SOCIO-ECONOMIC OUTCOMES FOR THE BENEFICIARIES OF THE EXPANDED CHILD SURVIVAL INITIATIVE IN UGANDA

by

AJOK FLORENCE ODONGPINY
DECLARATION

I declare that the dissertation entitled SOCIO-ECONOMIC OUTCOMES FOR THE BENEFICIARIES OF THE EXPANDED CHILD SURVIVAL INITIATIVE IN UGANDA is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

(SIGNATURE)       (DATE)

(AJOK FLORENCE ODONGPINY)
SOCIO-ECONOMIC OUTCOMES FOR THE BENEFICIARIES OF THE EXPANDED CHILD SURVIVAL INITIATIVE IN UGANDA

STUDENT NUMBER: 34398740
STUDENT NAME: AJOK FLORENCE ODONGPINY
DEGREE: MASTER OF PUBLIC HEALTH
DEPARTMENT: HEALTH STUDIES, UNIVERSITY OF SOUTH AFRICA
SUPERVISOR: DR GH VAN RENSBURG
JOINT SUPERVISOR: DR S KNIGHT

ABSTRACT

A quantitative study was conducted to determine the socio-economic outcomes for the beneficiaries of the Expanded Child Survival Initiative in Uganda. The population comprised of all orphans and vulnerable children who were trained under the Expanded Child Survival Initiative of which a sample of 102 respondents were included in the structured data collection process. The outcomes that were explored were employment, income, assets and family support to siblings and other dependants by the primary beneficiaries.

The findings show that the outcomes of the Expanded Child Survival Initiative were positive and benefited socio economic lives of the respondents and their family members. The majority of the respondents were using the skills obtained from the training and were employed. The employment provided a source of income and the income earned facilitates the respondents in providing the basic needs of the family members. They were able to provide adequately for most of their basic needs. The findings also show that the respondents had accumulated some assets.

A number of factors influenced the utilisation of the newly acquired skills including having tool kits, start-up capital and business management skills. It is recommended that training providers should provide start-up support to the apprentices in order to facilitate them to utilise the skills obtained from apprenticeship trainings.

KEY WORDS

Apprenticeship; assessment; HIV and AIDS; orphans and vulnerable children; primary beneficiaries; socio-economic outcomes; TASO.
ACKNOWLEDGMENTS

As I complete my dissertation report, I would like to thank the Almighty God for His kindness, love and protection that has enabled me reach this final stage in my course. May His name be glorified!

I want to acknowledge and thank the following persons for their invaluable support; guidance, patience and unending encouragement that enabled me complete my course.

- Special thanks to my supervisor, Dr GH Van Rensburg, for her guidance, patience, support and encouragement.
- My joint supervisor, Dr S Knight, for his guidance, patience and support.
- Many thanks to Prof SP Human, for her tireless efforts in coordinating the MPH programme.
- Appreciation to all the lecturers for the different course modules under the MPH programme of UNISA.
- Gratitude to my family members, dear husband Tony, lovely children, parents and all relatives for the support, encouragement and understanding during the demanding period while pursuing this course.
- TASO management and staff, for the opportunity to carry out my research.
- All research respondents, for their voluntary participation.
- All research assistants, for their tireless efforts.
- Mr Bogere and Dr Baveewo, for assisting me in analyzing the data.
# Table of contents

## Chapter 1

**Orientation to the study**

1.1 INTRODUCTION ................................................................. 1
1.2 BACKGROUND TO THE PROBLEM ........................................... 2
1.3 PROBLEM STATEMENT ........................................................ 4
1.4 PURPOSE OF THE STUDY ..................................................... 4
1.5 OBJECTIVES OF THE STUDY ............................................... 4
1.6 ASSUMPTIONS UNDERLYING THE STUDY .............................. 5
1.7 SIGNIFICANCE OF THE STUDY ............................................ 5
1.8 RESEARCH DESIGN AND METHODOLOGY ............................ 5
  1.8.1 Population ................................................................. 6
  1.8.2 Sample and sampling .................................................. 6
  1.8.3 Data collection ........................................................... 6
  1.8.4 Data analysis and interpretation .................................... 7
1.9 VALIDITY AND RELIABILITY ............................................... 7
1.10 SCOPE OF THE STUDY ....................................................... 7
1.11 LIMITATIONS OF THE STUDY ............................................ 7
1.12 ETHICAL CONSIDERATIONS ............................................. 8
1.13 DEFINITION OF KEY CONCEPTS ....................................... 8
1.14 OUTLINE OF THE STUDY ................................................... 11
1.15 CONCLUSION ................................................................... 11

## Chapter 2

**Literature review**

2.1 INTRODUCTION ................................................................. 12
2.2 PURPOSE AND SCOPE OF THE LITERATURE REVIEW ........... 12
2.11 SUMMARY OF THE OUTCOMES AND THE FACTORS INFLUENCING APPRENTICESHIP SKILLS UTILISATION

2.12 CONCLUSION

Chapter 3

Research design and methodology

3.1 INTRODUCTION

3.2 RESEARCH SETTING

3.3 RESEARCH DESIGN

3.3.1 Exploratory

3.3.2 Descriptive

3.3.3 Cross-sectional

3.4 POPULATION

3.5 SAMPLE AND SAMPLING

3.5.1 Selection criteria

3.5.2 Sample size

3.5.3 Sampling

3.5.3.1 Probability sampling

3.5.3.2 Sampling frame

3.5.4 Simple random sampling

3.6 DATA COLLECTION

3.6.1 Characteristics of structured data collection

3.6.2 Data-collection instrument and technique

3.6.2.1 Advantages

3.6.2.2 Disadvantages

3.7 DATA ANALYSIS

3.7.1 Section 1: Socio-demographic information

3.7.2 Section 2: Respondents' household heads and support for siblings and other dependants

3.7.3 Section 3: Information on the course done by the primary beneficiary

3.7.4 Section 4: Socio-economic outcomes

3.7.5 Section 5: Factors that influenced the socio-economic outcomes of the ECSI
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8</td>
<td>VALIDITY AND RELIABILITY</td>
<td>40</td>
</tr>
<tr>
<td>3.8.1</td>
<td>Validity</td>
<td>40</td>
</tr>
<tr>
<td>3.8.1.1</td>
<td>Internal validity</td>
<td>40</td>
</tr>
<tr>
<td>3.8.1.2</td>
<td>External validity</td>
<td>41</td>
</tr>
<tr>
<td>3.8.1.3</td>
<td>Face validity</td>
<td>41</td>
</tr>
<tr>
<td>3.8.1.4</td>
<td>Content validity</td>
<td>42</td>
</tr>
<tr>
<td>3.8.2</td>
<td>Reliability</td>
<td>42</td>
</tr>
<tr>
<td>3.9</td>
<td>PRE-TEST</td>
<td>43</td>
</tr>
<tr>
<td>3.10</td>
<td>ETHICAL CONSIDERATIONS</td>
<td>43</td>
</tr>
<tr>
<td>3.10.1</td>
<td>Permission</td>
<td>44</td>
</tr>
<tr>
<td>3.10.2</td>
<td>Self-determination</td>
<td>44</td>
</tr>
<tr>
<td>3.10.3</td>
<td>Privacy, confidentiality and anonymity</td>
<td>44</td>
</tr>
<tr>
<td>3.11</td>
<td>CONCLUSION</td>
<td>45</td>
</tr>
</tbody>
</table>

**Chapter 4**

Data analysis and interpretation

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>INTRODUCTION</td>
<td>46</td>
</tr>
<tr>
<td>4.2</td>
<td>DATA COLLECTION</td>
<td>46</td>
</tr>
<tr>
<td>4.3</td>
<td>DATA ANALYSIS AND RESULTS</td>
<td>46</td>
</tr>
<tr>
<td>4.3.1</td>
<td>Section 1: Socio-demographic information</td>
<td>47</td>
</tr>
<tr>
<td>4.3.2.1</td>
<td>Item 1.1: Respondents’ gender (N=102)</td>
<td>47</td>
</tr>
<tr>
<td>4.3.2.2</td>
<td>Item 1.2: Respondents’ age (N=102)</td>
<td>47</td>
</tr>
<tr>
<td>4.3.2.3</td>
<td>Item 1.3: Respondents’ level of education (N=102)</td>
<td>48</td>
</tr>
<tr>
<td>4.3.2.4</td>
<td>Item 1.4: Respondents’ marital status (N=102)</td>
<td>48</td>
</tr>
<tr>
<td>4.3.2.5</td>
<td>Item 1.5: Respondents’ orphanhood status (N=102)</td>
<td>48</td>
</tr>
<tr>
<td>4.3.2</td>
<td>Section 2: Respondents’ household data</td>
<td>49</td>
</tr>
<tr>
<td>4.3.2.1</td>
<td>Item 2.1: Respondents’ heads of households (N=102)</td>
<td>49</td>
</tr>
<tr>
<td>4.3.2.2</td>
<td>Item 2.2: Respondents’ support to siblings and other household members</td>
<td>49</td>
</tr>
<tr>
<td>4.3.3</td>
<td>Section 3: Courses completed by respondents</td>
<td>50</td>
</tr>
<tr>
<td>4.3.3.1</td>
<td>Item 3.1: Respondents’ type of courses done and proportion of respondents using the skills obtained from the ECSI (N=102)</td>
<td>50</td>
</tr>
<tr>
<td>4.3.3.2</td>
<td>Item 3.2: Respondents’ duration of training (N=102)</td>
<td>51</td>
</tr>
<tr>
<td>4.3.3.3</td>
<td>Item 3.3: Assessment of respondents (N=102)</td>
<td>52</td>
</tr>
<tr>
<td>4.3.3.4</td>
<td>Item 3.4: Start-up support given to respondents after training (N=102)</td>
<td>52</td>
</tr>
</tbody>
</table>
# Table of contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.4 Section 4: Socio-economic outcomes of ECSI for respondents</td>
<td>52</td>
</tr>
<tr>
<td>4.3.4.1 Item 4.1: Respondents’ employment status (N=102)</td>
<td>53</td>
</tr>
<tr>
<td>4.3.4.2 Item 4.2: Who employed the respondents (N=90)</td>
<td>53</td>
</tr>
<tr>
<td>4.3.4.3 Item 4.3: Employed respondents’ average monthly income (N=90)</td>
<td>54</td>
</tr>
<tr>
<td>4.3.4.4 Item 4.4: Respondents’ assets acquired from savings (N=90)</td>
<td>54</td>
</tr>
<tr>
<td>4.3.4.5 Item 4.5: Respondents’ overall assessment and rating of the socio-economic outcomes of the ECSI (N=102)</td>
<td>55</td>
</tr>
<tr>
<td>4.3.5 Factors influencing respondents’ utilisation of the skills obtained from the ECSI and positive outcomes</td>
<td>55</td>
</tr>
<tr>
<td>4.3.5.1 Item 5.1: Provision of tool kits</td>
<td>56</td>
</tr>
<tr>
<td>4.3.5.2 Item 5.2: Provision of start-up capital</td>
<td>57</td>
</tr>
<tr>
<td>4.3.5.3 Item 5.3: Training in business management</td>
<td>58</td>
</tr>
<tr>
<td>4.3.5.4 Item 5.4: Provision of psychosocial support</td>
<td>59</td>
</tr>
<tr>
<td>4.3.5.5 Item 5.5: Superior skills in the field of specialty</td>
<td>60</td>
</tr>
<tr>
<td>4.3.5.6 Item 5.6: Production of quality products</td>
<td>61</td>
</tr>
<tr>
<td>4.3.5.7 Item 5.7: Availability of markets for respondents’ products</td>
<td>62</td>
</tr>
<tr>
<td>4.3.6 Influence of absence of start-up support on respondents’ utilisation of skills of the ECSI (negative socio-economic outcomes)</td>
<td>63</td>
</tr>
<tr>
<td>4.3.6.1 Item 6.1: Lack of start-up capital</td>
<td>63</td>
</tr>
<tr>
<td>4.4 CONCLUSION</td>
<td>64</td>
</tr>
</tbody>
</table>

## Chapter 5

**Discussion of findings, limitations and recommendations**

| 5.1 INTRODUCTION                                                             | 65   |
| 5.2 DISCUSSION OF FINDINGS                                                 | 65   |
| 5.2.1 Socio-demographic data                                               | 66   |
| 5.2.1.1 Gender                                                             | 66   |
| 5.2.1.2 Age                                                                | 66   |
| 5.2.1.3 Educational level                                                  | 66   |
| 5.2.1.4 Orphanhood status                                                  | 66   |
| 5.2.2 Respondents’ households and support for siblings and other dependants | 67   |
| 5.2.3 Respondents’ apprenticeship courses                                  | 67   |
| 5.2.3.1 Durations of apprenticeship training                               | 68   |
| 5.2.3.2 Assessment                                                         | 68   |
| 5.2.3.3 Start-up support                                                   | 68   |
Table of contents

5.2.4 Respondents' socio-economic outcomes of the ECSI .................................................. 69
  5.2.4.1 Employment ........................................................................................................ 70
  5.2.4.2 Income .............................................................................................................. 70
  5.2.4.3 Assets ................................................................................................................ 70

5.2.5 Factors influencing the respondents' utilisation of the skills obtained from the ECSI ........... 71
  5.2.5.1 Start-up tool kits ................................................................................................. 71
  5.2.5.2 Start-up capital ................................................................................................. 71
  5.2.5.3 Training in business management .................................................................... 72
  5.2.5.4 Post-training follow-up and support ................................................................. 72
  5.2.5.5 Availability of market and the quality of products ............................................ 72
  5.2.5.6 Skills and experience ...................................................................................... 73

5.2.6 Influence of start-up support on socio-economic outcomes ........................................ 73

5.3 CONTRIBUTION OF THE STUDY .............................................................................. 73

5.4 CONCLUSIONS ........................................................................................................ 73
  5.4.1 Socio-demographic characteristics ..................................................................... 74
  5.4.2 Respondents' households .................................................................................... 74
  5.4.3 Courses done ....................................................................................................... 74
  5.4.4 Socio-economic outcomes of the ECSI ............................................................... 75
  5.4.5 Factors influencing the socio-economic outcomes of the ECSI .............................. 75

5.5 LIMITATIONS ........................................................................................................... 75

5.6 RECOMMENDATIONS ............................................................................................... 76
  5.6.1 Practice ............................................................................................................... 76
  5.6.2 Further research ................................................................................................. 77

5.7 CONCLUSION .......................................................................................................... 77

BIBLIOGRAPHY .............................................................................................................. 79
List of tables

