collection plan through the employment of focus groups engaging several different populations in Lira such as re-interviewing FCS, community members, and business owners. Fortunately, our team was able to meet with Jamie Van Leeuwen, the Executive Director of GLI and present our preliminary findings and analysis and discuss possible ways ahead. During our discussion, Jamie noted that GLI's current connection with Jane and Children of Peace Uganda had provided GLI with significant access and understanding of FCS. But Jamie also acknowledged the information gap regarding non-FCS Lira community members and their thoughts on reintegration. Our team identified throughout our research that many of the problems that FCS face, such as limited economic opportunity and lack of agricultural technology and skills, are not unique to the FCS community but rather the community at large. After meeting with Jamie, our team agreed to focus proposed data collection strategies on identifying the true perception of FCS among community members and possible methods to improve reintegration.

As identified earlier in the data section of this paper, our team is recommending a focus group method of qualitative data collection since it allows for an open-ended and broad discussion with community members on their perception of FCS. Researchers will conduct one focus group in each sub-district of Lira for a total of 13 focus groups to identify differences and similarities in perceptions throughout the entire district. The focus group participation should be open to all non-FCS community members but limited to about ten participants at a time and should last two to three hours. Maintaining a small group size fosters open discussions and will hopefully encourage community members to address in-depth their perception of FCS and methods they would consider to improve reintegration. GLI, in conjunction with Children of Peach Uganda, should identify a group leader to conduct each of the focus groups. This group leader, while not required to have formalized focus group training should be comfortable with leading and guiding small group discussions. Focus group leaders are often required to phrase the same proposed question in several different ways through a method called probing, which is used to encourage

the whole group to participate in the discussion and achieve a deep open-ended conversation on the topic (Patton, 2002).

Below is a list of general topics and questions to encourage focus group discussion. Again, group leaders may need to re-phrase and probe areas with additional questions to foster all attendees to participate and to elicit the depth of information required.

Opening-

In general, how are relationships between families within the community?

What are your individual goals? What are your community goals?

What assistance would best help you reach your goals?

Perceptions of FCS-

What are your perceptions of FCS and their children? Why?

How have FCS recently (since reuniting with the community) behaved to foster that perception? Examples?

How could you improve acceptance of FCS within your community?

Forming a Community Agriculture Group-

What are the strengths of your community?

Would you be interested in being part of a community group with FCS focused on agricultural training?

Do you anticipate difficulties in participating in a community group with FCS?

What other services would you like the community group to offer?

Closing-

Are there any thoughts or recommendations anyone would like to share?

With the completion of these focus groups, GLI can apply the obtained information to improve reintegration efforts while designing and implementing programs designed to improve the lives and socioeconomics of FCS.

COMMUNITY FARMERS GROUP

While the general objective of the community farmers group will be agricultural training it will also include methods designed to improve the lives and socioeconomics of FCS. Working with FCS is a complex and challenging field, and therefore any program that GLI considers pursuing should also consider several specific objectives to accomplish their end state such as reintegration and building mental health resiliency. Our group utilized a logical framework, appendix 3, to present the various objectives as well as the inputs, activities, outputs, and outcomes to achieve the general objective. After GLI identifies an implementing partner, they

should develop the program and implementation specifics, while utilizing the provided logical framework as a basis for program components.

Recommendations Revisited : Community Farmer Group



Recommendations Revisited : Community Farmer Group

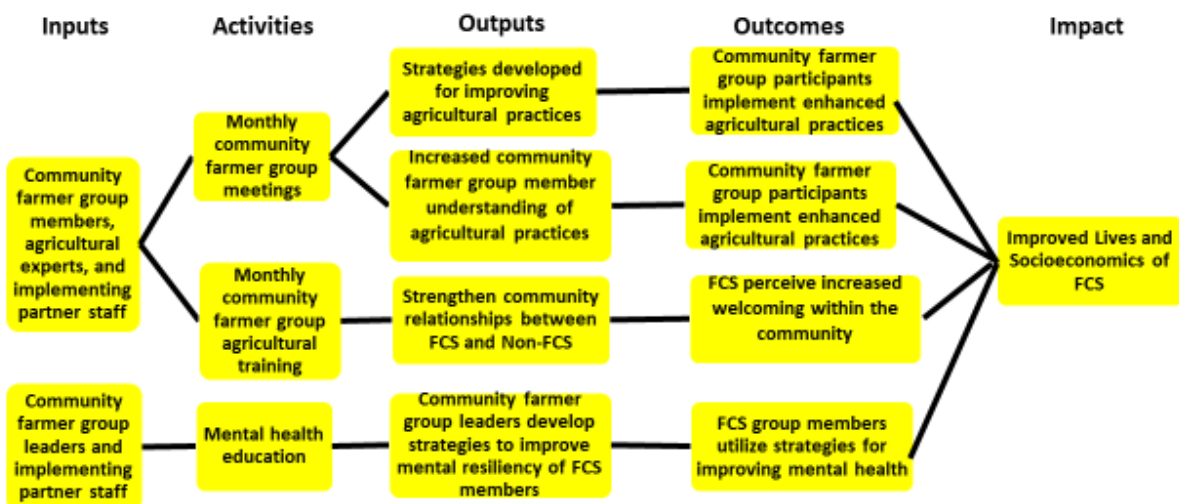


FIGURE 20: COMMUNITY FARMER GROUP LOGICAL FRAMEWORK

Conclusion

There is no shortage of work to be done to improve the lives and socioeconomic conditions of former child soldiers. Our analysis has taken into consideration the opinions and goals of FCS as well as analysis of three sectors including mental health, vocational training, and agricultural opportunities, all of which offer promising opportunities to work alongside FCS. Through the programs and partnerships GLI has already developed while working in Uganda, GLI is keenly situated to partner in the development and implementation of an agricultural training program aimed at improving agricultural practices in Lira, Uganda and addressing the current need for FCS reintegration programs in the area. With additional research and identification of an implementing partner, GLI will be poised to deliver assistance to a truly vulnerable and disadvantaged population.