Table 4.1  Respondents' age (N=102) ................................................................................................................ 47
Table 4.2  Respondents' level of education (N=102) .......................................................................................... 48
Table 4.3  Respondents' marital status (N=102) ................................................................................................. 48
Table 4.4  Respondents' orphanhood status (N=102) ........................................................................................ 48
Table 4.5  Respondents' heads of households (N=102) ..................................................................................... 49
Table 4.6  Respondents' number of siblings and dependants supported (N=693) ............................................. 50
Table 4.7  Respondents' courses completed (N=102) ........................................................................................ 51
Table 4.8  Duration of the training done for respondents (N=102) ...................................................................... 52
Table 4.9  Respondents' employers (N=90) ........................................................................................................ 53
Table 4.10 Respondents' average monthly income (N=90) ................................................................................. 54
Table 4.11 Respondents' assets acquired (N=90) ............................................................................................... 54
Table 4.12 Respondents' overall assessment and rating of the socio-economic outcomes of the ECSI (N=102) ..................................................................................................................................... 55
Table 4.13 Influence of provision of tool kits on socio-economic outcomes for respondents ......................... 56
Table 4.14 Influence of the provision of start-up capital on respondents' socio-economic outcomes .............. 57
Table 4.15 Provision of training in business management influence on respondents' socio-economic outcomes ............................................................................................................................................ 58
Table 4.16 Influence of the provision of psychosocial support on respondents' socio-economic outcomes ...... 59
Table 4.17 Influence of superiority of skills obtained on respondents' socio-economic outcomes ................. 60
Table 4.18 Influence of the quality of products produced on respondents' socio-economic outcomes .......... 61
Table 4.19 Influence of availability of markets for respondents' products on socio-economic outcomes of the ECSI ................................................................................................................................................... 62
Table 4.20 Influence of the absence of start-up capital on respondents' socio-economic outcomes ............ 63
<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Programme action-logic model and evaluation</td>
<td>14</td>
</tr>
<tr>
<td>Figure 2.2</td>
<td>Programme action-logic model and evaluation and the ECSI</td>
<td>15</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>Respondents' gender (N=102)</td>
<td>47</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>Respondents' employment status (N=102)</td>
<td>53</td>
</tr>
</tbody>
</table>
## List of abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ECSI</td>
<td>Expanded Child Survival Initiative</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno-deficiency Virus</td>
</tr>
<tr>
<td>ID</td>
<td>Instructional Designs</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
</tr>
<tr>
<td>ISTARN</td>
<td>Informal Sector Training and Resource Networks</td>
</tr>
<tr>
<td>MIT</td>
<td>Mengo Institute of Technology</td>
</tr>
<tr>
<td>MoGLSD</td>
<td>Ministry of Gender, Labour and Social Development</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-government Organisation</td>
</tr>
<tr>
<td>NOAS</td>
<td>National Open Apprenticeship Scheme</td>
</tr>
<tr>
<td>NSPPI</td>
<td>National Strategic Program Plan of Interventions for Orphans and other Vulnerable Children</td>
</tr>
<tr>
<td>NYDL</td>
<td>New York Department of Labor</td>
</tr>
<tr>
<td>OVC</td>
<td>Orphans and Vulnerable Children</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Science</td>
</tr>
<tr>
<td>TASO</td>
<td>The AIDS Supporting Organisation</td>
</tr>
<tr>
<td>UAC</td>
<td>Uganda AIDS Commission</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UNAIDS</td>
<td>Joint United Nations Programme on HIV/AIDS</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Education and Scientific Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children’s Emergency Fund</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
</tr>
<tr>
<td>UNISA</td>
<td>University of South Africa</td>
</tr>
<tr>
<td>UWESO</td>
<td>Uganda Women’s Efforts to Save Orphans</td>
</tr>
<tr>
<td>UYDEL</td>
<td>Uganda Youth Development Link</td>
</tr>
<tr>
<td>VETA</td>
<td>Vocational Education and Training Authority</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organization</td>
</tr>
</tbody>
</table>
# List of annexures

<table>
<thead>
<tr>
<th>Annexure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annexure 1</td>
<td>Permission from various authorities</td>
</tr>
<tr>
<td>Annexure 2</td>
<td>Data collection instrument</td>
</tr>
<tr>
<td>Annexure 3</td>
<td>Consent (respondents)</td>
</tr>
<tr>
<td>Annexure 4</td>
<td>Map of Uganda</td>
</tr>
</tbody>
</table>
CHAPTER 1

Orientation to the study

1.1 INTRODUCTION

Throughout the world the Human Immuno-deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) pandemic is the leading cause of death for people between 15 and 49 years old. This pandemic has led to over 2.4 million deaths and over 15 million orphaned children worldwide (UNAIDS/WHO 2007:1-3). Of these orphans, 12 million live in Sub-Saharan Africa (UNAIDS/WHO 2007:3). The number of children orphaned by AIDS is expected to exceed 15 million in Sub-Saharan Africa by 2010 (Averting HIV/AIDS Organisation 2005).

The Uganda AIDS Commission (UAC) (2006a:12), estimates that in Uganda over two million children are orphaned, and of these approximately 940,000 are due to AIDS. Long before the HIV/AIDS-infected parents die, however, the children are faced with the problems of getting basic needs such as food, health care, education, clothing, shelter, parental care and support, which, in turn, affect their psychosocial well being and development (Gilborn, Nyonyintono, Kabumbuli & Jagwe-Wadda 2001:1; UNAIDS/UNICEF 2004:7). The plight of orphans and vulnerable children (OVC) is therefore of grave concern.

In a study of ways to scale up community mobilisation and interventions to mitigate the effects of HIV and AIDS on children by expanding and strengthening community action, Foster, Ngalazu and Nzima (2001:26) found that there has been a positive response in terms of community mobilisation. In Uganda, the Ministry of Gender, Labour and Social Development (MGLSD) is responsible for the development and co-ordination of the national response to support OVC. In 2003, the Ministry set up an OVC secretariat to co-ordinate OVC support programmes. Currently, the national strategic plan for orphans and OVC acts as a framework for all national responses that aim at mitigating the impact of orphanhood and vulnerability among children in Uganda (MGLSD 2004:12-15). Both Government and non-government organizations (NGOs) provide
support services to orphans and OVC in line with the national guidelines. These services range from nutritional supplementation, educational support, psychosocial care and support, treatment and health care to life skills building and income-generating activities (De Wagt & Connolly 2005:24-31; Gilborn et al 2001:4; MGLSD 2004:17). Gilborn et al (2001:3) assessed the outcomes of interventions in Uganda in order to gauge whether the OVC programmes address the plight of OVC and make a difference.

In 2001, the AIDS Support Organization (TASO), one of the leading HIV and AIDS NGOs in Uganda, introduced an apprenticeship programme entitled the Expanded Child Survival Initiative (ECSI), which supports the OVC under its care to acquire vocational skills in carpentry and joinery, building and concrete practice, salon and hairdressing, tailoring, welding and motor vehicle mechanics. The TASO apprenticeship programme is intended to provide skills to OVC who subsequently use their skills to support themselves and their dependants to earn a living (TASO 2001:4).

However, the researcher found no research on establishing the outcomes of the apprenticeship programme in the lives of the primary beneficiaries.

1.2 BACKGROUND TO THE PROBLEM

The HIV/AIDS pandemic continues to worsen with over 70% of all infections occurring in Sub-Saharan Africa. Out of 36 million people living with HIV and AIDS at present, 24.3 million lives in Sub-Saharan Africa. There are over 4 million new infections every year, and 2.4 million new infections in Sub-Saharan Africa (UNAIDS/WHO 2007:3). Deaths due to HIV and AIDS have resulted in an estimated 15 million orphans (UNAIDS/WHO 2007:1-3). There is no cure for HIV/AIDS and the number of orphans is expected to reach over 25 million worldwide by 2010, with 15 million of these in Sub-Saharan Africa (UNAIDS/UNICEF/USAID 2004:7).

Uganda has an HIV/AIDS prevalence rate of 6.4% in a population of 27.2 million, with an estimated 15.3 million children. Out of the 15.3 million children, two million are orphaned and 940,000 orphans are due to AIDS. It is also estimated that 84,000 children in Uganda are living with HIV and AIDS (UAC 2006b:4). The HIV/AIDS-infected children are burdened by frequent opportunistic infections; psychosocial problems such as stigmatisation and discrimination; poor school performance due to irregular school
attendance, and inadequate care and support (Gilborn et al 2001:3). The HIV/AIDS-affected children (those not infected) also experience problems even before their parents die. They become vulnerable and face problems such as mental distress as a result of their parents’ prolonged illness; depression due to the parents’ death; increased malnutrition; lack of medical care; possibly dropping out of school because they are unable to obtain/purchase school requisites; early entry into paid or unpaid labour; loss of inheritance through property grabbing; homelessness; exposure to abuse, and increased risk of HIV/AIDS infection (Gilborn et al 2001:3).

In Africa, orphans used to be cared for by the extended family (Foster 2000:277). However, the ever-increasing numbers of orphans have severely burdened the extended families and rendered them unable to provide the traditional level of protection and support. With the weakened extended family system, children are greatly affected when their parents become ill and die from HIV/AIDS-related illnesses (Foster 2000:278; UNAIDS/UNICEF/USAID 2004:1). In situations where the extended family can no longer adequately support OVC, interventions to respond and support the HIV/AIDS-affected children should start before they are orphaned (Gilborn et al 2001:4). There is global consensus that the fundamental strategy to improve the safety and well being of orphans and OVC is to strengthen the social and economic capacities of their families and communities so that the children can grow up in an integrative environment (UNAIDS/UNICEF/USAID 2004:1). Many programmes and interventions have been established in response to the plight of OVC, including nutritional supplementation, educational support, psychosocial care and support, treatment and health care, life skills building, especially for youth to acquire vocational skills, and income-generating activities (De Wagt & Connolly 2005:24-31). In Uganda, both Government and NGOs provide support services to orphans and OVC in line with the national guidelines (De Wagt & Connolly 2005:24-31; Gilborn et al 2001:1, 4; MGLSD 2004:17).

Measuring the outcomes of such OVC interventions is essential to provide evidence to inform future OVC programming (Gilborn et al 2001:4). One such OVC intervention that has not been studied is the ECSI, an apprenticeship programme implemented by TASO (2001:4) to support OVC who drop out of school to acquire vocational skills. It was envisaged that training OVC to acquire vocational skills would provide immediate employment (source of income) to enable them to support themselves and other
dependants in meeting their basic needs. OVC hitherto had no hope of a better future since they had dropped out of formal education. Since little was known of the outcomes of the skills obtained from the training by the primary beneficiaries and the impact of the training, the researcher considered it necessary to explore and determine the outcomes of the TASO programme for the primary beneficiaries.

1.3 PROBLEM STATEMENT

Orphans and OVC are faced with several problems, including difficulty in accessing basic needs such as education, health care and services, food and nutrition, psychosocial care and support (UNAIDS/UNICEF/USAID 2004:7). Development organizations and agencies therefore established interventions to enable OVC to meet their basic needs (Dempsey 2003:1).

Measuring the outcomes of such interventions to provide evidence and reference for future OVC programming is vital. Relatively few OVC programmes have been studied (Gilborn et al 2001:4). One of these is the ECSI, which was implemented by TASO. The resource inputs of the programme were the funds, training personnel, and space and equipment, and the main activity was to train OVC with an immediate output of OVC with vocational skills. Despite this it is difficult to know how many of the trained OVC are currently using the vocational skills acquired during the training programme. Further it is not known to what extent the OVC have been able to use the skills acquired to improve their own and their dependants’ socio-economic needs.

1.4 PURPOSE OF THE STUDY

The purpose of the study was to explore, describe and assess the socio-economic outcomes of the skills acquired from the ECSI with a view to improving the application and utilisation of the skills.

1.5 OBJECTIVES OF THE STUDY

The objectives of the study were to

- determine the profile of the beneficiaries of the ECSI
• explore the implementation of the skills obtained from the programme
• determine to what extent the ECSI contributed to meeting the beneficiaries and their dependants' basic socio-economic needs
• describe the factors influencing the implementation of the skills obtained from the ECSI

1.6 ASSUMPTIONS UNDERLYING THE STUDY

Polit and Beck (2004:13) describe an assumption as “a basic principle that is believed to be true without needing proof or verification”. In the present study, the researcher made the following assumptions:

• The primary beneficiaries of the ECSI were able to utilise the skills obtained after successful completion of the TASO apprenticeship programme to earn a living.
• The primary beneficiaries were living with and supporting their siblings.

1.7 SIGNIFICANCE OF THE STUDY

The impact of HIV and AIDS on OVC continues to grow. Many of these children lack the basic necessities of life and their vulnerability worsens daily. The interventions put in place by development agencies to mitigate the HIV and AIDS impact on OVC need to be studied so that best practices are documented. The present study wished to assess and document the socio-economic outcomes of the ECSI implemented by TASO. The findings of the study should contribute to the existing body of knowledge on OVC programming; inform policy makers, donors and development agencies to direct resources to address the plight of OVC appropriately, and finally, enable the researcher to make recommendations for further research.

1.8 RESEARCH DESIGN AND METHODOLOGY

The researcher used a quantitative approach, using an explorative, descriptive and cross-sectional design to describe the socio-economic outcomes of the ECSI (see chapter 3 for detailed description of research design and methodology).
1.8.1 Population

The research population comprised all orphans and OVC who were trained under the ECSI from 2001 to 2004. In total there were 218 primary beneficiaries (60 girls and 158 boys) in the programme. This formed the target population.

1.8.2 Sample and sampling

Sampling refers to the process of selecting a group of people, events, objects or other elements representative of the population under study (Sekaran 2003:266). In this study, the researcher used probability or random sampling. In probability sampling, the selection of elements or individuals is left to chance rather than to researchers’ choice or judgment and is more likely to be representative of the population (Sim & Wright 2000:113; Sekaran 2003:270). Probability sampling reduces the sampling bias and the sampling error can be ascertained (LuAnn & Llewellyn 2006:128).

The sample size was calculated using the Raosoft sample size calculator program and formula (see chapter 3). The researcher selected one respondent who was a primary beneficiary of the ECSI from each household.

1.8.3 Data collection

Data was collected by means of structured face-to-face interviews, using an interview schedule. Polit and Beck (2008:414) describe a structured interview schedule as a set of questions in which the wording of both the question and response alternatives is predetermined. The researcher employed five trained research assistants or field workers to conduct face-to-face interviews with the respondents in their homes. The research assistants knew most of the villages in the study setting hence it was easier for them to trace the homes of the respondents. In addition, they knew most of the local languages and verbally translated the questions where necessary for respondents who did not easily understand English. The researcher chose this approach as not all the respondents were literate and also to ensure a good response rate.
1.8.4 Data analysis and interpretation

Statisticians analysed the data using the Statistical Package for Social Sciences (SPSS version 12). The results were presented in frequencies, percentages, graphs and tables.

1.9 VALIDITY AND RELIABILITY

Validity refers to the extent to which an empirical measure reflects the real meaning of the concept under consideration (Babbie & Mouton 2001:122). Validity of a measurement instrument measures accuracy (De Vos, Strydom, Fouche & Delport 2002:166). This study considered content, face, internal, and external validity.

Reliability refers to the consistency of the measurement result. If a particular measurement is applied repeatedly, the same result will be obtained if used by other researchers (Babbie & Mouton 2001:119). The quality and adequacy of an instrument determines its reliability. Reliability was ensured through training the research assistants in data collection including practical sessions in conducting interviews, and pre-testing the interview schedule.

1.10 SCOPE OF THE STUDY

The study was conducted on OVC who were children to clients (HIV infected people) who were registered in TASO Tororo. These children were primary beneficiaries of the ECSI. The training targeted the children who were either orphaned already or had their parents living with HIV and AIDS. Tororo is a district, but the TASO centre which is located in Tororo district is known as TASO Tororo. TASO Tororo provides services to Busia district as well. Therefore TASO Tororo catchment area covers Tororo and Busia districts (see annexure 4).

1.11 LIMITATIONS OF THE STUDY

The study was restricted to the TASO ECSI apprenticeship programme only. The findings of the study can therefore only be generalised to the programme implemented in other TASO branches.
1.12 ETHICAL CONSIDERATIONS

Ethics deals with matters of right and wrong. *Collins English Dictionary* (1991:533) defines ethics as “a social, religious, or civil code of behaviour considered correct, esp. that of a particular group, profession, or individual”. Accordingly, the researcher obtained approval and permission to conduct the study from TASO and the Research and Ethics Committee of the University of South Africa (UNISA) and upheld the ethical considerations of informed consent, privacy, confidentiality and anonymity.

1.13 DEFINITION OF KEY CONCEPTS

For the purposes of this study, the following terms are used as defined below:

- **Apprenticeship training**

  The New York Department of Labour (2008:1) refers to apprenticeship training as a semi-structured form of on-the-job training, usually in a craft or trade that is guided by mutual agreement, social custom, or tradition between the individuals who want to learn skills and the employer who needs skilled workers.

- **Basic education**

  It is the simplest level of training or learning especially in schools or colleges to improve knowledge and skills (*Oxford Advanced Learner’s Dictionary* 2004:82, 371). In this study, the basic education was the level of education attained by respondents before enrolling for the ECSI programme.

- **Expanded child survival initiative (ECSI)**

  An apprenticeship programme implemented by TASO (2001:4) to train the children of registered clients in vocational skills development. Through this programme the OVC who were/are children to HIV infected people (the index-registered clients of TASO) benefited from the ECSI because of the parents’ HIV status.
• **Orphans**

Children below the age of 18 years whose mother (maternal orphan) or father (paternal orphan) or both (double orphan) are dead (MGLSD 2006:1). In this study, the orphans are children of TASO registered clients who benefited from the ECSI. Some of these orphans are now adults.

• **Primary beneficiaries**

Primary beneficiaries refer to children of clients (HIV infected people) who were registered in TASO Tororo.

• **Vulnerable children**

Vulnerability broadly includes all children who, based on certain criteria, when compared to other children, bear a substantive risk of significant suffering, and physical, emotional or mental harm (MGLSD 2004:19; 2006:1). This study focused on children whose safety, well being, and development are threatened due to HIV and AIDS.