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APPENDICES

1. January 2016 Former Child Soldier Interview Data
2. BTVET database in Uganda 2016
3. Community Farmer Group Logical Framework

Appendix 1: January 2016 Former Child Soldier Interview Data

1. Gender

Gender	Frequency
Male	26 (70.03%)
Female	11 (29.73%)

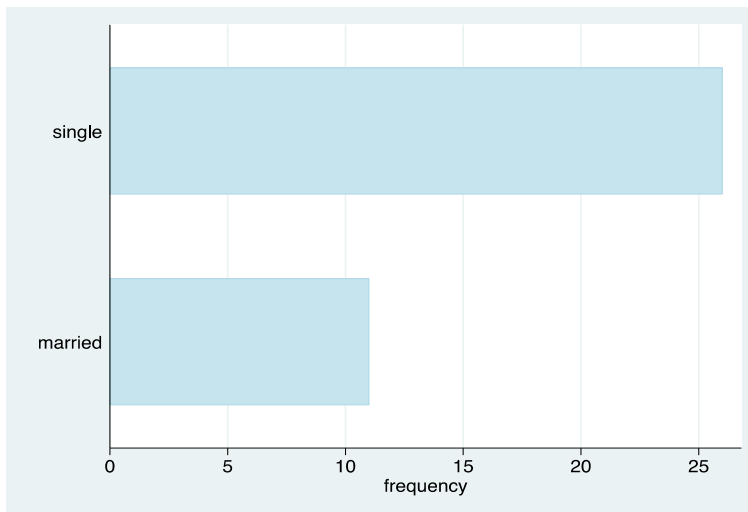
Among the 37 respondents in our sample, 26 are male, 11 are female.

2. Respondent's age

Variable	Obs	Mean	Std.Dev.	Min	Max
Age	37	23.86	4.715	17	34

The oldest respondent in the sample is 34 and the youngest is 17. The average age is 23.9.

3. Marital



Among the 37 respondents, 26 of the respondents are single, and 11 of them are married.

4. Years of Education

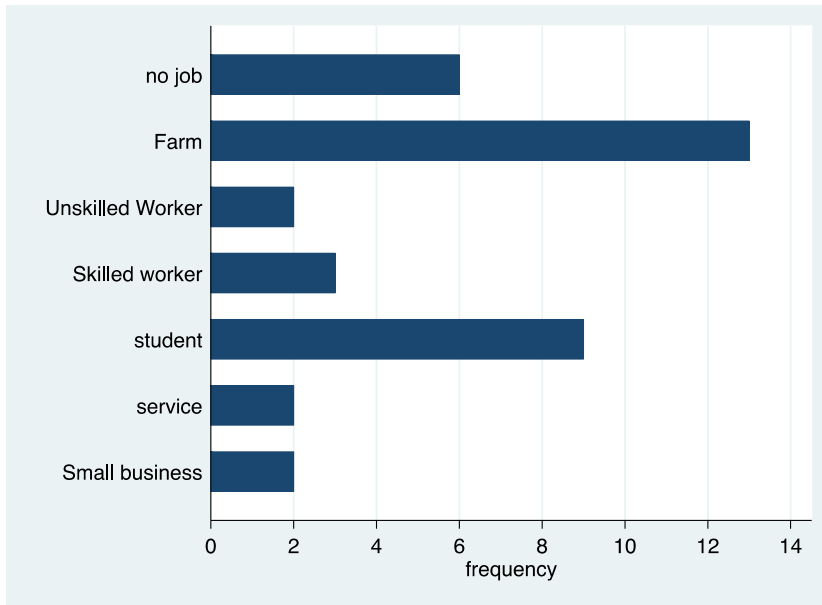
years of education	Freq.	Percent	Cum.
0	1	2.70	2.70
3	1	2.70	5.41
6	6	16.22	21.62
7	6	16.22	37.84
8	2	5.41	43.24
10	3	8.11	51.35
11	16	43.24	94.59
13	1	2.70	97.30
15	1	2.70	100.00
Total	37	100.00	

Variable	Obs	Mean	Std. Dev.	Min	Max
educ	37	8.945946	2.962225	0	15

Here I transform educational level into years of education (ex. Senior 4= 11 years).

So we can see that the average years of education received by the respondent is approximately 9 years. 95% of the respondents do not have a high school degree.

5. Types of Job



The judgment of the respondents' job type comes from the understanding of the whole interview transcript, including the answer for employment status, the description of their life routine, and the notes at the end of the transcripts. So we can most of the respondents are farmers (11), 9 of them are students, two of them are unskilled workers such as brick maker, three of them of skilled workers such as carpenters and tailors. Two of them are working in the service industry, two are running their own business, and six of them indicated that they have no jobs.

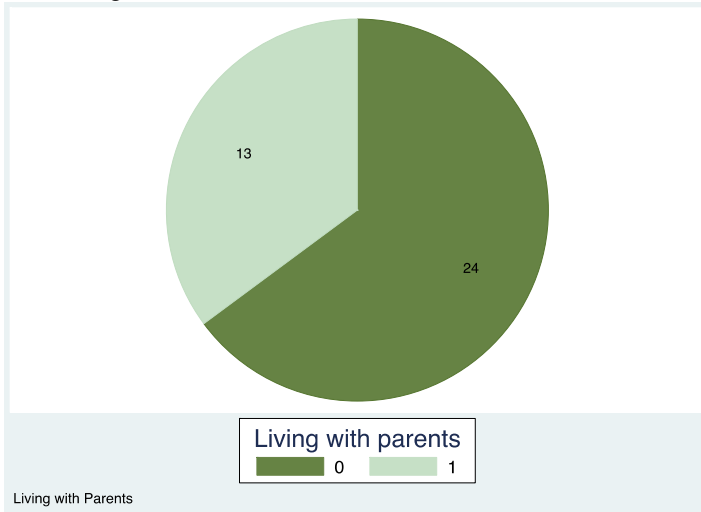
6. Number of household member

number of household member	Freq.	Percent	Cum.
0	1	2.78	2.78
1	5	13.89	16.67
2	5	13.89	30.56
3	3	8.33	38.89
4	7	19.44	58.33
5	4	11.11	69.44
6	5	13.89	83.33
7	2	5.56	88.89
8	2	5.56	94.44
10	1	2.78	97.22
12	1	2.78	100.00
Total	36	100.00	

Number of household member means how many people the respondent is living together with, exclude the respondent his/herself. From the table, the median number of household member is 3.5. Only 2.78% of the

respondents are living by themselves, the other 97.22% are living with families. Quite a number of them are living with large families, more than 60% are living with more than 3 family members.

7. Living with Parents



1= Living with parents

0= not living with parents

So 13 out of the 37 respondents are living with their parents, the other 24 respondents are living with their own family or living with other people.

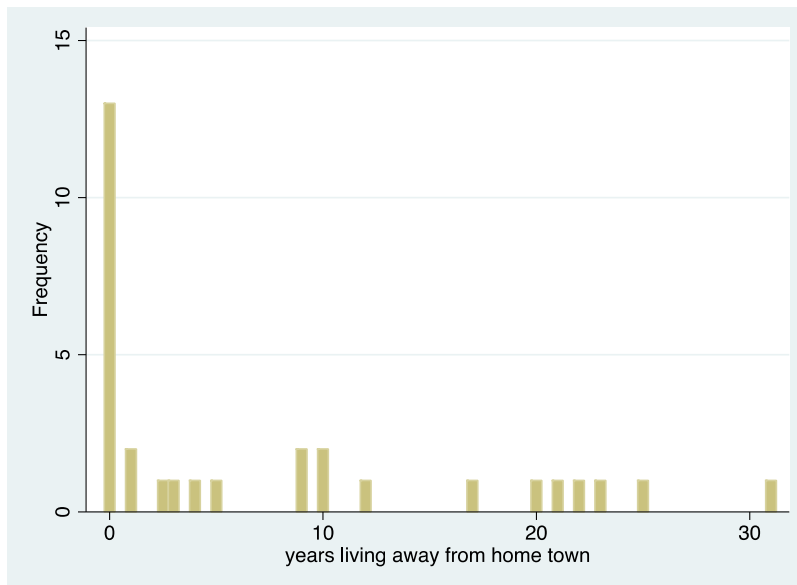
8. Number of kids

Variable	Obs	Mean	Std. Dev.	Min	Max
kids	37	.9459459	1.682359	0	6

number of kids	Freq.	Percent	Cum.
0	25	67.57	67.57
1	3	8.11	75.68
2	3	8.11	83.78
3	2	5.41	89.19
4	1	2.70	91.89
5	2	5.41	97.30
6	1	2.70	100.00
Total	37	100.00	

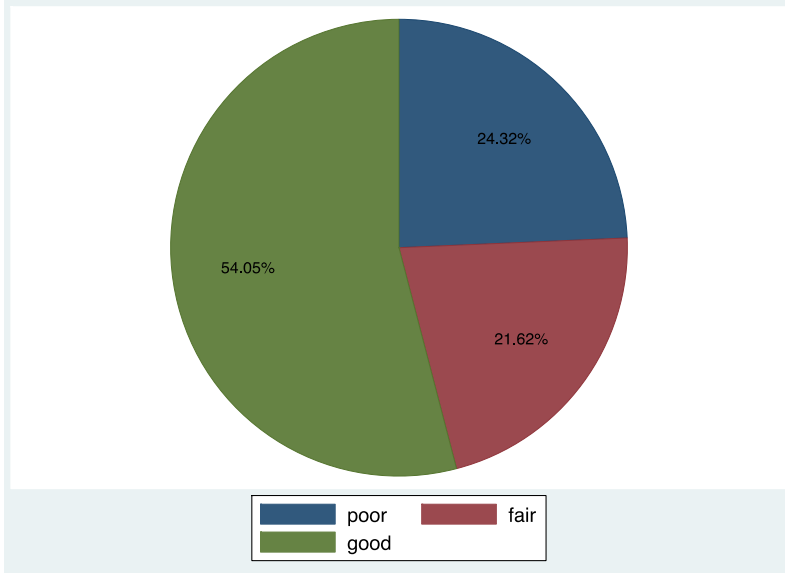
Up to 25 out of 37 of the respondents do not have kids, the average number of kids is 0.95.

9. Years living away from hometown (



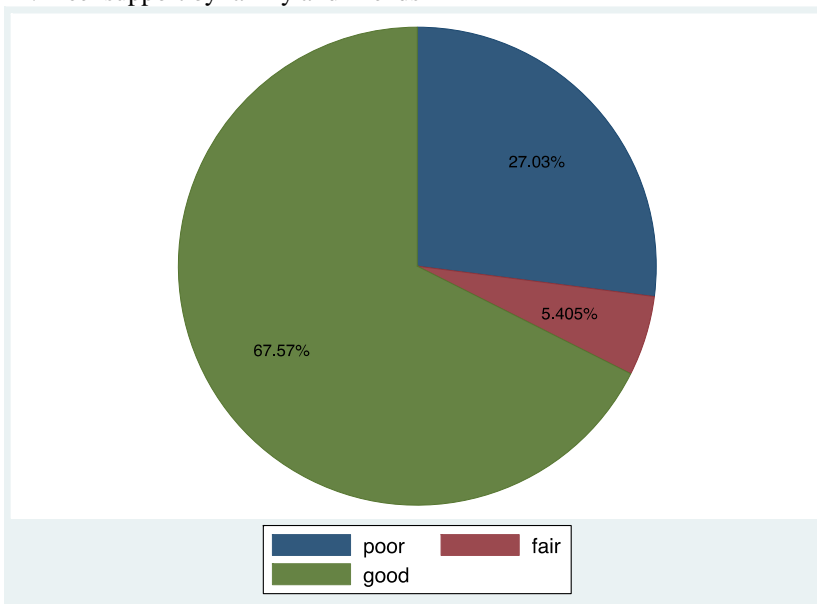
This question seems not very informative because many respondents answered that they are “living in their hometown”. It seems that they are not answering the question correctly.

10. Feel welcomed and respected by community



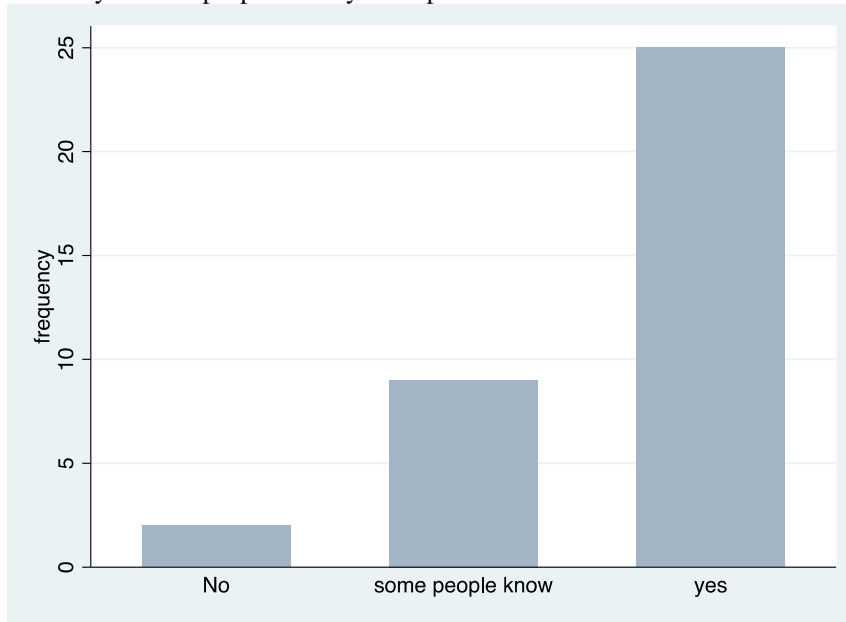
54.05% of the respondents stated that they are welcomed and respected by the community. 24.32% of respondents thought they treated poorly.