• **Socio-economic**

Socio-economic circumstances or developments involve a combination of social and economic factors (*Collins English Dictionary* 1991:1466). This study assessed the socio-economic aspects of skills, employment, income, basic needs and assets as economic indicators that could influence family relationships of the households of the beneficiaries of the ECSI.

• **Skills**

A skill is a “special ability in a task, sport, etc., esp. ability acquired by training; something, esp. a trade or technique, requiring special training or manual proficiency” (*Collins English Dictionary* 1991:1448). This study considered the vocational skills obtained through the ECSI, such as carpentry and joinery, building and concrete practice, electrical installation, saloon and hairdressing, tailoring, welding/metal fabrications and motor vehicle mechanics.
• **Employment**

Employ means, “to engage or make use of the services of (a person) in return for money; hire” and employment means “the act of employing or state of being employed; the work or occupation in which a person is employed” (*Collins English Dictionary* 1991:510, 511). Forms of employment include contract, full-time, part-time and self-employment. In this study, employment referred to using the vocational skills acquired from the ECSI training, whether self-employed or employed by others.

• **Income**

*Collins English Dictionary* (1991:784) defines income as “the amount of monetary or other returns, either earned or unearned, accruing over a given period of time”. In this study, income referred to money that beneficiaries of the ECSI received from employment.

• **Assets**

An asset is “anything valuable or useful” and assets are “the property or things that a person owns” (*Collins English Dictionary* 1991:91). Assets have exchange value and are useful or valuable to people. In this study, assets included a piece of land, house, household furniture, bicycle, radio, television set, telephone and some animals.

• **Basic needs**

Basic needs are the most necessary goods and services necessary to achieve a minimum standard of living such as food, housing, healthcare and clothing (*Oxford Advanced Learner’s Dictionary* 2004:95). In this case, basic needs referred to food, clothing, medical care, educational support and psychosocial support.

• **TASO clients**

TASO clients are “those individuals who are medically confirmed to be HIV and AIDS positive and have willingly accepted to register with the organization to receive care and support services” (TASO 2005a:6). The clients give information about their families,
which is then used by TASO to give post death support to the family members of the clients whenever necessary.

1.14 OUTLINE OF THE STUDY

Chapter 1 describes the background to the problem; the purpose, objectives and significance of the study, and the research design and methodology.

Chapter 2 discusses the literature review conducted for the study.

Chapter 3 presents the research design and methodology, including the population, sample, data collection and analysis, validity and reliability, and ethical considerations.

Chapter 4 discusses the data analysis and interpretation.

Chapter 5 concludes the study, briefly describes its limitations, and makes recommendations for practice and further research.

1.15 CONCLUSION

This chapter 1 described the impact of HIV/AIDS and interventions introduced to respond to the problems of HIV/AIDS especially for orphans and vulnerable children. The researcher emphasised the need to assess the outcomes of the ECSI, one of these interventions; described the purpose, objectives and significance of the study, and defined key concepts.

Chapter 2 discusses the literature review conducted for the study.
CHAPTER 2

Literature review

2.1 INTRODUCTION

A literature review is undertaken to assist researchers to comprehend and extend their knowledge of the phenomenon under study (Polit & Beck 2008:105). This chapter presents the literature reviewed in this study.

2.2 PURPOSE AND SCOPE OF THE LITERATURE REVIEW

The purpose of a literature review is “to determine the extent to which the topic under study is covered in the existing body of knowledge” (Babbie & Mouton 2001:565). The researcher therefore reviewed theoretical sources on apprenticeship as a system of training; programmes and interventions established to assist HIV/AIDS OVC; their socio-economic outcomes, and theories and models of apprenticeship as a system of training and outcomes assessment. Empirical sources were also reviewed to provide a critical analysis of existing literature.

2.3 CONCEPTUAL MODELS

The researcher reviewed instructional design theory, programme evaluation, and the programme action-logic model and evaluation framework to gain deeper insight into apprenticeship as a system of training and outcomes assessment, which was the focus of this study.

2.3.1 Instructional design theory

Cole and Wilson (1991:3) point out that instructional design theory is aimed at planning effective systems of teaching that emphasise or prioritise developing explicit prescriptions and models for design instructions. Cognitive apprenticeship provides students with authentic practice through activities and social interaction in a way similar to that in which it will be applied. This facilitates the induction of the apprentices into a
work culture through a sequence of experience that culminates in competence (Cole & Wilson 1991:4).

The design elements of a cognitive apprenticeship model entail modelling, coaching and exploration. Modelling involves showing how a process unfolds and the reasons why it happens that way. Coaching entails observing as apprentices try to complete tasks, providing hints and helps when needed, and finally the exploration which entails encouraging students to try out on their own different strategies and steps involved in completing a given task and observe their effect (Cole & Wilson 1991:4-8). This model was used to train the primary beneficiaries of the ECSI to acquire vocational skills (TASO 2001:3).

The cognitive apprenticeship model has the benefits of equipping apprentices with knowledge and skills applicable to real-life situations; the knowledge is relevant to their needs, and is stored in such a way that, given a similar setting, it can easily be retrieved (Cole & Wilson 1996:9-10). The ECSI considered the vocational skills of carpentry and joinery, building, welding, tailoring, motor vehicle mechanics, catering, agriculture, salon and hair dressing (TASO 2002:1).

2.3.2 Programme evaluation

Programme evaluation can be done by means of the traditional, classical, goal-free, and other models (Polit & Hungler 1999:202). Although this study did not entail a programme evaluation but rather an assessment of the outcomes of a programme as experienced by the primary beneficiaries, the traditional model was found to be relevant. The traditional model consists of four broad phases, namely determining the objectives of the programme; developing means of measuring the objectives; data collection and interpretation, and reporting it in line with the objectives developed (Polit & Hungler 1999:202).

2.3.3 Programme action-logic model and evaluation framework

The current study was not an evaluation study, but the researcher used Powell’s (2005) programme action-logic model and evaluation framework to understand the outcomes
of the skills obtained from the ECSI as experienced by the primary beneficiaries (see figure 2.1).

![Programme action-logic model and evaluation](source: Powell (2005:8))
Figure 2.2 illustrates how the programme action-logic model and evaluation can be applied to the ECSI.

**Figure 2.2 Programme action-logic model and evaluation and the ECSI**

### 2.4 HIV/AIDS PANDEMIC

Despite efforts to address the problems caused by the disease, HIV/AIDS remains a threat to humanity globally, since the disease has no cure.

#### 2.4.1 Effect of HIV/AIDS worldwide and in Uganda

HIV/AIDS is the leading cause of death of people aged between 15 years and 49 years worldwide (UNAIDS/WHO 2007:1-3). The number of children who have lost one or both parents to HIV/AIDS increased from 12 million in 2001 to 15 million in 2003. It is further estimated that the number of orphans to AIDS will surpass 25 million by 2010 (UNAIDS/UNICEF/USAID 2004:7). Sub-Saharan Africa, the region worst hit by the pandemic, has over 80% of the children orphaned by HIV/AIDS (Foster 2000:275). In
Uganda, there are an estimated two million orphans. Of these, 940,000 are due to AIDS (MGLSD 2004:12; UAC 2006a:12).

In Africa, orphans used to be cared for by the extended family (Foster 2000:277). However, the enormous numbers of orphans have increasingly overburdened the extended family ties, rendering them unable to provide the traditional level of protection and support (Foster 2000:278). With the weakened extended family system, children are greatly affected when their parents become ill and finally die of HIV/AIDS-related illnesses. Caring for the sick parents, their subsequent death, the cost of funerals and loss of inheritance result in economic problems, psychosocial distress and a lack of adequate basic needs for orphans (De Wagt & Connolly 2005:24-31; Gilborn et al 2001:3).

2.4.2 Effect of HIV/AIDS on orphans and vulnerable children

HIV/AIDS has severe psychosocial and other effects on children who should be supported and cared for by adults.

2.4.2.1 Psychosocial effects

Children orphaned by AIDS are vulnerable in most aspects of life. Their problems start long before a parent dies of AIDS (WHO/UNICEF 1994:6). With a parent’s illness, family income falls and the resources are diverted to medications and treatment. The children become aware that the sick parent will die and they experience a long period of losing their parents, which subsequently leads to psychosocial distress and trauma (Mukoyogo & Glen 1991:8; WHO/UNICEF 1994:7). In addition, “AIDS orphans are likely to suffer damage to their cognitive and emotional development” (UNICEF 2003:26).

2.4.2.2 Inability to provide adequate food

The illness and loss of parents reduces the capacity of families to provide for the family’s basic needs. AIDS diminishes the family's capacity to grow food or earn an income to buy food. As a result, children in such households consume less nutritious food (Mukoyogo & Glen 1991:12). Hunger is therefore a serious problem for many OVC
affected by HIV/AIDS. Gilborn et al (2001:19) found that 34.3% of children of persons living with HIV/AIDS reported that some days they could not get enough food to eat.

2.4.2.3 Education

Many orphans do not remain in school after the death of a parent, and the surviving parent or guardians may not be able to afford to pay fees and other educational costs. For example, in Biirabo Village in Tanzania, Mukoyogo and Glen (1991:15) found that 60 orphans dropped out of primary school because of the inability to provide uniforms and other school requirements. At the same time, many who do manage to complete primary school lack the vocational skills needed to earn a decent living to support their brothers and sisters (Mukoyogo & Glen 1991:15). Similarly, in east and southern Africa more AIDS orphans were unable to receive formal schooling compared to non-orphans (UNICEF/UNAIDS 1999:17).

2.4.2.4 Health needs

AIDS orphans are prone to malnutrition and infections, and less likely to receive health care services. This is especially true in the case of young children who may be in the care of grandparents. For various reasons, grandparents are often not in a position to take the children for health care services and the children may die of malnutrition and common illnesses that are untreated (Gilborn et al 2001:3; Mukoyogo & Glen 1991:19).

2.4.2.5 Shelter and clothing

Shelter is another problem that AIDS orphans face. The widows and/or aged grandparents often cannot manage to keep the mud walls and grass thatched roofs of their houses in a good state. Many families also lack mattresses and bedding and such children commonly sleep on sacks (Mukoyogo & Glen 1991:13). Moreover, clothing, footwear, toiletries and soap are beyond the reach of many families (Mukoyogo & Glen 1991:14).
2.4.2.6 Lack of inheritance of property

In some instances, land, homes and other family possessions may be taken away by relatives thus leaving children homeless and with no protection from inheritance laws (Maqoko & Dreyer 2006:719; WHO/UNICEF 1994:7). In instances where the land and other household property are taken away by relatives, the orphans, even if grown-up, have no land to enable them carry on subsistence farming to support themselves and their siblings.

2.4.2.7 Child labour

When parents fall ill, particularly in poor families, children suffer great stress and the effects continue in different ways for the rest of their childhood. They often take on the heavy burden of nursing their ailing parents because family members and relatives are not able or willing to help and they are subjected to the worst forms of child labour (UNICEF 2003:26). Some OVC enter into paid or unpaid labour where they are exploited (Gilborn et al 2001:19). Many orphans are forced to enter the labour market (ILO 2002:18). Furthermore, in Zambia up to 30% of children below the age of 15 years entered the labour market due to HIV/AIDS and with little or no skills (ILO 2002:19).

2.5 INTERVENTIONS TO ADDRESS THE EFFECTS OF HIV/AIDS ON OVC

The effects of HIV/AIDS are worst for the children, consequently efforts to address the plight of children affected by HIV/AIDS and OVC are vital. Several programmes and interventions have been developed and introduced to assist children orphaned by AIDS, especially in Botswana, Malawi, Zambia and Zimbabwe, the four countries worst affected in the world in terms of HIV prevalence (UNICEF/UNAIDS 1999:7). There is steady progress in responding to HIV/AIDS. The progress varies from country to country.

Uganda is recognized for the high level of commitment and response to addressing the problems of HIV/AIDS in general and to mitigating the HIV/AIDS impact on OVC through care and support services. The Ministry of Gender, Labour and Social Development (MGLSD) is responsible for the development and co-ordination of the national response and set up an OVC secretariat in 2003 for this purpose (MGLSD

The AIDS Support Organisation (TASO), one of the HIV/AIDS service organizations in Uganda, contributes to meeting the educational needs of AIDS orphans under its care through ECSI, an apprenticeship programme (TASO 2001:4).

2.6 APPRENTICESHIP TRAINING

The NYDL (2008:1) refers to apprenticeship training as “a semi-structured form of on-the-job training, usually in a craft or trade that is guided by mutual agreement, social custom, or tradition between the individuals who want to learn skills and the employer who needs skilled workers”. An apprentice is “someone who works for a skilled or qualified person in order to learn a trade or profession, esp. for a recognised period” (Collins English Dictionary 1991:73). Apprentices learn the skills of a craft from experts in the field by working alongside the masters (Kezabbu 2008:30). The length of training varies depending on the occupation.

2.6.1 Types of apprenticeship

In this literature review, the researcher focused on three types of apprenticeship training, namely traditional, informal and modern apprenticeship (Haan 2008:5).

Traditional apprenticeship refers to a well-organised transfer of skills within families and social groups based on socio-cultural conventions. It consists of an agreement between the master craftsperson and the parents or guardian of the apprentice regulating the skills training. The master craftsperson takes care of lodging and food for the apprentice and is expected to also provide some “moral upbringing” (Haan 2008:5; McGrath 2005:17). For the TASO (2002:7) apprenticeship programme, the children were placed in various learning institutions and TASO paid for the upkeep of the primary beneficiaries.
Informal apprenticeship is similar to traditional apprenticeship but more “open” in the sense that the majority of apprentices come from outside the family. Informal apprenticeship training is common in “modern” informal activities such as car repair, welding, hairdressing, tailoring and building (Haan 2008:5). The skills obtained in the TASO apprenticeship programme are carpentry and joinery, building and concrete practice, salon and hairdressing, tailoring, motor vehicle mechanics, welding and metal fabrications, catering and agriculture (TASO 2005b:21).

Modern apprenticeship is usually regulated and curricula stipulate the length of the training period, the training format, and the number of working/training hours. Modern apprenticeship is not well developed in developing countries, but traditional and informal apprenticeship is widely practised (Haan 2008:5).

The ECSI provides mainly informal apprenticeship training with minimal components of modern apprenticeship in terms of its training framework. The apprentices are placed in various institutions or workshops where they learn different skills (TASO 2002:6).

2.7 THE EXPANDED CHILD SURVIVAL INITIATIVE (ECSI)

TASO (2001:4) introduced the ECSI, an apprenticeship programme, to sponsor OVC in vocational skills development through apprenticeship training. The programme is intended to equip the children of TASO registered clients with practical vocational skills to enable them to earn a living and subsequently be able to look after their siblings in the event of their parents’ progressive ill health or death (TASO 2001:5).

The TASO clients normally provide information about their families and these records are kept and referred to in case of any support services to be given to the clients and their family members. The children registered in the files of their parents benefit from the ECSI. The programme targets and assesses the most needy families according to TASO eligibility criteria. Trained TASO counsellors identify the needy families. Only one child per household is eligible for the apprenticeship programme (TASO 2001:2).

In 2001 TASO implemented the programme in seven TASO branches, one of which was TASO Tororo. By the end of 2004, TASO Tororo had a total of 218 OVC trained to acquire skills in carpentry and joinery, building and concrete practice, salon and
hairdressing, tailoring, motor vehicle mechanics, welding and metal fabrications, catering and agriculture (TASO 2005b:21).

2.8 APPRENTICESHIP FRAMEWORK

In the UK, providers of apprenticeship training programmes are required to deliver the most recent and appropriate approved framework that would facilitate the learning process (Smith 2005:3). During the initial period of implementation, TASO (2002:2) reviewed and assessed the entry requirements; age restrictions; duration of training; mode of teaching; content and capacity of trainers in order to establish whether the ECSI was appropriate. These aspects were considered essential in ensuring that apprentices acquire the necessary knowledge and skills (TASO 2002:2).

2.8.1 Entry requirements and age restriction

Training providers should take an initial assessment of all potential apprentices to ensure that the apprentices are placed in the appropriate programmes. In the UK, apprenticeship training is meant for young people aged between 16 and 24 years. There are no restrictions in terms of educational requirements, and apprentices should be able to follow instructions (Smith 2005:2-5).

The ECSI training targeted OVC between 14 and 24 years old and the level of education attained indicated that of the apprentices, 4% had not obtained a primary education; 46.4% had attained primary level; 42.9% had reached senior secondary level, and 6.7% had reached tertiary level. The trainees were able to follow all the practical sessions irrespective of their academic qualifications (TASO 2002:4). The initial assessment found that the beneficiaries of the ECSI had the basic requirements to train under the apprenticeship programme.