11. Feel support by family and friends



67.57% of the respondents stated that they feel support from family and friends. 27.03% of them said they are treated poorly.

12. Do you think people know your experience as a child soldier?



most people know you experience as child soldier	Freq.	Percent	Cum.
No	2	5.56	5.56
some people know	9	25.00	30.56
yes	25	69.44	100.00
Total	36	100.00	

69.44% of the respondents said that people know they used to be child soldier.

25% of them said only some people know about their experience as child soldier.

Only 5.56% of respondents said people do not know their experience.

13. Social Networking Index

Question	Yes	No
Do you have someone to have a good time or do something enjoyable with?	33 (94.29%)	2 (5.71%)
Do you have someone to confide in/ talk to?	32 (88.89%)	4 (11.11%)

Do you have someone to take you to hospital if you are sick?	31 (83.78%)	6 (16.22%)
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94.29% of the respondents have someone to have a good time or do something enjoyable with.

88.89% of the respondents have someone to confide in/ talk to.

83.78% of the respondents have someone to take you to hospital if you are sick.

So in our sample, most of the previous child soldiers interviewed have at least some close family members or friends to talk to or show their affection.

if==1 like more job training	Freq.	Percent	Cum.
1	37	100.00	100.00
Total	37	100.00	

14. Would you like more job skill training?

All of the respondents said they would like more job training.

15. What type of job training do you need?

1	business
2	mechanical; metal fabrication
3	driving/mechanic
4	carpenter/engineer
5	engineer
6	doctor
7	engineer
8	house building
9	mechanic/house building/ material fabrication
10	sewing clothes/raring chicken
11	sewing clothes/bakery/goat raring
12	mechanic/motor cycles
13	agriculture
14	agriculture/ business
15	agriculture
16	construction
17	mechanic
18	agriculture
19	tailoring
20	tailoring
21	MVT
22	business/hair/dressing

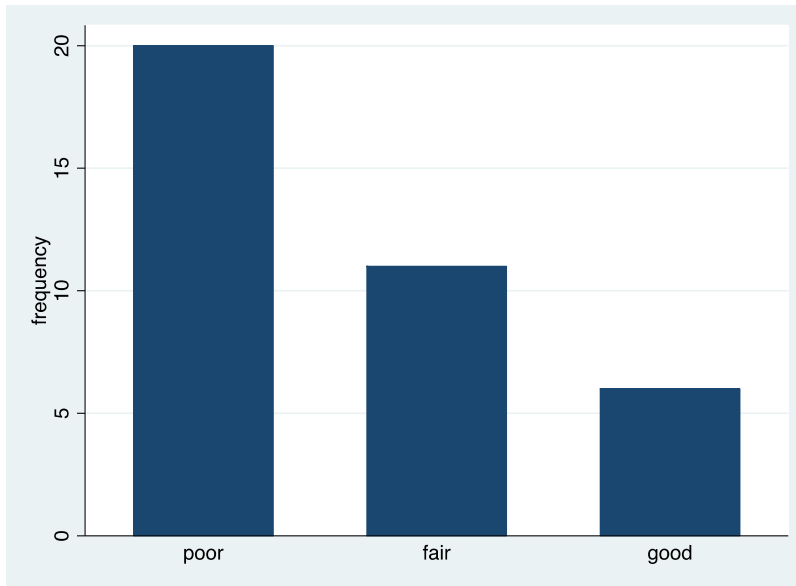
23	leadership
24	tailoring
25	(no answer)
26	bee keeping
27	computer
28	business
29	tailoring
30	accounting/computer
31	career counselling
32	teaching
33	engineer
34	Mechanical: Motor vehicle Training
35	Electrical engineering
36	agriculture skill
37	mechanic/fishery/computer skill

16. Is there someone who give you food and money if you need?

there is someone give u food/money	Freq.	Percent	Cum.
No	13	48.15	48.15
Sometimes	12	44.44	92.59
Yes	2	7.41	100.00
Total	27	100.00	

Only 7.41% of the respondents said there will be someone who give them food and money if they need. 48.15% of them find nobody could actually offer such help.

17. Health Condition



Health Condition	Freq.	Percent	Cum.
poor	20	54.05	54.05
fair	11	29.73	83.78
good	6	16.22	100.00
Total	37	100.00	

54.05% of the respondents are in poor health condition. 29.73% are in fair health condition. Only 16.22% of the respondents claimed themselves as in good health condition.

18. Health Concern

Health Concern	Yes	No
Chronic Pain	25 (69.44%)	11 (30.56%)
Allergy	2 (5.56%)	34 (94.44%)
Old wounds and injury	10 (27.27%)	26 (78.22%)

69.44% of the respondents claimed that they have chronic pain.

27.27% of them suffered from old wounds and injuries.

19. Rachelle Rehabilitation Center Experience

Are you currently participating or have you previously participated in rehabilitation at the Rachelle Rehabilitation Center?	
Yes (25)	No (10)
1) If yes: Are/were you a resident at the Center? 2) If yes: How many months have you participated in programs at the Center?	If no: How many hours a week on average do/did you participate in the Center's programs?
Yes (25)	No (0)
	Sum: Min= 3 (hour) Max=40 (hour) Mean=17.33 (hour)
Sum Min=1(month) Max=48 (month) Mean=19.98 (month)	

Among the 35 respondents who answered the question, 25 are currently participating or have you previously participated in rehabilitation at the Rachelle Rehabilitation Center. All of the 25 people are residents at the center. They have been staying in the center for an average of 19.98 months.

As for the 10 respondents who did not participate the RRC, they on average spent 17.33 hours per week participating the center's programs.