2.8.2 Duration of training

In the UK, the minimum recommended duration of apprenticeship in the technical certificate programme ranges between 12 and 15 months for level 1 (certificate level) and between 18 and 24 months for advanced modern level 2 (diploma level) (Smith 2005:5). The duration of the training under the ECSI is a maximum of between 6 and
24 months, depending on the kind and field of training taken and therefore includes a level 1 and 2 programme (TASO 2002:6).

2.8.3 Mode of teaching

In the UK, apprenticeship certificate training should be delivered as a structured, taught programme of learning throughout the training and include on-the-job and off-the-job training. It must also provide opportunity for apprentices to participate with a peer learning group and the assessment must be done at the workplace (Smith 2005:5-7). The assessment can cover case study work, written tests and centrally set project assignments (Smith 2005:7). The ECSI training covers both practical work and theory. The practical work differs from one course to another. On average, practical work covers 50% to 95% while theory covers 5% to 50%. The ECSI apprenticeship programme provides adequate practical training (TASO 2002:4).

2.8.4 Course content and capacity of trainers

In the initial review and assessment, TASO (2002:2) found that in terms of the course content, the trainers’ qualifications and their capacity to impart knowledge and skills varied from course to course.

2.8.4.1 Course content

The initial assessment found that the instructors did not have well stipulated guidelines or syllabi. Instead, the instructors and trainers only explained the processes and topics covered. This method was considered inappropriate for use in training (TASO 2002:5).

2.8.4.2 Competence of trainers

All the trainers except for hairdressing had acquired formal qualifications in their fields, with the lowest being a certificate (level 1) and the highest being a degree (TASO 2002:5). The trainers were therefore in a position to provide and deliver the course content and skills sufficiently (TASO 2002:5).
2.8.4.3 Training environment and equipment

TASO (2002:5-6) indicated that the environment was adequate in terms of shelter and physical protection for most trades. The institutions had the basic equipment and tools for use, although not in adequate supply.

The initial assessment of the ECSI apprenticeship programme in 2002 found that, apart from inadequate supplies of the equipment and tools, and inappropriate training methods, most essential requirements were provided. The effects on the quality of skills imparted to the apprentices have not been assessed. The researcher therefore considered it important to determine how the primary beneficiaries of the TASO apprenticeship programme have utilised the skills obtained.

2.8.5 Follow-up and start-up support for apprentices

During the training period, the staff in charge of the programme carried out support and follow-up visits to the institutions to provide psychosocial support to the children and to monitor their progress in learning the skills. Follow-up visits were also made to the homes of the trainees during the holidays when they were at home (TASO 2005:26).

2.8.5.1 Provision of start-up equipment

In addition to the provision of psychosocial support, the TASO apprenticeship programme provided start-up support in terms of tools and equipment, which were hitherto very expensive and unaffordable. The trainees could not afford these tools since they had just completed the training and did not have any income. This was meant to aid the trainees to start their own businesses after training (TASO 2001:6).

2.8.5.2 Training in business management

Besides the tools and equipment provided, the trainees received training in business management, which was meant to equip them with skills in basic record-keeping and financial management (TASO 2001:6). The TASO staff were to conduct follow-up support visits after the training to offer on-going psychosocial support and guidance that would help the former apprentices become self-reliant and support their siblings (TASO
2001:6). It is therefore important to determine how the follow-up and start-up support influenced the utilisation of the skills acquired through the TASO programme.

2.9 SOCIO-ECONOMIC OUTCOMES OF APPRENTICESHIP TRAINING

For the purposes of this study, the researcher defined and limited the expected outcomes to the acquisition of apprenticeship skills; skills utilisation in aiding the former apprentices obtain employment opportunities, earn an income and use the income to support themselves and other family members to meet their basic needs, and accumulate assets. The literature review was therefore limited to these areas.

Apprenticeship training provides skills for employment, especially in the informal sector. In Africa, the informal economy has provided employment to many young people with no formal education. In Kenya and Tanzania between 500,000 and 700,000 young people, who have not completed their education and have no formal training, enter the labour market annually (Haan 2001:126). This, then, means that skills are mainly acquired through apprenticeship.

In West Africa between 55% and 85% of the small producers in the informal sector acquired their skills through apprenticeship systems (Haan 2001:12). In Ghana specifically, 55% to 60% of workers in micro-enterprises acquired their technical and generic skills through apprenticeship. In a study on the National Open Apprenticeship Scheme (NOAS) in Nigeria, Haan (2001:14) found that of 100,000 people reportedly trained through the NOAS, 25,000 had opened their own business, while 8,500 had found jobs.

In Kenya, an estimated 67% to 76% of entrepreneurs in the informal sector were trained through the apprenticeship system. The evaluation of strengthening of informal training and enterprise for NGO’s indicates a measure of success in terms of skills utilisation. Of the beneficiaries, 88% reported having applied the new skills; 73% had made new or improved products; 58% had obtained new markets; 57% had increased turnover, and 25% had increased their profits. Furthermore, the beneficiaries reported that the training led to increased confidence, which helped them start their own businesses (Haan 2001:31-32).
In a study on the Informal Sector Training and Resource Networks (ISTARN) Project in Zimbabwe, Nell and Shapiro (1998:19) found that of 74 apprentices trained, 88% (n=65) were employed and 12% (n=9) were unemployed. Of the employed, 55% (n=41) were self-employed and 32% (n=24) had paid employment (Nell & Shapiro 1998:19).

The United Nations Education, Scientific and Cultural Organization (UNESCO) (2007:18) found that the Uganda Youth Development Link (UYDEL) Project, which supported 288 young people in apprenticeship, resulted in the majority (90%) of the beneficiaries acquiring marketable skills, professional experience, self-confidence and life skills that offer opportunities for a better life. Furthermore, there was a visible improvement in their socio-economic living conditions. According to one beneficiary, “I was picked by UYDEL staff when I was so poor to the extent that poverty could be seen on my face. But now that I am working, a smile can be seen on my face, I am self-supporting and useful to my family” (UNESCO 2007:19).

Although the informal sector in Uganda is not as well developed as in some neighbouring countries and West Africa, a study on the Mengo Institute of Technology (MIT) found that of 40 ex-trainees, 25% recorded being self-employed while the rest were in wage employment (Haan 2001:68).

Of 55 apprentices who completed UWESO’s programme, 42% (n=23) reported that they were employed. Of the employed, 88% and 66% reported ownership of radios and bicycles, respectively, as assets they had acquired (UWESO 2005:33-34). The average income reported was 17,000 UShs (Ugandan shillings) (the equivalent of RSA R55). Typically, 17,000 Ushs could buy 17 kilograms of maize flour or 3 kilograms of meat or 3 dozens (36 pieces) of 96 pages exercise books.

The majority of the respondents spent their money on foodstuffs and personal effects (UWESO 2005:35). In addition, they had established small successful business entities and regularly paid school fees for their orphan sisters and brothers (UWESO 2005:35). In addition to employment as a key outcome, UWESO (2005:35) points out other outcomes like income acquired, income spent on buying foodstuff, ability to pay school fees for their siblings, and assets acquired after the training.
In Tanzania, a case study on the Vocational Education and Training Authority (VETA) indicates that 60% of all the former apprentices were employed. Of these, 29% had set up their own businesses in the same trade, 12% had found jobs in the informal sector, and 5% were unemployed (Haan 2001:45).

In a study on Ghanaian manufacturing enterprises, Fraser (sa:32) found that 38% of the respondents continued working in the firms that trained them; 29% had already started their own businesses, and 18% were working for other firms in a field not related to their training.

Employment as an outcome is well documented. There are still gaps in documented outcomes like income, income levels, savings, ability to acquire assets, and ability to use the income to provide for basic needs. The present study therefore intended to explore and describe these outcomes as a way of bridging these gaps.

2.10 FACTORS INFLUENCING THE UTILISATION OF APPRENTICESHIP SKILLS

The literature reviewed indicated benefits derived from utilising apprenticeship skills. The researcher wished to explore factors that influence the implementation of these skills.

2.10.1 Inadequate capital

In Ghana, Frazer (sa:31) found that 99.5% of the respondents reported that they had not started business because they lacked capital. Those who were not self-employed had fears about job security and also lacked capital.

Regarding very small and micro enterprises, McGrath (2005:20) found capital a major constraint and hindrance to starting a business. In Zimbabwe, the ISTARN Project recommends the provision of loans in the form of tool kits and equipment to graduates rather than capital (cash). The apprentices use the tool kits and equipment in their enterprises, which reduces the problems associated with the abuse of loans for other things. The ISTARN Project linked the beneficiaries to Zambuko, a body experienced in lending and loan recovery (Nell & Shapiro 1998:24).
2.10.2 Tool kits

In a study to evaluate orphan care in Malawi, Ledward, Kamowa, Kananji, Gandiwa and Makamanga (2001:22) found that the beneficiaries of a programme to train boys in tin smithing and girls in sewing did not succeed. Although the boys sold their initial products, a lack of tools and money to buy more materials (iron sheets) prevented them from continuing. The money from the sale of products was used to support their pre-school siblings. The girls’ project also failed. In summary, the factors that hindered the progress of the project were lack of tools, shortage of materials, inadequate capital and support of pre-school siblings. The present study therefore wished to explore the factors influencing the utilisation of apprenticeship skills acquired from the ECSI apprenticeship programme.

In Uganda, UWESO (2005:20) found that a loan or credit scheme was not viable, as most young graduates would first start work as employees and not as independent businesspersons. All of the 23 apprentices who accessed a credit scheme with the assistance of UWESO and the guarantee of their guardians performed poorly (UWESO 2005:20). Therefore provision of loans per se did not appear to be a solution to the problem of inadequate start-up support.

2.10.3 Market

McGrath (2005:21) found that very small and micro enterprises in the informal sector face the challenge of inadequate markets for their products. In many instances, the supply far exceeds the demand for the products.

2.10.4 Developed skills and experience

Developed skills honed in the workplace, experience, networks, capital, equipment and tools are among the factors that influence successful self-employment (McGrath 2005:16).
2.10.5 Business and entrepreneurial skills

In Uganda, UWESO (2005:20) found that lack of technical, business and entrepreneurial skills and experience hindered former apprentices from establishing income-generating activities or their own workshops.

2.10.6 Post-training follow-up and support

Post-training follow-up assistance and other support services such as financial support, technical support and counselling services are essential in enhancing self-employment (Haan 2001:5-7).

Haan (2001:17) points out that financial support integrated with the training may be very costly and therefore unsustainable and complex to manage. Accordingly, organisations should network with financial institutions.

2.11 SUMMARY OF THE OUTCOMES AND THE FACTORS INFLUENCING APPRENTICESHIP SKILLS UTILISATION

The literature review indicated that apprenticeship as a system of training has been widely used across African countries. In West Africa, apprenticeship is well developed compared to East and Central Africa.

In addition, the informal sector provides employment opportunities for many former apprentices. Employment was one of the key outcomes reported in most studies (Haan 2001:12-14; Nell & Shapiro 1998:19; UNESCO 2007:18; UWESO 2005:33-35). More evidence is needed on other outcomes including income, assets, skills and support to siblings in meeting their basic needs.

Factors that influence the utilisation of apprenticeship skills range from inadequate capital; lack of tool kits; limited market due to oversupply; skills and experience; lack of business and entrepreneurial skills, and limited credit and loan schemes. However there are no clear guidelines on integrating credit schemes with apprenticeship training.
2.12 CONCLUSION

This chapter discussed the literature review conducted for the study. The literature covered apprenticeship as a system of training and its outcomes in terms of skills utilisation to enable apprentices meet their basic needs and earn a living. Factors that influence the utilisation of apprenticeship skills were also presented.

Chapter 3 describes the research design and methodology.
CHAPTER 3

Research design and methodology

3.1 INTRODUCTION

This chapter discusses the research design and methodology including the research setting, population, sample, data collection and analysis, measures to ensure reliability and validity, and ethical considerations.

The purpose of the study was to explore and describe the socio-economic outcomes of the skills obtained from the ECSI, an apprenticeship programme implemented by TASO Tororo in Uganda.

The objectives were to

- determine the profile of the beneficiaries of the ECSI
- explore the implementation of the skills obtained from the programme
- determine to what extent the ECSI contributed to meeting the beneficiaries and their dependants’ basic socio-economic needs
- describe the factors influencing the implementation of the skills obtained from the ECSI

3.2 RESEARCH SETTING

The study covered the districts of Tororo and Busia in Uganda. These two districts cover the programme areas of TASO Tororo where the study was conducted. The Tororo and Busia districts have an estimated population of 536,888 and 225,008, respectively (Uganda Bureau of Statistics 2005:36). They have 302,559 and 128,036 children under the age of 18 years, respectively (Uganda Bureau of Statistics 2005:46). Of these, Tororo has 32,198 orphans and Busia has 16,393 (Uganda Bureau of Statistics 2005:67).
These two districts border on the Republic of Kenya (see annexure 4). Small cross-border trade makes up about 7% of the economic activity in these areas. Like most districts in Uganda, the economy is largely dependent on agriculture, which employs almost 80% of the total population. In Tororo, approximately 93% (499,305) and in Busia, 84% (189,006) of the people live in rural areas (Uganda Bureau of Statistics 2005:38). In these two districts, then, about 50% of the population comprise children and are therefore not productive in the economic activities. This, coupled with the growing number of orphans, requires interventions to promote the well being and development of the children. TASO Tororo contributes in this regard by supporting OVC under its care.

3.3 RESEARCH DESIGN

The researcher used a quantitative approach in this study. Burns and Grove (2001:26) describe quantitative research as “a formal, objective, systematic process in which numerical data are used to obtain information about the world”. Quantitative research can be descriptive, explorative, correlation, quasi experimental or experimental (Burns & Grove 2001:52). This study was explorative and descriptive in nature as it attempted to explore and describe the socio-economic outcomes and the factors influencing the outcomes of the TASO apprenticeship programme. This type of research design is used to generate new knowledge about concepts or topics on which limited or no research has been conducted. The ECSI and its outcomes had not previously been studied.

A research design is an overall plan for obtaining answers to research questions (Polit & Beck 2008:66). A design “specifies the logical structure and the plan to be followed in the execution of a study” (Sim & Wright 2000:27). The design specifies what variables or entities to examine, under what conditions to examine, what type of data to collect, from whom and at what time to collect the data, what methods to employ for data collection and what implications ensue for subsequent data analysis (Sim & Wright 2000:27). The researcher used a non-experimental design for the study. In a non-experimental design, there is no manipulation of variables, no control group(s) or randomisation of subjects between groups (Sim & Wright 2000:37). In this study, an exploratory, descriptive, cross-sectional research design was used to assess the socio-
economic outcomes of the ECSI and the factors that may have influenced the outcomes as experienced by the primary beneficiaries of the TASO programme.

3.3.1 Exploratory

Explorative research investigates “the full nature of a phenomenon, the manner in which it is manifested and other factors with which it is related” (Polit & Beck 2008:20). The current study explored the socio-economic outcomes of the ECSI and the factors influencing the outcomes as experienced by the primary beneficiaries of the programme.

3.3.2 Descriptive

The purpose of descriptive research is to “describe phenomena in real-life situations. Through descriptive research, concepts are described and relationships identified” (Burns & Grove 2001:52). In this study, the socio-economic outcomes of the ECSI were described according to the experiences reported by the primary beneficiaries of the TASO apprenticeship programme. The relationships between the socio-economic outcomes and the factors influencing the outcomes were also explored.

3.3.3 Cross-sectional

A cross-sectional study involves “the investigation of the state of affairs in a particular population at a certain point in time” (Katzenellenbogen, Joubert & Abdool Karim 2002:67). In this study, the researcher explored the socio-economic outcomes of the TASO apprenticeship programme and the factors influencing the outcomes reported by the primary beneficiaries of the programme at the time of the study.

3.4 POPULATION

A population refers to “the entire group of people, events or things of interest that the researcher wishes to investigate” (Sekaran 2003:265). The population in this study comprised all the primary beneficiaries of the ECSI, apprenticeship programme implemented by TASO Tororo from 2001 to 2004. A total of 218 primary beneficiaries (60 girls and 158 boys) formed the target population.
3.5 SAMPLE AND SAMPLING

A sample consists of “a subset of the units that comprise the population; it is the proportion of subjects selected from the accessible population from whom information for the study is obtained. A sample should be representative of the population from which it is selected to enable generalisation of findings to be made about that population” (Babbie & Mouton 2001:124). In this study, the sample consisted of the selected primary beneficiaries of the ECSI who met the eligibility criteria.

3.5.1 Selection criteria

Eligibility criteria are “the criteria used to select the respondents for a study” (LuAnn & Llewellyn 2006:126). The criteria that specify the population characteristics can be inclusion as well as exclusion criteria (Polit & Beck 2008:338). For the purpose of this study, inclusion and exclusion criteria were specified in order to obtain a good response rate.

In order to be included in the study, the respondents had to be primary beneficiaries who

• attended the TASO apprenticeship programme
• were found at home
• were not at home, but in their workplace in the area or the village
• were residing within the study area such as in town and were reached by appointment in subsequent visits for the interviews

Sampled respondents were excluded from the study if they

• were not found at home during the study period and could not be reached
• resided outside of the study area, in which case it would have been too costly to trace them
### 3.5.2 Sample size

The sample size was calculated using the Raosoft sample size calculator (Raosoft Inc 2007). The following assumptions were made in calculating the sample size:

- \( n \) = is the sample
- \( z \) = z value of the 95% confidence level, which is 1.96
- \( m \) = is the margin error of ± 5% (0.05)
- \( p \) = the estimated value for the proportion of a sample that is positively affected by the apprenticeship programme (the researcher estimated 50%)

Substitution of the variables in the formula below gave the sample size estimate of 384

\[
n = \left( \frac{z}{m} \right)^2 p(1 - p)
\]

But because the population was less than 384 (218 primary beneficiaries), the Finite Population Correction (FPC) factor represented by the formula below was used.

\[
n' = \frac{n}{1 + \frac{n}{N}}
\]

- \( n \) = the sample size based on the calculations above (384)
- \( N \) = population size (218 primary beneficiaries)
- \( n' \) = the final sample size

Substitution of the above variables gave a sample size of 139.1, rounded off to 140. The program supported this formula.

### 3.5.3 Sampling

Sampling refers to “the process of selecting a group of people, events, objects or other elements representative of the population under study” (Sekaran 2003:266). The researcher used probability sampling employing the simple random sampling technique.
3.5.3.1 Probability sampling

In probability sampling, the selection of elements or individuals is left to chance rather than to researchers’ choices or judgment (Sim & Wright 2000:113). In probability sampling, the sample is more likely to be representative of the population (Sekaran 2003:270). Probability sampling reduces the sampling bias and the sampling error can be ascertained (LuAnn & Llewellyn 2006:128). In this study, probability sampling was suitable as the sampling frame was available.

3.5.3.2 Sampling frame

A sampling frame is “a list of all the elements in the accessible population from which the sample is drawn” (LuAnn & Llewellyn 2006:126). The list of all primary beneficiaries of the ECSI was used as the sampling frame.

3.5.4 Simple random sampling

Simple random sampling is “unrestricted probability sampling where every element in the population has a known and equal chance of being selected as a subject” (Sekaran 2003:270). This technique was used to sample respondents from the primary beneficiaries of the ECSI programme.

The sample size was calculated as 140. These 140 possible respondents were selected by means of simple random sampling and the fishbowl technique, using random number selection (LuAnn & Llewellyn 2006:126). The names of the former trainees of the apprenticeship programme were obtained from TASO Tororo social support office. Papers with names of the trained respondents were placed in a closed container and one paper was randomly selected at a time with replacement until the sample size of the names of 140 respondents was obtained. The sampling frame which was used did not provide gender grouping but rather a general list of all the primary beneficiaries of ECSI was used as a sampling frame. After the sample was drawn, the selected names were used in locating the homes of the primary beneficiaries. Out of the 140 sampled respondents, 102 primary beneficiaries met the selection criteria and were interviewed.
3.6 DATA COLLECTION

Data collection refers to pieces of information collected during a study (Sim & Wright 2000:31). Data collection is “the precise, systematic gathering of information relevant to the research purpose or specific objectives, questions or hypothesis of a study” (Polit & Beck 2008:67, 367). A structured data collection approach always operates with a formal written instrument known as a structured interview schedule or a questionnaire (Sim & Wright 2000:76).

3.6.1 Characteristics of structured data collection

Polit and Beck (2008:414) identify the following characteristics of structured data collection:

- The wording used is pre-determined and standardised.
- The same method or instrument is used for all respondents.
- It involves developing possible responses to questions designed by the researcher before data collection.
- The order and the sequence of questions are specified and uniform.
- Data collected can be quantified with ease.

Alexel (2002:59-67) emphasises that structured data collection has advantages and disadvantages. The advantages are:

- The sequence of questions in line with the research objectives facilitates the logical flow of responses.
- It minimises subjectivity of judgement.

At the same time, structured data collection has the following disadvantages:

- Failure to provide the researcher with information on the context of the situation where the studied phenomenon occurs.
- The outcomes are limited only to those outlined in the research proposal due to closed questions.
- Does not allow evolving and continuous investigation of a research phenomenon.
In this study, the researcher developed a structured data-collection tool in line with the research objectives in order to minimise subjectivity (information bias).

3.6.2 Data-collection instrument and technique

A data-collection instrument is a tool used to collect data and information from respondents. In the current study the researcher used a structured interview schedule. Polit and Beck (2008:414) refer to a structured interview schedule as “a set of questions in which the wording of both the question and response alternatives are predetermined”. Structured interview schedules involve having possible responses to questions designed by the researcher before data collection and the order of the questions is specified (Sekaran 2003:227). In this study, the data-collection instrument was developed specifically to address the objectives of the study (see annexure 2).

The researcher used a structured interview as a technique to collect data. Structured interviews are frequently used in descriptive studies. In structured interviews, the interviewer asks questions in a predetermined order and records the responses (Sim & Wright 2000:77). An interview is “a conversation between the interviewer and interviewee with the purpose of eliciting certain information” (Sim & Wright 2000:76). Interviewing can be done face to face or by telephone. In this study, the researcher conducted face-to-face interviews using an interview schedule to elicit information from the interviewees.

The researcher employed five trained field workers or research assistants who assisted the researcher in data collection. The field workers knew most of the villages in the study setting therefore it was easy for them to trace the homes of the respondents. In addition, they knew most of the local languages spoken in the study area and verbally translated the questions where necessary to the respondents who did not understand English.

Sim and Wright (2000:77) and Polit and Beck (2008:324) point out that interviews have advantages and disadvantages.
3.6.2.1 Advantages

Interviews have the following advantages:

- Personal face-to-face interviews are the most useful method of data collection because of the quality of information yielded, especially if well-trained interviewers are used (Sim & Wright 2000:77).
- Relatively few people refuse to be interviewed in person (Polit & Beck 2008:324).
- Respondents do not have to possess the ability to read the questions or write the answers (Sim & Wright 2000:77).

In this study all the respondents (102) consented to be interviewed.

3.6.2.2 Disadvantages

Personal interviews have the following disadvantages:

- Face-to-face interviews are fairly costly to conduct and require considerable planning and interviewer training.
- They involve a lot of personal time (Polit & Beck 2008:324).
- There may be reactive effects arising from perceived attributes of the interviewer which may involve verbal or non-verbal cues or the nature of the interaction between interviewer and interviewee (Sim & Wright 2000:78). This problem was minimized by standardization of interviews and using trained interviewers to assist the researcher with the interviews.

3.7 DATA ANALYSIS

The researcher entered the data collected into Epi info 2002, edited and cleaned it, and then exported it to the Statistical Package for Social Science (SPSS) version 12 for data analysis by two statisticians.

Data was collected from 102 respondents and analysed according to the sections of the interview schedule. Data was presented using frequencies, percentages, tables and graphs.
3.7.1 Section 1: Socio-demographic information

The socio-demographic variables included gender (sex), level of education, marital status and orphanhood (total, paternal or maternal orphans). This section addressed the first objective of the study which was to determine the profile of the beneficiaries of the ECSI.

3.7.2 Section 2: Respondents’ household heads and support for siblings and other dependants

This section covered information on the respondents’ heads of households, kind of material and non-material support/resources given to siblings and dependants. In this section, the third objective which was to determine to what extent the ECSI contributed to meeting the beneficiaries and their dependants’ basic socio-economic needs was addressed.

3.7.3 Section 3: Information on the course done by the primary beneficiary

The courses taken by the respondents, duration of the training, assessment done, support provided after training and utilisation of skills from training were determined. This section addressed the fourth objective of the study which was to describe the factors influencing the implementation of the skills obtained from the ECSI.

3.7.4 Section 4: Socio-economic outcomes

This section covered the respondents’ employment status; employer; average monthly income; assets bought from their income; start-up capital, and market for products. The social outcomes were meeting the basic needs of their siblings and other family members; those who had met people to conduct business with; those who were able to pay dowry, and those who were able to make friendship with relatives. This section addressed the second and third objectives.
3.7.5 Section 5: Factors that influenced the socio-economic outcomes of the ECSI

In this section, the fourth objective which was to describe the factors influencing the implementation of the skills obtained from the ECSI was addressed. The researcher explored the factors that positively and negatively influenced the socio-economic outcomes of the ECSI on the respondents. This was obtained through analysis at two levels.

(1) Cross-tabulation of the factors that influenced positive outcomes (interview schedule section 5.2) against the positive outcomes of the course (interview schedule section 4.5).

(2) Cross-tabulation of the factors that influenced the negative outcomes (interview schedule section 5.4) against the negative outcomes of the course (interview schedule section 4.7).

Chi square tests were used to establish any relationship or association between the factors and outcomes and a p value of 0.05 or less was considered to be a significant relationship (association).

3.8 VALIDITY AND RELIABILITY

The quality of research is determined by its validity and reliability. In this study, the researcher adhered to the principles of reliability and validity.

3.8.1 Validity

Validity refers to the extent to which an empirical measure reflects the real meaning of the concept under consideration (Babbie & Mouton 2001:122). The validity of a measurement instrument measures accuracy (De Vos et al 2002:166). There are four types of validity, namely internal, external, content, and face validity.

3.8.1.1 Internal validity

Internal validity refers to the extent to which it is possible to establish that the
independent variable truly influences the dependent variable and the relationship is not false. Burns and Grove (2005:215) describe internal validity as the extent to which the study findings reflect the reality rather than the results of extraneous variables. The results of this study were a true reflection of the socio-economic outcomes of the ECSI apprenticeship programme.

The use of ambiguous and complicated words in data collection and selection bias can be a threat to internal validity. In this study, random sampling of respondents, the use of easily understood words, and the field workers’ translation of the questions into local languages when necessary. During the training, the research assistants carried out practical interview sessions both in the local languages and in English. This helped in clarifying difficult words which were not easy to translate. This process ensured internal validity.

3.8.1.2 External validity

External validity is achieved when results can be generalized to situations outside the specific research setting (Polit & Hungler 1999:277; Fisher & Foreit 2002:46). Polit and Beck (2008:302) maintain that a study is externally valid to the extent that the sample is representative of the broader population and the study setting. In this study, measures were taken to increase external validity by randomly selecting a large sample from the target population.

3.8.1.3 Face validity

Face validity refers to whether an instrument appears to measure the construct appropriately. The instrument has to appear to be a relevant measure of the attributes of interest to the study and even to the respondents (Polit & Beck 2008:458). The interview schedule for the current study was appropriate. However, face validity should not be considered primary evidence for the quality of an instrument (Polit & Beck 2008:458).
3.8.1.4 Content validity

Content validity refers to whether an instrument’s items or questions measure what it is supposed to measure (Polit & Beck 2008:458-459). In this study, the instrument contained items that measured the aspects under study appropriately and adequately. The questions were developed in line with the study objectives.

3.8.2 Reliability

Reliability refers to the extent to which measures are consistent or repeatable over time. Reliability is “the degree of consistency or dependability with which the instrument measures the attribute it is designed to measure. If the instrument is reliable, the results will be the same each time the test is repeated” (Polit & Hungler 1999:308).

Babbie and Mouton (2001:119) describe reliability as the consistency of the measurement result; in other words, if a particular measurement is applied repeatedly, the same result would be obtained. The quality and adequacy of an instrument determines its reliability. In order to increase reliability, the researcher pre-tested the interview schedule.

Inter-rater reliability is concerned with the comparison of two observers measuring the same event or one person measuring the same event on two occasions and the data collected or the judgments made. Inter-rater reliability is used in many observational studies (Burns & Grove 2001:397). In the current study, the researcher together with other five research assistants collected the data and therefore the issue of inter-rater reliability is of concern. Since this was an explorative, descriptive study, strategies were used to address the concern.

The researcher used a structured interview schedule with codes, predetermined during the development of the instrument. The respondents’ responses were coded as per the codes provided. Completed interview schedules were checked by the researcher for completeness before data entry and analysis.

In addition, the researcher conducted a two-day rigorous training programme with the field workers in interviewing. The researcher went through the instrument with them.
after which the field workers practised practical interviews to demonstrate interviewing techniques. During this training special attention was given to the translation of words from English into the local language to ensure that the same translations would be used.

3.9 PRE-TEST

The researcher conducted a pre-test of the interview schedule with ten (10) former apprentices trained at the TASO Jinja branch, who were not included in the main study. Pre-testing the instrument helps researchers to identify problems in the design of questions, sequencing of questions, or procedure for recording responses (Burns & Grove 2001:422).

After the pre-test the researcher amended the interview schedule according to the respondents’ feedback as elaborated below:

Section 1

Information on orphanhood status: item 1.5.1 was amended, the initial one was considered to be sensitive and emotional. This was stated: “Are you an orphan? Yes or No”. For the amended item refer to item 1.5.1 (a) in the instrument (see annexure 2).

Section 4

Item 4.2 was amended to give a range of an amount, but not an exact amount since the pre-test respondents found it difficult to quantify their monthly average income given the nature of their work. For the amended item refer to item 4.2 in the instrument (see annexure 2).

Item 4.7 was amended to refer to the negative outcomes rather than to costs as the word costs was associated with money spent. For the amended item refer to item 4.7 in the instrument (see annexure 2).

3.10 ETHICAL CONSIDERATIONS

Ethics deals with matters of right and wrong. Collins English Dictionary (1991:533) defines ethics as “a social, religious, or civil code of behaviour considered correct, esp.
that of a particular group, profession, or individual”. Research that involves human beings as subjects should be conducted in an ethical manner to protect their rights. Polit and Beck (2008:167) emphasise that when people are used as study respondents, “care must be exercised in ensuring that the rights of the respondents are protected”. Accordingly, the researcher obtained permission to conduct the study and respected the respondents' right to self-determination, privacy, anonymity, confidentiality, fair treatment, and protection from harm and discomfort (Burns & Grove 2001:196).

3.10.1 Permission

The researcher obtained written permission to conduct the study from the Research and Ethics Committee of the Department of Health Studies, University of South Africa and the TASO Research Committee (see annexure 1).

Permission was granted by guardians or parents (for those who still had a parent alive) for those respondents who were under 18 years of age. Those 18 years and older themselves gave consent.

3.10.2 Self-determination

The right to self-determination is based on the ethical principle of respect for persons and indicates that people are capable of controlling their own destiny. The respondents’ right to self-determination was ensured by explaining the purpose and significance of the study to them; obtaining their informed consent; emphasising that participation was free and voluntary, and that they had the right to withdraw from the study at any time without any negative effects on their relationship with TASO. In addition, the respondents were informed about the non-monetary associated benefits for their participation. Informed consent was then obtained from the respondents (see annexure 3).

3.10.3 Privacy, confidentiality and anonymity

Privacy is the freedom an individual has to determine the time, extent and general circumstances under which private information will be shared with or withheld from others (Burns & Grove 2001:158). The respondents’ privacy was respected by
conducting the interviews in private and convenient to the respondents. The respondents’ anonymity and confidentiality were assured because codes were used instead of their names hence no information could be linked to specific respondents.

3.11 CONCLUSION

This chapter discussed the research design and methodology used in the study. The researcher conducted a quantitative study, using an exploratory, descriptive cross-sectional research design.

Chapter 4 presents the data analysis and interpretation.
4.1 INTRODUCTION

This chapter presents the data analysis and interpretation. The purpose of the study was to explore and describe the socio-economic outcomes of the ECSI for the beneficiaries. The data is presented according to the objectives of the study.