20. Did you receive skills training at Rachelle?

No	15 (15 people did not receive skill training)
Yes	11 (11 people received skill training)
If yes: what skill training received at RRC?	bee keeping/bakery animal raring business skill knitting/making mats/breading making carpenter management tailoring planting trees bee keeping tailoring bee keeping/fishing
Non Applicable	10

21. Do you feel the Center helped prepare you for your current life?

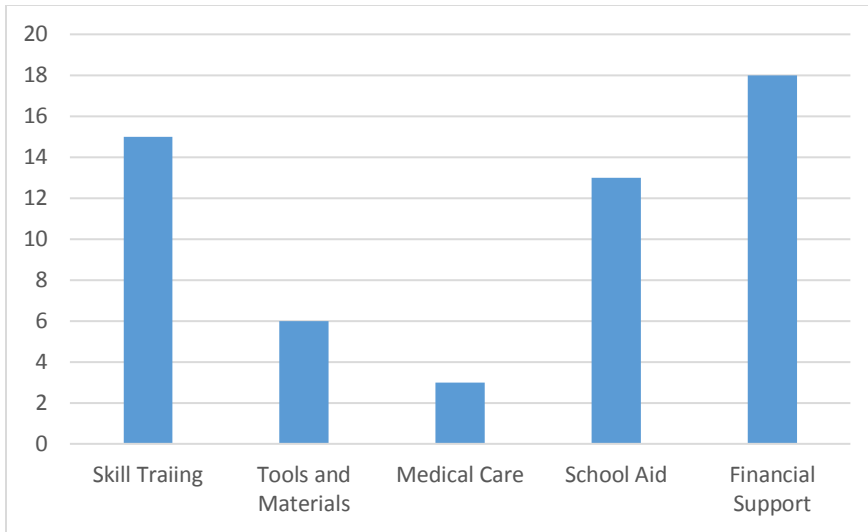
if==1 feel RRC help prepare life	Freq.	Percent	Cum.
1	25	100.00	100.00
Total	25	100.00	

All the respondents agreed that the RRC help them prepare for their current life.

22. Other rehabilitation Programs Experience

Have you participated in any other rehabilitation programs or programs designed for former soldiers? (yes=1 no=0)			
No	13		
Yes	20	World Vision	9
		Children of Peace	7
		Adina Foundation	2
		Gusco	1
		Ethiopia Program	1
		Total	20

23. What kind of support do you need to make these hopes a reality?
(summarized from the answers provided by respondents)

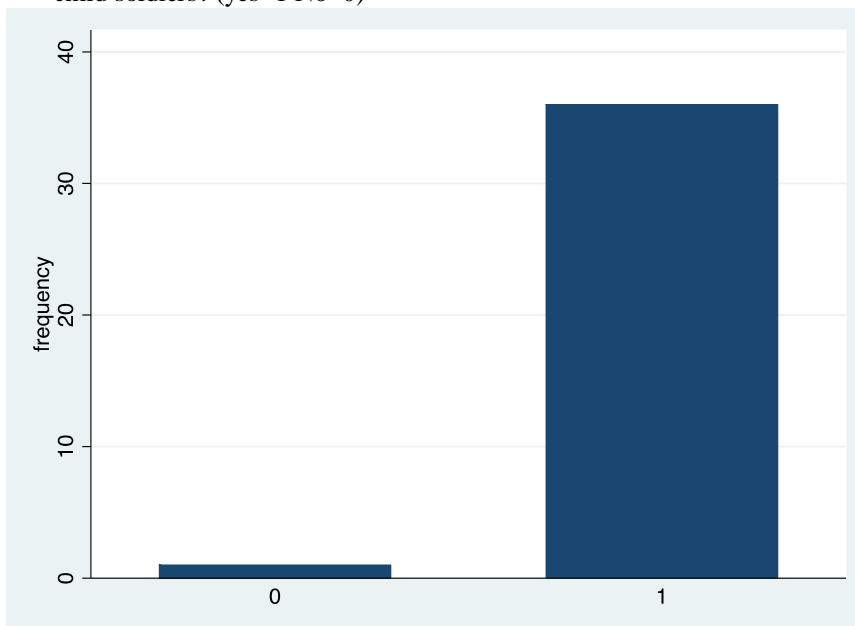


The one being mentioned most was financial support. 18 people claimed that they need financial support.

The second one is job training. 15 people indicated that they need job training to make their hopes a reality.

The third is school aid. Some respondents need school aid for themselves, the others asked for school aids for their family members, such as brothers and kids.

24. Would you be interested in being part of an association / community group for child soldiers or to support child soldiers? (yes=1 No=0)



Almost all of the respondents were willing to be part of the association / community group for child soldiers or to support