4.2 DATA COLLECTION

The data was collected over a period of one month in June and July 2007. The researcher checked the completed interview schedules for completeness. The data was then coded and entered in Epi-info 2002. Statisticians later analysed the data using the SPSS program, version 12.

A sample of 140 respondents was selected to participate in the study. However, some respondents could not be traced, some were not at home the day the field workers visited and efforts to reach them were futile, and some were reported to have moved outside the study area. The final sample size was thus 102, giving a response rate of 72.8%.

4.3 DATA ANALYSIS AND RESULTS

The results are presented according to the sections of the interview schedule, which correspond with the study objectives. The data was presented using frequency counts and percentages, and illustrated in pie charts and tables. To analyse the association between socio-economic outcomes and the factors that influenced the outcomes, Chi square tests were used to establish if a relationship or an association existed between the factors and the outcomes. A p value of 0.05 or less was considered to show a significant relationship (association). Any value above this indicates no relationship and was not included in the results.
4.3.1 Section 1: Socio-demographic information

The socio-demographic data covered the respondents’ gender, age, level of education, marital status, and orphanhood status.

4.3.2.1 Item 1.1: Respondents’ gender (N=102)

Of the respondents, 73 (71.6%) were male and 29 (28.4%) were female (see figure 4.1).

![Figure 4.1 Respondents’ gender (N=102)](image)

4.3.2.2 Item 1.2: Respondents’ age (N=102)

The respondents’ ages ranged from 15 to 30 years. More than two thirds (n=69; 67.6%) were between 20 and 24 years old (see table 4.1).

| Table 4.1  Respondents’ age (N=102) |
|----------|----------|----------|----------|----------|----------|
| Age      | 15-19    | 20-24    | 25-29    | 30+      | Total    |
| Number   | 3        | 69       | 28       | 2        | 102      |
| Percentage| 2.9      | 67.6     | 27.5     | 2        | 100      |
4.3.2.3 Item 1.3: Respondents’ level of education (N=102)

The respondents’ level of education varied from lower primary to higher senior secondary level. Of the respondents, 57 (55.9%) had obtained senior secondary (level 1-4); 40 (39.2%) had upper primary (level 5-7); 3 (2.9%) had senior level 5 to 6, and 2 (2%) had lower primary (level 1-4) education (see table 4.2).

Table 4.2 Respondents’ level of education (N=102)

<table>
<thead>
<tr>
<th></th>
<th>Lower Primary 1-4</th>
<th>Upper Primary 5-7</th>
<th>Senior 1-4</th>
<th>Senior 5-6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>2</td>
<td>40</td>
<td>57</td>
<td>3</td>
<td>102</td>
</tr>
<tr>
<td>Percentage</td>
<td>2</td>
<td>39.2</td>
<td>55.9</td>
<td>2.9</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.2.4 Item 1.4: Respondents’ marital status (N=102)

Of the respondents, 60 (58.8%) were married in a monogamous marriage; 39 (38.2%) had never married; 2 (2%) were divorced or separated, and 1 (1%) was in a polygamous marriage (see table 4.3).

Table 4.3 Respondents’ marital status (N=102)

<table>
<thead>
<tr>
<th></th>
<th>Never married</th>
<th>Married monogamy</th>
<th>Married polygamy</th>
<th>Divorced or separated</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>39</td>
<td>60</td>
<td>1</td>
<td>2</td>
<td>102</td>
</tr>
<tr>
<td>Percentage</td>
<td>38.2</td>
<td>58.8</td>
<td>1</td>
<td>2</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.2.5 Item 1.5: Respondents’ orphanhood status (N=102)

Of the respondents, 58 (56.9%) were half orphans, 36 (35.3%) were total orphans, and 8 (7.8%) were not orphans (see table 4.4 below).

Table 4.4 Respondents’ orphanhood status (N=102)

<table>
<thead>
<tr>
<th></th>
<th>Half orphan</th>
<th>Total orphan</th>
<th>Not orphan</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>58</td>
<td>36</td>
<td>8</td>
<td>102</td>
</tr>
<tr>
<td>Percentage</td>
<td>56.9</td>
<td>35.3</td>
<td>7.8</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3.2 Section 2: Respondents’ household data

The household data covered information on the respondents’ heads of households, and the kind of material and non-material resources respondents gave to their siblings and other household members.

4.3.2.1 Item 2.1: Respondents’ heads of households (N=102)

Of the respondents, 66 (64.7%) were the heads of the households; 13 (12.7%) were part of a household headed by their husband; 9 (8.8%) were in households headed by their mother; 4 (3.9%) were in households headed by their brother; 2 (2%) were in households headed by their father; 2 (2%) were in households headed by their sister, and 6 (5.9%) were in households headed by others (i.e., father in-law, grandmother, uncle or aunt, and stepmother) (see table 4.5).

Table 4.5 Respondents’ heads of households (N=102)

<table>
<thead>
<tr>
<th>Primary beneficiaries</th>
<th>Husband to respondent</th>
<th>Mother to respondent</th>
<th>Brother to respondent</th>
<th>Father to Respondent</th>
<th>Sister to respondent</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>66</td>
<td>13</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Percentage</td>
<td>64.7</td>
<td>12.7</td>
<td>8.8</td>
<td>3.9</td>
<td>2</td>
<td>2</td>
<td>5.9</td>
</tr>
</tbody>
</table>

4.3.2.2 Item 2.2: Respondents’ support to siblings and other household members

The information on the kind of support the respondents gave to their siblings and other dependants helped the researcher to understand the respondents’ role in supporting their siblings and dependants to meet the basic needs of life. In this section, the respondents provided the number of people and details of the family members living with them. The respondents also indicated the kind of basic needs siblings and dependants received from them.

The respondents indicated a total of 693 siblings and dependants (family members) in the 102 households. Of the siblings and dependants, 521 (75.2%) received food from
the respondents; 499 (72%) received medical care; 471 (68%) received clothing, and 325 (46.9%) got bedding. A total of 322 (46.5%) received psychosocial support in the form of counselling and guidance; 264 (38%) received scholastic materials, and 116 (16.7%) received school fees from the respondents (see table 4.6). The average size of the respondents’ households was 7 members. Of the 693 family members recorded, the majority (n=365; 52.7%) were under 18 years old and 527 (76%) lived with the respondents.

The results indicated that the main forms of support were food, clothing, medical care, educational support, and psychosocial support. The respondents were directly supporting 527 (76%) people since they lived with the respondents. The majority of the respondents’ dependants (n=365; 52.7%) were under 18 years old, which meant that they were total dependants (not earning any income).

Table 4.6  Respondents’ number of siblings and dependants supported (N=693)

<table>
<thead>
<tr>
<th></th>
<th>Food</th>
<th>Medical</th>
<th>Clothing</th>
<th>Beddings</th>
<th>Psychosocial Support</th>
<th>Scholastic Material</th>
<th>School fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>521</td>
<td>499</td>
<td>471</td>
<td>325</td>
<td>322</td>
<td>264</td>
<td>116</td>
</tr>
<tr>
<td>Percentage</td>
<td>75.2</td>
<td>72.0</td>
<td>68.0</td>
<td>46.9</td>
<td>46.5</td>
<td>38.0</td>
<td>16.7</td>
</tr>
</tbody>
</table>

4.3.3 Section 3: Courses completed by respondents

This section covered the type of courses done by the respondents, the proportion of the respondents using the skills obtained from the training, the duration of the training, the different forms of assessment and the support provided to the respondents after the ECSI training.

4.3.3.1 Item 3.1: Respondents’ type of courses done and proportion of respondents’ using the skills obtained from the ECSI (N=102)

Of the respondents, 24 (23.5%) were trained in carpentry and 23 (95.8%) of them were using the skills; 24 (23.5%) were trained in welding and metal fabrications and 20
(83.3%) of them were using the skills. A further 21 (20.6%) were trained in tailoring and 19 (90.5%) of them were using the skills. Of the 10 (9.8%) respondents trained in building and concrete practice, 9 (90%) were using the skills. Eight respondents (7.8%) were trained in hairdressing and saloon practice, and 7 (87.5%) of them were using the skills. Five respondents (4.9%) were trained in catering and all of them (100%) were using the skills. Of the 5 (4.9%) respondents trained in electrical installation, 4 (80%) of them were using the skills. Four (3.9%) respondents were trained in motor vehicle mechanics and 3 (75%) of them were using the skills. Finally, the 1 (1%) respondent trained in agriculture was not using the skills learned.

The results indicated that the most preferred and chosen courses (n=79; 77.4%) were carpentry, building, welding and tailoring. Of the respondents, 90 (88.2%) were using the skills obtained from the ECSI. Furthermore, the results indicated the following skills utilisation: 100% catering skills; 96.5% carpentry; 90.5% tailoring; 90% building; 87.5% hair dressing; 83.3% welding; 80% electrical, and 75% motor vehicle mechanics (see table 4.7).

### Table 4.7 Courses completed by respondents (N=102)

<table>
<thead>
<tr>
<th>Course</th>
<th>Number Trained</th>
<th>Percentage trained</th>
<th>Number using skills obtained from the training</th>
<th>Percentage of trainees using apprenticeship skills obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpentry</td>
<td>24</td>
<td>23.5</td>
<td>23</td>
<td>95.8</td>
</tr>
<tr>
<td>Welding</td>
<td>24</td>
<td>23.5</td>
<td>20</td>
<td>83.3</td>
</tr>
<tr>
<td>Tailoring</td>
<td>21</td>
<td>20.6</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Building</td>
<td>10</td>
<td>9.8</td>
<td>9</td>
<td>90.0</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>8</td>
<td>7.8</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Catering</td>
<td>5</td>
<td>4.9</td>
<td>5</td>
<td>100.0</td>
</tr>
<tr>
<td>Electrical</td>
<td>5</td>
<td>4.9</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Motor vehicle</td>
<td>4</td>
<td>3.9</td>
<td>3</td>
<td>75.0</td>
</tr>
<tr>
<td>Agriculture</td>
<td>1</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100.0</strong></td>
<td><strong>90</strong></td>
<td></td>
</tr>
</tbody>
</table>

**4.3.3.2 Item 3.2: Respondents’ duration of training (N=102)**

Of the respondents, 83 (81.4 %) were in training for 9 to12 months, 10 (9.8%) for 13 to 15 months, and 9 (8.8%) for more than 16 months. The results indicate that the majority of the respondents (n=93; 91.2%) were in training for 9 to15 months (see table 4.8).
Table 4.8  Duration of the training done for respondents (N=102)

<table>
<thead>
<tr>
<th>Duration of training</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12 months</td>
<td>83</td>
<td>81.4</td>
</tr>
<tr>
<td>13-15 months</td>
<td>10</td>
<td>9.8</td>
</tr>
<tr>
<td>&gt;16 months</td>
<td>9</td>
<td>8.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>102</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.3.3  Item 3.3: Assessment of respondents (N=102)

Of the respondents, 100 (98%) indicated that they were subjected to some form of assessment, and 2 (2%) were not assessed. Of the 100 (98%) who were assessed, 98 (98%) had written tests for assessment and 27 (26.5%) had oral tests as part of their assessment. The assessed respondents (n=100; 98%) all underwent practical assessment. The 100 (98%) respondents who were assessed all passed and received certificates, and the 2 (2%) who were not assessed did not receive certificates.

4.3.3.4  Item 3.4: Start-up support given to respondents after training (N=102)

Of the respondents, 78 (76.5%) received tool kits after their training, while 24 (23.5%) did not receive tool kits but were given capital or business management training and psychosocial support in the form of counselling and guidance. The majority of the respondents (n=60; 58.8%) received support exclusively from TASO while 42 (41.2%) received support from both TASO and relatives.

Of the respondents, 59 (57.8%) reported that the support received was adequate while 43 (42.2%) said that the support was not adequate. The respondents who received inadequate support indicated a need for additional support like tool kits, more skills development, a loan to boost business, and more training in business/records management and customer relations.

4.3.4  Section 4: Socio-economic outcomes of ECSI for respondents

This section covered the respondents’ current employment status; employer; average monthly income; assets bought from income, and their overall assessment and rating of positive socio-economic outcomes for them and their dependants (family members).
4.3.4.1 Item 4.1: Respondents’ employment status (N=102)

Of the respondents, 90 (88.2%) were employed and 12 (11.8%) were not employed (see figure 4.2).

![Figure 4.2 Respondents’ employment status (N=102)](image)

4.3.4.2 Item 4.2: Who employed the respondents (N=90)

All the employed respondents (N=90; 100.0%) answered this item. Of the respondents, 44 (48.9%) were self-employed (had their own workshops) and 46 (51.1%) were employed by others (see table 4.9).

Table 4.9 Respondents’ employers (N=90)

<table>
<thead>
<tr>
<th></th>
<th>Self-employed</th>
<th>Employed by others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>44</td>
<td>46</td>
<td>90</td>
</tr>
<tr>
<td>Percentage</td>
<td>48.9</td>
<td>51.1</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3.4.3  **Item 4.3: Employed respondents’ average monthly income (N=90)**

Of the respondents, 41 (45.6%) had an average monthly income of less than 50,000 Ugandan shillings (U shs) (less than R150 [South African Rand]); 28 (31.1%) had an average monthly income of 50,000 to 100,000 U shs (R150 to R300); 12 (13.3%) had an average income of 100,000 to 150,000 U shs (R300 to R450), and 9 (10%) had a monthly income of 150,000 U shs (R450) (see table 4.10). These findings show that the respondents had a source of income and were in a position to earn a monthly income.

<table>
<thead>
<tr>
<th>Income</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50,000 U shs</td>
<td>41</td>
<td>45.6</td>
</tr>
<tr>
<td>50,000-100,000 U shs</td>
<td>28</td>
<td>31.1</td>
</tr>
<tr>
<td>100,000-150,000 U shs</td>
<td>12</td>
<td>13.3</td>
</tr>
<tr>
<td>&gt;150,000 U shs</td>
<td>9</td>
<td>10.0</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.3.4.4 **Item 4.4: Respondents’ assets acquired from savings (N=90)**

In this item, the respondents who were employed (N=90; 100%) were asked to select the items that applied to them. Of the respondents, 62 (68.9%) had bought beds; 54 (60%) had acquired radios; 41 (45.6%) had bought a phone, and 39 (43.3%) had bought bicycles. Moreover, of the respondents, 19 (21.1%) had acquired a sofa; 18 (20%) had constructed a house; 9 (10%) had bought land, and 7 (7.8%) had bought a television set (see table 4.11). The results indicate that the respondents had accumulated assets.

<table>
<thead>
<tr>
<th>Asset</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td>62</td>
<td>68.9</td>
</tr>
<tr>
<td>Radio</td>
<td>54</td>
<td>60.0</td>
</tr>
<tr>
<td>Phone</td>
<td>41</td>
<td>45.6</td>
</tr>
<tr>
<td>Bicycle</td>
<td>39</td>
<td>43.3</td>
</tr>
<tr>
<td>Sofa</td>
<td>19</td>
<td>21.1</td>
</tr>
<tr>
<td>House</td>
<td>18</td>
<td>20.0</td>
</tr>
<tr>
<td>Land</td>
<td>9</td>
<td>10.0</td>
</tr>
<tr>
<td>Television set</td>
<td>7</td>
<td>7.8</td>
</tr>
</tbody>
</table>

54
4.3.4.5 Item 4.5: Respondents’ overall assessment and rating of the socio-economic outcomes of the ECSI (N=102)

In this item, the respondents were asked to indicate all the options that applied to them. Of the respondents, 88 (86.3%) indicated that their training enabled them to support their siblings; 85 (83.3%) attributed the income they earned to the training and 80 (78.4%) had acquired assets. Of the respondents, 78 (76.5%) indicated obtaining employment as a result of the programme; 73 (71.6%) acquired capital as a result of the training; 69 (67.6%) had an opportunity to meet other people; 57 (55.9%) had found a market for their products; 24 (23.5%) were able to pay a dowry for marriage, and 17 (16.7%) had improved their skills. Finally, 3 (2.9%) indicated that the training enabled them to raise money for school fees and move away from the village to live in town (see table 4.12).

Table 4.12 Respondents’ overall assessment and rating of the socio-economic outcomes of the ECSI (N=102)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Yes number</th>
<th>Percentage</th>
<th>No Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support siblings</td>
<td>88</td>
<td>86.3</td>
<td>14</td>
<td>13.7</td>
</tr>
<tr>
<td>Income I earn</td>
<td>85</td>
<td>83.3</td>
<td>17</td>
<td>16.7</td>
</tr>
<tr>
<td>Acquire assets</td>
<td>80</td>
<td>78.4</td>
<td>22</td>
<td>21.6</td>
</tr>
<tr>
<td>Get employment</td>
<td>78</td>
<td>76.5</td>
<td>24</td>
<td>23.5</td>
</tr>
<tr>
<td>Get capital</td>
<td>73</td>
<td>71.6</td>
<td>29</td>
<td>28.4</td>
</tr>
<tr>
<td>Meet people</td>
<td>69</td>
<td>67.6</td>
<td>33</td>
<td>32.3</td>
</tr>
<tr>
<td>Get market</td>
<td>57</td>
<td>55.9</td>
<td>45</td>
<td>44.1</td>
</tr>
<tr>
<td>Pay dowry</td>
<td>24</td>
<td>23.5</td>
<td>78</td>
<td>76.5</td>
</tr>
<tr>
<td>Skills improve</td>
<td>17</td>
<td>16.7</td>
<td>85</td>
<td>83.3</td>
</tr>
<tr>
<td>Relationship</td>
<td>04</td>
<td>3.9</td>
<td>98</td>
<td>96.1</td>
</tr>
<tr>
<td>Others**</td>
<td>03</td>
<td>2.9</td>
<td>99</td>
<td>97.1</td>
</tr>
</tbody>
</table>

4.3.5 Factors influencing respondents’ utilisation of the skills obtained from the ECSI and positive outcomes

All the respondents (N=102; 100%) received start-up support after the training (see section 4.3.3.4, item 3.4). The start-up support ranged from provision of tool kits,
capital, training in business management and record keeping to psychosocial support in terms of counselling and guidance. This section explored how the provision of start-up support influenced the utilisation of the skills obtained from the ECSI.

4.3.5.1 Item 5.1: Provision of tool kits

The results from the cross-tabulation of the tool kits provision as a start-up support against the positive outcomes indicated that the provision of the tool kits significantly influenced the following outcomes: the employer (self-employed) (p=0.002), the acquisition of assets (p=0.028), and income earned (p=0.026). The respondents who had start-up tool kits were more able to be self-employed (p=0.006), earn an income (p=0.026), get employment (p=0.035), and have good relationships with relatives (p=0.028 (see table 4.13). The provision of tool kits therefore positively influenced the socio-economic outcomes by enabling the respondents to be employed and especially becoming self-employed; earn an income; buy assets, support siblings and other family members and have good relationships with relative (see table 4.13). Only 12 (11.8%) of the respondents were not employed.

Table 4.13 Influence of provision of tool kits on socio-economic outcomes for respondents

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome (tool kit given)</th>
<th>X²</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Employer</td>
<td>Self</td>
<td>Training firm</td>
<td>Other firm</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Acquired assets</td>
<td>Yes</td>
<td>59</td>
<td>22</td>
<td>4.847</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Skills for training</td>
<td>Yes</td>
<td>41</td>
<td>16</td>
<td>1.083</td>
</tr>
<tr>
<td>increased the income</td>
<td>No</td>
<td>28</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training enabled me to</td>
<td>Yes</td>
<td>57</td>
<td>21</td>
<td>4.4666</td>
</tr>
<tr>
<td>acquire assets</td>
<td>No</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to</td>
<td>Yes</td>
<td>59</td>
<td>22</td>
<td>4.847</td>
</tr>
<tr>
<td>get a market for my</td>
<td>No</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>get employment</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have friendship with</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3.5.2 Item 5.2: Provision of start-up capital

The results from the cross-tabulation of the provision of start-up capital indicated that the provision of start-up capital had a significant influence on the following: employment status (being employed) \((p=0.004)\), the employer (self-employed or employed by others) \((p=0.001)\), acquired assets \((p=0.000)\), offered support to siblings \((p=0.000)\), had an opportunity to meet people or organisations to do business with \((p=0.004)\) and had friendly relationships with relatives \((p=0.014)\) (see table 4.14).

The respondents who received start-up capital were mainly self-employed, acquired assets, supported siblings, met other people or organisations to do business with and had good relationships with relatives.

Table 4.14 Influence of the provision of start-up capital on respondents’ socio-economic outcomes

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome (start-up capital given)</th>
<th>(X^2)</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment status</td>
<td>Yes</td>
<td>67</td>
<td>23</td>
<td>8.459</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td>Self</td>
<td>39</td>
<td>5</td>
<td>17.593</td>
</tr>
<tr>
<td></td>
<td>Related Training firm</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other firm</td>
<td>29</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Skills from training increased income I earn</td>
<td>Yes</td>
<td>65</td>
<td>21</td>
<td>9.247</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Training enabled me To acquire assets</td>
<td>Yes</td>
<td>63</td>
<td>18</td>
<td>12.413</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Training enabled me to meet people/organisation</td>
<td>Yes</td>
<td>55</td>
<td>15</td>
<td>8.474</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>16</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get capital</td>
<td>Yes</td>
<td>61</td>
<td>13</td>
<td>20.958</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get employment</td>
<td>Yes</td>
<td>62</td>
<td>16</td>
<td>15.294</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to have friendship with relatives</td>
<td>Yes</td>
<td>61</td>
<td>20</td>
<td>6.044</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>11</td>
<td></td>
</tr>
</tbody>
</table>
4.3.5.3 Item 5.3: Training in business management

The results from the cross-tabulation of business training as support to the respondents to manage their business after training indicated that the provision of business management training significantly influenced the following: employment status (being employed) \((p=0.000)\), the employer (self-employed or employed by others) \((p=0.000)\), earned a monthly income \((p=0.023)\), acquired assets \((p=0.000)\), were in position to support siblings \((p=0.000)\), had an opportunity to meet people or organisations to do business with \((p=0.000)\), got additional capital \((p=0.000)\) and had friendly relationships with relatives \((p=0.000)\) (see table 4.15). The respondents who received training in business management were mainly self-employed, got an income, acquired assets, supported siblings, met people or organisations to do business with, and related well with relatives.

Table 4.15 Provision of training in business management influence on respondents’ socio-economic outcomes

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome</th>
<th>(\chi^2)</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>79</td>
<td>20.706</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self</td>
<td>35</td>
<td>35.358</td>
<td>3</td>
<td>0.000</td>
</tr>
<tr>
<td>Related training firm</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other firm</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average monthly income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(&lt;50,000/)</td>
<td>36</td>
<td>11.385</td>
<td>4</td>
<td>0.023</td>
</tr>
<tr>
<td>(50,000-100,000/)</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(100,000-150,000/)</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(&gt;150,000/)</td>
<td>8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquired assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>78</td>
<td>39.322</td>
<td>2</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support my siblings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>81</td>
<td>48.182</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills from training increased income earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>77</td>
<td>24.098</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training enabled me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To acquire assets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>76</td>
<td>40.262</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training enabled me to meet people/organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>67</td>
<td>30.278</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>71</td>
<td>37.771</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get a market for my products</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>56</td>
<td>24.267</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>73</td>
<td>32.643</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to have friendship with relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>72</td>
<td>14.664</td>
<td>1</td>
<td>0.000</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3.5.4 Item 5.4: Provision of psychosocial support

The results from the cross-tabulation of the provision of psychosocial support to the respondents with the positive outcomes indicated that the provision of psychosocial support significantly influenced the following: employment status (being employed) \((p=0.000)\), the employer (self-employed or employed by others) \((p=0.001)\), assets acquired \((p=0.000)\), support to siblings \((p=0.000)\), income \((p=0.000)\), meeting people or organisations to do business with \((p=0.000)\), getting additional capital \((p=0.000)\), finding a market for products \((p=0.001)\) and having good relationships with relatives \((p=0.010)\) (see table 4.16).

The respondents who received psychosocial support were employed, had an income, acquired assets, supported siblings, met other people or organisations to do business with, found a market for their products and had good relationships with relatives.

Table 4.16 Influence of the provision of psychosocial support on respondents’ socio-economic outcomes

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome</th>
<th>Psychosocial support provided</th>
<th>(X^2)</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment status</td>
<td>Yes</td>
<td>69</td>
<td>21</td>
<td>13.614</td>
<td>1 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td>Self-employed</td>
<td>33</td>
<td>11</td>
<td>16.589</td>
<td>3 0.001</td>
</tr>
<tr>
<td></td>
<td>Employed by training firm</td>
<td>7</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Employed by other firm</td>
<td>27</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquired assets</td>
<td>Yes</td>
<td>74</td>
<td>15</td>
<td>15.378</td>
<td>2 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support my siblings</td>
<td>Yes</td>
<td>70</td>
<td>18</td>
<td>24.77</td>
<td>1 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills from training increased my income</td>
<td>Yes</td>
<td>67</td>
<td>19</td>
<td>14.145</td>
<td>1 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training enabled me to acquire assets</td>
<td>Yes</td>
<td>63</td>
<td>18</td>
<td>9.795</td>
<td>1 0.002</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training enabled me to meet people/organisation</td>
<td>Yes</td>
<td>60</td>
<td>10</td>
<td>24.589</td>
<td>1 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get the capital I use</td>
<td>Yes</td>
<td>60</td>
<td>14</td>
<td>14.296</td>
<td>1 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>12</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to find a market for my products</td>
<td>Yes</td>
<td>48</td>
<td>9</td>
<td>11.548</td>
<td>1 0.001</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>24</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get employment</td>
<td>Yes</td>
<td>62</td>
<td>16</td>
<td>12.645</td>
<td>1 0.000</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course enabled me to have friendship with relatives</td>
<td>Yes</td>
<td>62</td>
<td>19</td>
<td>6.720</td>
<td>1 0.010</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3.5.5 Item 5.5: Superior skills in the field of specialty

The results from the cross-tabulation of the skills obtained in terms of the superior of skills with the positive outcomes indicated that the skills obtained significantly influenced the following: employment status (being employed) \( (p=0.041) \), the employer (being self-employed or employed by others) \( (p=0.001) \), acquire assets \( (p=0.001) \), be in position to support siblings \( (p=0.000) \), earn an income \( (p=0.001) \), were able to meet people to do business with \( (p=0.000) \) and were in position to find a market for product \( (p=0.000) \), got additional capital \( (p=0.000) \), got employment \( (0.002) \) and had friendly relationships with relatives \( (p=0.000) \) (see table 4.17).

The respondents who reported having attained superior skills were able to get employment, earned an income, bought assets, met people to do business with, found a market for products, supported siblings and related well with relatives.

Table 4.17 Influence of superiority of skills obtained on respondents’ socio-economic outcomes

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome</th>
<th>X^2</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Has superior skills in field of specialty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment status</td>
<td>Yes</td>
<td>64</td>
<td>26</td>
<td>4.194</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td>Self</td>
<td>32</td>
<td>12</td>
<td>15.546</td>
</tr>
<tr>
<td></td>
<td>Related training firm</td>
<td>7</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>26</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Acquired assets</td>
<td>Yes</td>
<td>64</td>
<td>21</td>
<td>13.673</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Support my siblings</td>
<td>Yes</td>
<td>66</td>
<td>22</td>
<td>15.839</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Skills from training increased income earned</td>
<td>Yes</td>
<td>64</td>
<td>22</td>
<td>11.487</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Training enabled me to acquire assets</td>
<td>Yes</td>
<td>62</td>
<td>19</td>
<td>14.227</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Training enabled me to meet people/organisation</td>
<td>Yes</td>
<td>56</td>
<td>14</td>
<td>15.557</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>13</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get capital</td>
<td>Yes</td>
<td>58</td>
<td>16</td>
<td>14.185</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to find a market for my products</td>
<td>Yes</td>
<td>51</td>
<td>6</td>
<td>28.124</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>18</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get Employment</td>
<td>Yes</td>
<td>59</td>
<td>19</td>
<td>9.679</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to have friendship with relatives</td>
<td>Yes</td>
<td>63</td>
<td>18</td>
<td>18.449</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>
4.3.5.6 Item 5.6: Production of quality products

The results from the cross-tabulation of the quality of products produced with the positive outcomes indicated that the quality of the products produced significantly influenced the following: employment status (being employed) \((p=0.000)\), the employer (self-employed or employed by others) \((p=0.000)\), were able to earn an average monthly income \((p=0.015)\), acquire assets \((p=0.001)\), be in position to support siblings \((p=0.000)\), had a source of income \((p=0.000)\), provided an opportunity to meet people or organisations \((p=0.000)\), were in position to obtain additional capital \((p=0.000)\) and found a market for products \((p=0.000)\) (see table 4.18). The respondents who made quality products were able to be employed, earn a higher average monthly income, find a market for products, get more capital, buy assets and support siblings.

Table 4.18 Influence of the quality of products produced on respondents’ socio-economic outcomes

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome</th>
<th>X²</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Produces quality products</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment status</td>
<td>Yes</td>
<td>59</td>
<td>31</td>
<td>14.314</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>1</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Employer</td>
<td>Self</td>
<td>34</td>
<td>10</td>
<td>21.965</td>
</tr>
<tr>
<td></td>
<td>Related training firm</td>
<td>6</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Other firm</td>
<td>27</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Average monthly income</td>
<td>&lt;50,000/=</td>
<td>27</td>
<td>20</td>
<td>12.321</td>
</tr>
<tr>
<td></td>
<td>50,000-100,000/=</td>
<td>19</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100,000&lt;150,000/=</td>
<td>9</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&gt;150,000/=</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Acquired assets</td>
<td>Yes</td>
<td>57</td>
<td>28</td>
<td>14.935</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Support my siblings</td>
<td>Yes</td>
<td>60</td>
<td>28</td>
<td>23.182</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Skills from training increased income earned</td>
<td>Yes</td>
<td>58</td>
<td>28</td>
<td>16.812</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Training enabled me to acquire assets</td>
<td>Yes</td>
<td>56</td>
<td>25</td>
<td>17.273</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Training enabled me to meet people/organisation</td>
<td>Yes</td>
<td>51</td>
<td>19</td>
<td>18.142</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Course enabled me get the capital I use</td>
<td>Yes</td>
<td>53</td>
<td>21</td>
<td>18.229</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to find a market for my products</td>
<td>Yes</td>
<td>51</td>
<td>6</td>
<td>50.110</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>9</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to get Employment</td>
<td>Yes</td>
<td>53</td>
<td>25</td>
<td>11.396</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to pay dowry/marry</td>
<td>Yes</td>
<td>19</td>
<td>4</td>
<td>6.936</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>41</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Course enabled me to have friendship with relatives</td>
<td>Yes</td>
<td>56</td>
<td>25</td>
<td>17.273</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>
### Item 5.7: Availability of markets for respondents' products

The results from the cross-tabulation of the availability of market for the products made by the respondents with the positive outcomes indicated that the availability of markets significantly improved the following: employment status (being employed) \((p=0.004)\), the employer (being self-employed or employed by others) \((p=0.002)\) and acquired assets \((p=0.002)\). The respondents who said they had a market for their products were able to support their siblings \((p=0.000)\), increase the income they earned \((p=0.001)\), meet people/organization to do business with \((p=0.000)\), acquire additional capital \((p=0.000)\), were able to be employed \((p=0.011)\), pay a dowry \((p=0.003)\) and have friendly relationships with their relatives \((p=0.001)\) (see table 4.19).

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing outcome</th>
<th>(X^2)</th>
<th>df</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employment status</strong></td>
<td>Market for products available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>55</td>
<td>35</td>
<td>8.483</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Employer</strong></td>
<td>Self</td>
<td>30</td>
<td>14</td>
<td>15.089</td>
</tr>
<tr>
<td>Related training firm</td>
<td>5</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firm not related</td>
<td>26</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Acquired assets</strong></td>
<td>Yes</td>
<td>54</td>
<td>31</td>
<td>12.758</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support my siblings</strong></td>
<td>Yes</td>
<td>56</td>
<td>32</td>
<td>15.613</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills from training increased income earned</strong></td>
<td>Yes</td>
<td>54</td>
<td>32</td>
<td>10.613</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training enabled me to acquire assets</strong></td>
<td>Yes</td>
<td>54</td>
<td>28</td>
<td>14.553</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Training enabled me to meet people/organisation</strong></td>
<td>Yes</td>
<td>49</td>
<td>21</td>
<td>18.038</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course enabled me to get Capital</strong></td>
<td>Yes</td>
<td>51</td>
<td>23</td>
<td>18.583</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course enabled me to find a market for my products</strong></td>
<td>Yes</td>
<td>50</td>
<td>7</td>
<td>53.118</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course enabled me to get Employment</strong></td>
<td>Yes</td>
<td>49</td>
<td>29</td>
<td>6.473</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course enabled me to pay dowry/marry</strong></td>
<td>Yes</td>
<td>19</td>
<td>4</td>
<td>8.604</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>41</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course enabled me to have friendship with relatives</strong></td>
<td>Yes</td>
<td>52</td>
<td>29</td>
<td>11.034</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.19 Influence of availability of markets for respondents' products on socio-economic outcomes of the ECSI
4.3.6 Influence of absence of start-up support on respondents’ utilisation of skills of the ECSI (negative socio-economic outcomes)

The data on the start-up support provided indicated that not all the respondents received the same kind of support. Some respondents did not receive tool kits and some only received training in business management, capital and psychosocial support. This section explored the influence of the absence of start-up support on the respondents’ utilisation of the skills learned.