Appendix 2: BTVET database in Uganda in 2016

title	Public 1 / Private 2	district	trainingarea	description
Aardvark Vocational Academy	2	Kampala	business, administration and finance, information and communication technology, instructor and instructional materials development	AVA delivers training to teaching and workplace specialists involved in BTVET in Uganda. AVA's experience covers a broad range of subjects and topics especiall...
African College of Commerce - ACC Kabale	2	Kabale	arts, media and publishing, business, administration and finance, electrical installation, electrical repair and electronics, information and communication tech	ACC Kabale trains students in Business, Management, Entrepreneurship, and Information Communication Technology ICT. ACC Kabale is affiliated to Makerere Unive...
AICM - Vocational Training College	2	Kabale	agriculture, horticulture and animal care, automotive, building, construction and the built environment, engineering and manufacturing technologies, information	
Algebright Institute of Electronic Technology & Management	2	Soroti	information and communication technology	The Institute is located in eastern Uganda, and has two information and communication technology centers. One is located in Soroti municipality and the second i...
Amugo Agrotechnical Institute	2	Lira		This Institute is offering craft courses as follows: BCP, CJ, TCG, MVT & AGRIC (Departments). It is the only Government Aided Technical Institute in Lira Distr...
Arapai Agricultural College	2	Soroti	agriculture, horticulture and animal care, information and communication technology	A college training farmers in Crop Husbandry and Animal Husbandry Practices and Management. Creators of job creators and ready practitioners. Sits on 675 acres ...
Ave Maria Voc. Training & Youth Development Centre	2	Lira	agriculture, horticulture and animal care, building, construction and the built environment, information and communication technology, tailoring, clothing, foot...	Ave maria was established in 1984 by the initiative of Mr. Quilinous Otim, who was supported by the then Bishop of Lira Diocese the late Rt Rev. Caesar Asili. T...
Bbira Vocational Training School	2	Wakiso	agriculture, horticulture and animal care, engineering and manufacturing technologies, information and communication technology	Bbira VTS is a private vocational institute aimed at providing vocational skills for self reliance. To equip young people with practical skills and enable them acquire certificates for both UNEB and D.I.T that would help them to upgrade and become self reliant. To implement PDR activities in the field
Beauty Tips School of Beauty Culture and Physiatrics	2	Kampala	health, community services and care, hairdressing, cosmetology and personal care	Beauty Tips delivers training to young men and women by providing them with skills to become entrepreneurs and independent citizens. Beauty tips experience cov...
Bungokho Rural Development Centre	2	Mbale	agriculture, horticulture and animal care, building, construction and the built environment, health, community services and care, tailoring, clothing, footwear	Located on Mbale Tororo road three miles from Mbale town opposite the army barracks.
Bushenyi Vocational Institute	2	Bushenyi	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, clothing, footwear and text	The institute offers vocational training to youth and old people in practical and theory in order to create jobs and reduce poverty in Uganda.
Butabika School of Psychiatric Nursing	1	Kampala	health, community services and care	It is an equipped self reliant and leading tertiary institution for Mental Nursing, Research and Learning. Its mission is to produce competent mental health pro...
Chemequip Medical Laboratory Training School	2	Bushenyi	health, community services and care	Chemequip Medical Laboratory Training School is in Bushenyi district, about 400 km from Kampala. The school is fully registered and licenced by Ministry of Educ...
Church of Uganda Vocational Training School, Soroti	2	Soroti		Profile: 1. Vocational Training Institute (VTI) Soroti was founded by Church of Uganda Soroti Diocese in the year 1989. 2. The Education Department in Bis...
COWA Vocational Training Centre	2	Wakiso	preparation for life and work	A centre that provides high quality, cost effective and relevant vocational training to the youth to enable them to create/find employment. To implement PDR activities in the field of education through training vocational skills to the disadvantaged and vulnerable children
Cowa-Centenary Vocational Training School Nsambya	2	Kampala	preparation for life and work	Cowa-Centenary Vocational Training School is one of the programmes of Companioship of Works Association (COWA) that was started to answer to the needs of girls orphaned due to HIV/AIDS. Today however, the school targets other orphans and girls from very poor socio-economic
Daniel Comboni Vocational Institute Gulu	2	Gulu	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, engineering and manufacturing technol	Daniel Comboni Vocational Institute trains young people in various trades to enable them gain skills for self reliance. The institute has qualified teaching and...
Diamond ICT	2			
DIT Modules and Assessments	2			DO NOT PUBLISH THIS IS ONLY TO PROVIDE A MODULES FOLDER FOR THE atp MATERIALS

title	Public 1 / Private 2	district	trainingarea	description
Dokolo Technical School	1	Dokolo	agriculture, horticulture and animal care, automotive, building, construction and the built environment, language, literature and culture, tailoring, clothing	Dokolo Technical School is one of the leading Technical Schools in Uganda. It is located 1 km along Kaberamaido road in Dokolo town. It offers three year course...
Don Bosco Vocational Training Centre, Bombo	2	Luwero	building, construction and the built environment, electrical installation, electrical repair and electronics, hospitality and tourism, instructor and instructor	Salesians of Don Bosco, a catholic religious congregation, founded the center in 1988. To offer technical education to poor and disadvantaged young people. Our trainees sit for certificate courses offered by Directorate of industrial training at the end of second year at Lugogo, Kampala
Foundation for Development of Needy Communities	2	Mbale	agriculture, horticulture and animal care, arts, media and publishing, building, construction and the built environment, information and communication technol...	Founded by one graduate from a local village called Natondome, Bungokho sub-county, Bungokho county in Mbale district in the year 2004.
Jimmy Sekasi Institute of Catering	2	Kampala		The Institute was established in 1989 to train students in Catering, Hotel Management, Tourism, ICT and other related short courses. Outside catering services a...
Junior Express Adjumani	2	Adjumani		This is a Private Training Institution offering the following courses: Tailoring/Garment cutting, Carpentry/Joinery, Brick laying and concrete practice and cater...
Kabale Institute of Technology and Applied Sciences (KITAS)	2	Kabale	agriculture, horticulture and animal care, automotive, business, administration and finance, building, construction and the built environment, electrical instal	KITAS is a technical institute located in a conducive learning and teaching environment. It is a 10 minute drive along Kabale-Katuna road away from the town an...
Kaberamaido Technical Institute	1	Kaberamaido	agriculture, horticulture and animal care, building, construction and the built environment, electrical installation, electrical repair and electronics, tailori	Kaberamaido Technical Institute is a Boarding mixed Government Institution offering both short practical skills modular technical courses leading to the awards...
Kabira Technical Institute	1	Bushenyi	agriculture, horticulture and animal care, automotive, building, construction and the built environment, engineering and manufacturing technologies	Kabira Technical Institute is located near Kabira Trading Centre in Kabira Sub County Ruhinda County, Bushenyi District in Uganda. It is 30 kilometers away from...
Kaddu Allygee	2			
Kampala Polytechnic Mengo	2	Kampala	business, administration and finance, building, construction and the built environment, electrical installation, electrical repair and electronics, engineering	A tertiary institution offering academic programmes leading to highly competitive engineering and business national and international qualifications across all ...
Kapchorwa Technical Institute	1	Kapchorwa	building, construction and the built environment, electrical installation, electrical repair and electronics	Kapchorwa Technical Institute is government founded. It has highly qualified teachers in seven courses: BCP,CJ,MV, EI,PD, TC,PL. The institute has modern facili...
Karoli Lwanga School of Nursing & Midwifery	2	Rukungiri	health, community services and care	Our trainees sit for certificate courses offered by Directorate of industrial training, at the end of second year at Lugogo, Kampala. Apart from that they also get the school certificate. Those eligible for taking Uganda certificate junior crafts examinations are assisted to prepare for examinations
Kitara Institute of Commerce, Media and Vocational Studies	2	Hoima	arts, media and publishing, business, administration and finance, health, community services and care, information and communication technology, retail and comm	This institute was established in the year 1999. It is a private owned institute and examinations are done under UNEB center number UB018. Our graduates must ha...
Kiteredde Vocational Institute	2	Rakai	building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, clothing, footwear and textiles	Transforming the poor and deprived through the vocational and social training exposures to enable them to meet the present and future challenges of life in thei...Big number of orphans and widows. School dropouts due to lack of support
Kitgum Technical Institute	1	Kitgum	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, information and communication technol	Kitgum Technical institute is a Christian founded, Government aided institute. Located in the Northern part of an Ugandan Town, just two kilometers outside town...
Koboko Technical School	2	Koboko	business, administration and finance, building, construction and the built environment, engineering and manufacturing technologies, information and communicati	Koboko Technical school is a private technical institution which started in 1990. It is located two kilometers north of Koboko town Moyo road in Koboko Distric...
Kyamulibwa Vocational Training Centre (K.V.T.C)	2	Masaka	agriculture, horticulture and animal care, building, construction and the built environment, instructor and instructional materials development, tailoring, cni	Kyamulibwa vocational training center is a private institution under Masaka Diocese, aimed at imparting quality skills into young boys and girls. It admits stu...
Lake Bunyoni Christian Community Vocational Secondary School	2	Kabale	agriculture, horticulture and animal care, building, construction and the built environment, hospitality and tourism, language, literature and culture, tailori	Established in 2006, the institution offers hands on training in hospitality training, computer application, construction, and secondary education. Located on ...
Lira Medical Laboratory Training School	2	Lira	health, community services and care, information and communication technology	Trains medical laboratory assistants for 2 years to offer improved laboratory services in hospitals and health centers. The school is registered by ministry of ...
Lodonga Polytechnic School	2	Yumbe	automotive, building, construction and the built environment, information and communication technology, tailoring, clothing, footwear and textiles	This school is a private institute and attracts students from primary seven graduates and senior dropouts.

title	Public 1 / Private 2	district	trainingarea	description
Lumino Community Polytechnic	2	Busia	agriculture, horticulture and animal care, building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, clothing, footwear and text...	Its government aided technical and business institute located in busia district 20kms along majanji road from busia town. this institution offers both formal an...
Minakulu Technical Institute	1	Oyam	agriculture, horticulture and animal care, building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, clothing, footwear and text...	The institute has large land for further development.
Modern Vocational Training Centre	2	Oyam	automotive, building, construction and the built environment, tailoring, clothing, footwear and textiles	Modern Vocational Training Center (MVTC) provides vocational and technical skills training to out-of-school-youths and orphans. Modern Vocational Training Center was founded in 1998 by a volunteer group of youths who had acquired technical skills, teaching skills, apprenticeship and
Moyo Technical Institute	1	Moyo	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, information and communication technolo	Located in Moyo Town/Moyo District , geographically located in Northwestern Uganda. We provide technical training for middle work force in industry, commerce a...
Mulagi Vocational Training Institute	2	Butaleja	business, administration and finance, information and communication technology, tailoring, clothing, footwear and textiles	Mulagi Vocational Training Institute is a private catholic founded institution owned and run by the Eucharistic Handmaids Sisters together with a competent team...
Nakawa Vocational training Institute	1	Kampala	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, engineering and manufacturing technolo	Nakawa Vocational training institute is a government owned institution in the Business Technical Vocational Education & Training(BTVET) department under the Min...
Nile Institute of Management	2	Arua	automotive, business, administration and finance, information and communication technology, language, literature and culture, tailoring, clothing, footwear and	NIMSA is a private institute which offers comprehensive courses aimed at developing innovative professionals. These courses lead to award of NIMSA and UNEB Cert...
Nile Vocational Institute (NVI)	2	Mukono	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, hospitality and tourism, instructor an	NVI is a private vocational/technical training institute. The main objective of the institute is to provide vocational skills to orphans and vulnerable youths o...
Nile Vocational Institute, Masaka	2	Masaka	building, construction and the built environment, electrical installation, electrical repair and electronics, instructor and instructional materials development	Nile Vocational Institute-John Wilson was established in 1996 by the African Evangelistic Enterprise. The centre was established as a response to the growing pl...
Nyabyeya Forestry College	1	Masindi	agriculture, horticulture and animal care, business, administration and finance, engineering and manufacturing technologies, forestry and fishing, instructor an	Nyabyeya Forestry College (NFC) is located on the fringes of the vast Budongo Forest, 32 km from Masindi Town on Masindi- Butiaba Road. The goal of Nyabyeya Fo...
Olio Community Polytechnic	1	Soroti	agriculture, horticulture and animal care, automotive, business, administration and finance, building, construction and the built environment, electrical instal	The institution offers many courses to the tune of 8 in different departments. The motto is "Skill is Wealth" ."Training for Production".
Pallisa Skills Trust	2	Pallisa*	business, administration and finance, building, construction and the built environment, engineering and manufacturing technologies, tailoring, clothing, footwar	Pallisa skills trust is located in Pallisa district, along Gogonyo road, behind country inn which is 1 km away from the town. It trains the courses like Brickl...
Pioneer Technical Institute, Iganga	2	Iganga	automotive, business, administration and finance, building, construction and the built environment, electrical installation, electrical repair and electronics	Pioneer Technical Institute is private, registered by the Ministry of Education and Sports, supported by the German cooperation and jica, providing short and lo...
Rakai Community School of Nursing	1	Rakai	health, community services and care	Aims: Training females and males above 18 years of age for the Enrolled Comprehensive Nursing program. We focus on individuals who have a certificate in Ordinar...
Sir Albert Cook Memorial Institute	2	Tororo	health, community services and care	Sir Albert Cook Memorial Institute located in Tororo was established in 2002. It offers quality courses in health management, community services and care that e...
Spear Motors Apprenticeship Training Centre	2	Kampala	automotive, information and communication technology	The year 1991 marked the upcoming of Spear Motors Apprenticeship Training Centre, barely two years after the parent company Spear Motors Limited celebrated its ...
St Joseph's T.I. Fort Portal	2	Kabarole	agriculture, horticulture and animal care, automotive, building, construction and the built environment, electrical installation, electrical repair and electrn	The only excellng institute in western Uganda in practical training. It is organizing a graduation ceremony for everyone who completed 2004-2008.
St Joseph's VTC	2	Kamuli	agriculture, horticulture and animal care, automotive, business, administration and finance, building, construction and the built environment, electrical instal	St. Joseph Vocational Training center is situated at Rubaga Kamuli near Rubaga Catholic Mission, 1.5 km Namwendwa Road Via Rubaga hospital in Kamuli District. ...
St. Charles Lwanga Technical Institute Butende	2	Sembabule	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, clothing, footwear and text...	The Institute is located in the Southern part of Uganda, along Masaka Kampala highway 15km from Masaka town. It started in 1982 with three courses.
St. Daniel Comboni Polytechnic-Moroto	2	Moroto		St. Daniel Comboni Polytechnic is situated one kilometre outside Moroto town, on the Kangole-Moroto Road.

title	Public 1 / Private 2	district	trainingarea	description
St. Joseph Technical Institute Butiru	2	Manafwa	building, construction and the built environment, tailoring, clothing, footwear and textiles	St. Joseph's Technical is a private institution which offers practical marketable skills for self reliance. It admits both normal and disabled students.
St. Joseph Technical School, Gulu	2	Gulu	automotive, building, construction and the built environment, tailoring, clothing, footwear and textiles	We are a church founded school established in 1995, owned by the Archdiocese of Gulu. A mixed day school with sufficient training facilities, well qualified and...
St. Joseph's MAYO VTI	2	Rakai	agriculture, horticulture and animal care, building, construction and the built environment, information and communication technology, tailoring, clothing, footwear	St. Joseph's MAYO Vocational Training Institute offers skills to people of age 13 to 35 years, inclusive, for life employment. They acquire knowledge and skills...
St. Joseph's Technical Institute	2	Wakiso	engineering and manufacturing technologies, information and communication technology	St Joseph's Technical Institute, Kisubi is located on Kampala-Entebbe road on the way to the Entebbe International Airport, about 15 miles (21 km) from Kampal...
St. Kizito Technical School	1	Masaka	automotive, building, construction and the built environment, tailoring, clothing, footwear and textiles	Offers courses at both junior (after P. 7) and craft (after S.4/S.6) levels to both males and females of all denominations. Duration of courses is 3 years and 2...
The Hotel and Tourism Training Institute - JINJA	1	Jinja	hospitality and tourism	It is with great pleasure that you are in the Hotel and tourism Training institute on the World Wide Web. Since its inception, The Hotel and Tourism Training...
Tiner International School of Beauty Hairdressing Art & Fashion Designing	2	Kampala		To train and equip people with quality skills to enable them sustain themselves and to improve the beauty, hairdressing and fashion industry.
Tororo Technical Institute	1	Tororo	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, tailoring, clothing, footwear and text	Tororo Technical Institute is a government-aided boarding institution for boys and girls located in Tororo District, Mella Sub county, 12 km from Tororo Distric...
UCC Pakwach	1	Nebbi	business, administration and finance, information and communication technology, preparation for life and work	Uganda College of Commerce (UCC) Pakwach provides training to senior 6 and senior 4 leavers. The college also trains public servants, adults, young males and fe...1984 Government founded, the college is well established and renowned for high standards of education. The college
Uganda College of Commerce - Kabale	1	Kabale	business, administration and finance, hospitality and tourism, information and communication technology, retail and commercial enterprise, preparation for life	UCC Kabale is a tertiary institution that provides world class training in business and entrepreneurship to senior 4 and senior 6 leavers, working class and bus...
Uganda Cooperative College - Kigumba	1	Masindi	business, administration and finance	The College offers diplomas and certificates in co-operatives & business administration, sacco & microfinance, project & entrepreneurship development. The diplo...
Uganda Martyrs Polytechnic Institute	1	Rukungiri	building, construction and the built environment, tailoring, clothing, footwear and textiles	To train the youth in becoming job makers, not job seekers.
Uganda Technical College - Lira	1	Lira	automotive, building, construction and the built environment, electrical installation, electrical repair and electronics, engineering and manufacturing technology	Uganda Technical College-Lira is a tertiary institution of learning which offers both Certificate and Diploma Courses in Engineering. It is under the Ministry o...
YMCA College of Business Studies, Jinja	2	Jinja	business, administration and finance, hospitality and tourism, information and communication technology, instructor and instructional materials development, (a)	The College is located in Jinja, 80 Kilometres East of Kampala. It offers training in Business Studies, Hospitality and Tourism, Tailoring/Garment, Information ...
Yole Polytechnic	2		engineering and manufacturing technologies, health, community services and care, hospitality and tourism, information and	Yole polytechnic institute is a private institution which has UNEB centres for all three departments, O-levels, Technical and Business. Under technical course mo...

Appendix 3: Community Farmer Group Logical Framework

Inputs	Activities	Outputs	Outcomes	Performance Indicator of Outcome
<p>Summary Problem Statement: Former Child Soldiers have struggled to reintegrate into their community in Lira Uganda</p> <p>General Objective: To improve the lives and socioeconomics of FCS through agricultural training and financial support by 2020.</p>				
<p>Specific Objective 1: To develop a community farmer group open to all local community members both FCS and non-FCS by 2018.</p> <p>General Outcome 1: FCS and community members work together to improve the lives and socioeconomics of all community members through enhanced knowledge and implementation of agricultural practices.</p>				
1.1 Community farmer group members, agricultural experts, and implementing partner staff	1.1 Monthly community farmer group meetings	1.1 Strategies developed for improving agricultural practices	1.1 Community farmer group participants implement enhanced agricultural practices	1.1 Percent of community farmer group members utilizing enhanced agricultural practices
<p>Specific Objective 2: To improve reintegration of FCS with their local community by 2018.</p> <p>General Outcome 2: FCS perceived acceptance, and actual acceptance, by their local community is improved.</p>				
2.1 Community farmer group leaders and implementing partner staff	2.1 Mental health education	2.1 Community farmer group leaders develop strategies to improve mental resiliency of FCS members	2.1 FCS group members utilize strategies for improving mental health	2.1 Percent of FCS group members utilizing mental health resiliency strategies
2.1 Community farmer group members, agricultural experts, and implementing partner staff	2.1 Monthly community farmer group meetings	2.1 Strengthen community relationships between FCS and Non-FCS	2.1 FCS perceive increased welcoming within the community	2.1 Percent change of perceived, and actual, acceptance of FCS within the community
<p>Specific Objective 3: To improve agriculture yields through agricultural training focused on crop type, land usage, and irrigation management by 2020.</p> <p>General Outcome 3: Improved agricultural practices improve crop quantity and quality providing increased economic opportunities.</p>				
3.1 Community farmer group members, agricultural	3.1 Monthly community farmer	3.1 Increased community farmer group member	3.1 Community farmer group participants	3.1 Percent of community farmer group members utilizing enhanced agricultural practices

experts, and implementing partner staff	group agricultural training	understanding of agricultural practices	implement enhanced agricultural practices	
Specific Objective 4: To provide financial support through loans and grants to qualifying community farmer group members to purchase agricultural supplies, such as fertilizer, pest control, yield processors, and transportation assets by 2020.				
General Outcome 4: Yield quantity and quality improve as well as access to crop processing and markets for product sale.				
4.1 Community farmer group members, agricultural experts, and implementing partner staff	4.1 Monthly community farmer group meetings	4.1 Method for awarding grants and loans for agricultural supplies and equipment established	4.1 Community farmer group members have access to capital for agricultural supplies and equipment	4.1 Percent of farmer group members who utilized grants and loans