4.3.6.1 Item 6.1: Lack of start-up capital

The results from the cross-tabulation of the absence of start-up capital with the negative outcomes indicated that a lack of start-up capital had a significant negative influence on the respondents’ utilisation of skills. Some respondents reported a loss of household property while they were undergoing the apprenticeship programme (p=0.029) and some who had received tool kits reported the loss of the tool kit (0.001) (see table 4.20).

The absence of start-up capital led some respondents to sell their tool kits. This, then, meant the loss of the tool kits and subsequent inability to earn a living from the skills.

Table 4.20 Influence of the absence of start-up capital on respondents’ socio-economic outcomes

<table>
<thead>
<tr>
<th>Socio-economic outcomes</th>
<th>Factors influencing negative outcome</th>
<th>X²</th>
<th>df</th>
<th>P value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lack of start up capital</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>2</td>
<td>4</td>
<td>4.760</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>7</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Led to loss of property while I was away</td>
<td>Yes</td>
<td>1</td>
<td>0</td>
<td>10.436</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>8</td>
<td>93</td>
<td></td>
</tr>
</tbody>
</table>
4.4 CONCLUSION

This chapter presented the data analysis and interpretation. The results were presented according to the sections of the interview schedule, by means of tables, percentages, and diagrams. The results indicated that most of the respondents benefited from the ECSI programme and utilised the skills learned.

Chapter 5 concludes the study, discusses its limitations and makes recommendations for practice and further research.
CHAPTER 5

Discussion of findings, limitations and recommendations

5.1 INTRODUCTION

Chapter 4 presented the data analysis and interpretation. This chapter outlines the purpose, findings, conclusions and limitations of the study and makes recommendations for practice and further research. The purpose of the study was to explore, describe and assess the socio-economic outcomes of the skills acquired from the ECSI with a view to improving the application and utilisation of the skills. The researcher adopted a quantitative approach to the study with an exploratory, descriptive and cross-sectional design. Data was collected from 102 respondents.

5.2 DISCUSSION OF FINDINGS

The findings are presented according to the sections of the interview schedule, which covered the respondents’

- gender, age, level of education, marital status, and orphanhood status
- heads of households, and material and non-material support given to their siblings and other household members
- types of courses taken
- utilisation of the skills obtained from the training; duration of the training; forms of assessment, and the support provided to the respondents after the ECSI training

The study found that most of the respondents benefited from the ECSI programme and utilised the skills learned.
5.2.1 Socio-demographic data

The socio-demographic data covered the respondents’ gender; age; educational level; marital status, and orphanhood status. This section provided a profile of the respondents and their situation.

5.2.1.1 Gender

The majority of the respondents were males compared to females (see chapter 4, figure 4.1). According to Haan (2001:3), the choices of vocational training and skills for females are limited mostly to textile or a few traditional trades of a domestic and service nature, such as cookery. In this study, the choices available to females were limited to tailoring, hairdressing and catering (see chapter 4, table 4.6). There is a need to broaden the scope of skills training available to females.

5.2.1.2 Age

The majority of the respondents were between 20 and 24 years old (see figure 4.1). This concurred with Fluitman’s (1992:8) finding in West Africa that most of the apprentices were 18 to 25 years old.

5.2.1.3 Educational level

The majority of the respondents had obtained a basic level of education (see table 4.2). The respondents’ educational level facilitated understanding and following instructions during training. Moreover, they could grasp the knowledge and skills imparted during the training since they were literate. These findings concurred with Fluitman’s (1992:9) which indicated that 92% of the apprentices had completed primary education and were able to read and write. A basic level of education is therefore essential to facilitate the acquisition of apprenticeship skills.

5.2.1.4 Orphanhood status

The ECSI targeted children who were vulnerable due to HIV/AIDS. The majority of the respondents had lost one or both parents to AIDS (see table 4.4). The ECSI was
introduced to alleviate the non-medical effects in effects of HIV/AIDS on the lives of primary beneficiaries of the programme. In this study, only 7.8% of the respondents still had both parents alive. Gilborn et al (2001:4) maintain that interventions to respond to and support HIV/AIDS-affected children should start “as soon as the parents become terminally ill” rather than when the children are orphaned. Therefore interventions to support HIV/AIDS-affected children and mitigate their vulnerability and problems should be initiated early.

5.2.2 Respondents’ households and support for siblings and other dependants

The majority of the respondents were the heads of their households (see table 4.5). On average, the households consisted of seven family members. Out of a total of 693 family members, 365 were children and therefore total dependants. The respondents directly supported most of the family members since they all lived together (see table 4.5). The respondents provided the basic needs of their siblings and other dependants (see table 4.6). UWESO (2005:35) also found that most of the respondents spent their money on food and personal effects (e.g., toiletries). In Malawi, Ledward et al (2001:22) found that apprentices supported by the Save the Children Project supported their pre-school siblings. Apprenticeship training equips beneficiaries to provide for siblings and other dependants.

5.2.3 Respondents’ apprenticeship courses

All the respondents had access to the ECSI training. The findings indicated that the respondents took carpentry, building, welding and metal fabrications, tailoring, hairdressing, catering, electrical installation, motor vehicle mechanics and agriculture (see table 4.7). The Uganda Youth Development Link (UYDEL) livelihoods and skills development programme for marginalized youth provides training in hairdressing, carpentry, building and concrete practice, catering, electrical installation, and motor vehicle mechanics (UNESCO 2007:18). These vocational skills subsequently assist the beneficiaries to find employment.
5.2.3.1 Duration of apprenticeship training

The duration of apprenticeship training in the ECSI programme ranged from 9 to 15 months for the majority of the respondents. This finding differs from Nell and Shapiro’s (1998:7-8) findings on the Informal Sector Trainings and Resource Network in Zimbabwe where the training varied from 3 to 10 weeks for courses like welding, carpentry, solar electrical, dressmaking, refrigeration, and motor vehicle mechanics. Apprenticeship training varies according to the design and type of course and the contract arrangement between the apprentices and the masters (Haan 2001:12). In the UK, the recommended duration and period of apprenticeship training ranges from 12 to 15 months for level 1 (certificate level) and 18 to 24 months for advanced modern level 2 (diploma level) (Smith 2005:5). In the present study, then, the majority of the respondents attained an equivalent of level 1 (certificate level).

5.2.3.2 Assessment

Regarding the apprentices’ progress, the study found that the majority of the respondents were assessed by means of practical, written and/or oral examinations. All the respondents who were assessed passed and were awarded certificates (see chapter 4, section 4.3.3, item 3.3). The findings thus concur with Smith’s (2005:5-7) emphasis on the importance of assessing the performance of apprentices. The assessment could take various forms such as case study work, written tests and/or centrally set project assignments.

5.2.3.3 Start-up support

All the respondents received some form of start-up support after the training. The support ranged from tool kits, capital, business management training, and psychosocial support in the form of counselling and guidance. The support received by the respondents came from TASO and relatives of the respondents (see chapter 4, section 4.3.3.4, item 3.4). Most of the respondents indicated that the start-up support was adequate. In some cases, however, additional support was needed, such as tool kits, more skills development, a loan to boost business, and more training in business/records management and customer relations.
Providing start-up support after training to apprentices is vital. Failure to acquire start-up support hinders the work of the former apprentices. In Malawi, a tin smithing and sewing project failed because the apprentices lacked tools and money to buy materials like iron sheets (Ledward et al 2001:22).

The study on the informal ISTARN in Zimbabwe recommends the provision of loans in form of tool kits and equipment to graduates rather than capital in form of cash. The tool kits and equipment are used directly to the apprentices enterprises and therefore reduce the abuse of loans for something other than the intended purpose (Nell & Shapiro 1998:24). This study found that the majority of the respondents had received tool kits and other forms of start-up support compared to capital (see item 3.4). However, a lack of tool kits and start-up capital hindered some respondents’ work. The provision of both tool kits and capital would therefore assist apprentices to work successfully.

Haan (2001:5-7) emphasises that besides tool kits and start-up capital, post-training assistance such as financial and technical support, and counselling services are very important in promoting and boosting self-employment. At the same time, Haan (2001:17) points out that financial support may be very costly and consequently unsustainable and complex to manage. Organisations should therefore network with financial institutions, but there are no guidelines on how to initiate the network with financial institutions.

A lack of technical, business and entrepreneurial skills and experience are among the key factors hindering former apprentices from establishing income-generating activities or their own workshops (UWESO 2005:20). This study found that a lack of business and records management hindered some of the respondents (see item 5.3, section 4.3.5.3). Training in business and entrepreneurial skills, and psychosocial support are thus also required.

5.2.4 Respondents’ socio-economic outcomes of the ECSI

The findings on the socio economic outcomes of the Expanded Child Survival Initiative on respondents were helpful in ascertaining the outcomes or what the training has led to in terms of employment, ability to earn income, buy assets, support siblings and
other family members in meeting the basic needs and in aiding beneficiaries earn a living.

5.2.4.1 Employment

The majority of the respondents were employed compared to unemployed (see figure 4.2). Many of the respondents had established their own workshops and were self-employed while some were in employment (see table 4.9). In Zimbabwe, it was found that former apprentices had obtained employment after training (Nell & Shapiro 1998:19). Similarly, UNESCO (2007:18) found that the majority (90%) of the beneficiaries of the Uganda Youth Development Link (UYDEL) Project had acquired marketable skills and professional experience; gained self-confidence, and acquired life skills that offered opportunities for a better life.

5.2.4.2 Income

The findings indicated that the majority of the respondents found employment after training and utilised the skills obtained (see table 4.9). The respondents’ average monthly income ranged between 50,000 and 150,000 U shs (R150–R450) (see table 4.10). The respondents who were employed were therefore in a position to earn an income. The present study found that the majority of the respondents were the heads of their households and the income earned enabled them to provide the basic needs for siblings and other family members (see tables 4.5 and 4.6). UWESO (2005:35) found that respondents earned 17,000 U shs (R55) a week and the income was spent on food. Apprentices in Malawi used the money earned to support their pre-school siblings (Leward et al 2001:22).

The skills obtained from apprenticeship training programmes therefore provided employment opportunities for the respondents thereby enabling them to earn an income and support their siblings and other dependants in meeting basic needs.

5.2.4.3 Assets

The findings indicated that the respondents had accumulated assets including land, radios, bicycles, houses, television sets, phones, and household furniture (see table
4.11). In a qualitative study, UWESO (2005:35) found that the respondents had accumulated a modest increase in ownership of basic property and a slight increase in the number of orphans reporting ownership of radios, bicycles and sponge mattresses after receiving training. In addition, a few trained artisans had set up their own businesses and significantly increased their asset base after the completion of their training (UWESO 2005:35).

5.2.5 Factors influencing the respondents' utilisation of the skills obtained from the ECSI

The findings indicated that the provision of start-up support in terms of tool kits, capital, business management training, and psychosocial support had a significant influence on the respondents’ socio-economic outcomes. Most of the respondents who received start-up support were either self-employed or employed by others and consequently earning an income to support themselves and other family members (see chapter 4, section 4.3.5).

5.2.5.1 Start-up tool kits

The provision of start-up tool kits had a significant influence the respondents’ socio-economic outcomes (see table 4.13). The lack of tool kits hindered some of the respondents from being self-employed. In Ghana, Frazer (sa:31) found that a lack of tool kits negatively impacted on apprentices ability to set up business or find employment. Therefore providing start-up tool kits to apprentices fosters and facilitates self-employment.

5.2.5.2 Start-up capital

The findings indicated that the respondents who received start-up capital were self-employed, acquired assets, supported their siblings, met other people or organisations to do business with, and had good relationships with relatives (see table 4.14). McGrath (2005:20) emphasises that inadequate capital is a major problem affects very small and micro enterprises.
5.2.5.3 Training in business management

Most of the respondents who received training in business management were self-employed, earned an income, acquired assets, supported their siblings and other dependants, met people or organisations to do business with, had more capital and related well with relatives (see table 4.15). UWESO (2005:20) found that a lack of technical, business and entrepreneurial skills and experience were major factors hindering apprentices from establishing income-generating activities or their own workshops. Therefore training in business management is essential and facilitates employment and income.

5.2.5.4 Post-training follow-up and support

The findings indicated that psychosocial support in the form of counselling and guidance positively influenced socio-economic outcomes, including employment, income, acquisition of assets, support for siblings, finding markets for their products and having good interpersonal relationships. Haan (2001:5-7) emphasises that psychosocial support in the form of counselling and guidance enhances self-employment abilities and opportunities. The provision of psychosocial support in terms of counselling and guidance, then, facilitates employment and independence.

5.2.5.5 Availability of markets and the quality of products

The availability of markets significantly improved the respondents' socio-economic outcomes (see table 4.19). A problem constantly confronting the informal sector is a lack of adequate markets for products. Most often the supply overwhelms the demand for the products (McGrath 2005:21). In this study, the respondents who made quality products were employed, earned a monthly income, found markets for their products, acquired assets, and supported their siblings and other dependants. It is therefore important for apprentices to have knowledge of market conditions in terms of demand and supply for their products.
**5.2.5.6 Skills and experience**

The respondents who had good skills were self-employed or employed by others, earned an income, acquired assets, met people to do business with thereby finding a market for their products, supported their siblings and other dependants, and related well with relatives. McGrath (2005:16) emphasises that successful self-employment is influenced by factors such as developed skills honed in the workplace; experience gained, and networks.

**5.2.6 Influence of start-up support on socio-economic outcomes**

The absence of start-up capital negatively influenced socio-economic outcomes. For example, some of the respondents who lacked capital sold of their tool kits in order to buy food for the family and lost employment opportunities (see table 4.20). Besides tool kits, then, start-up capital is essential for employment.

Start-up support after training is vital in determining the consequent use of the skills obtained from apprenticeship training. Haan (2001:17) points out the importance of providing start-up support to apprentices. Haan (2001:17) adds further that the financial and other start-up support integrated with the training is costly and therefore unsustainable and complex to manage.

**5.3 CONTRIBUTION OF THE STUDY**

This study has contributed to the existing body of knowledge on apprenticeship training and its socio-economic effects. Besides employment as an outcome, which is widely documented, the present study determined other socio-economic outcomes, such as income earned by respondents, assets acquired, family support and ability to provide for the basic needs of siblings and other dependants.

**5.4 CONCLUSIONS**

The researcher drew the following conclusions from the results.
5.4.1 Socio-demographic characteristics

The respondents had obtained a basic education. Although a lack of educational qualifications may not restrict entry to apprenticeship training, a basic level of education is essential for apprentices to follow and grasp apprenticeship skills.

All the respondents were affected by HIV/AIDS and had either lost one or both parents to AIDS or their parents were infected with HIV/AIDS. The ECSI contributed to mitigating the further effects of HIV/AIDS on the lives of the OVC through the provision of vocational skills, which helped most of the respondents find employment. Therefore interventions to support and mitigate the problems of HIV/AIDS-affected children should be initiated early before they become orphans.

5.4.2 Respondents’ households

Most of the respondents were the heads of their households and directly supporting siblings and family members. Most of the family members were children and therefore total dependants. The respondents were mainly able to support the family’s basic needs like food, clothing and medical care. They were unable to provide sufficient educational and psychosocial support. Additional on-going support to cover the education and psychosocial needs of siblings and other family members of the primary beneficiaries of the ECSI is therefore required.

5.4.3 Courses done

The primary beneficiaries of the ECSI obtained vocational skills in carpentry, building, welding and metal fabrications, tailoring, hairdressing, catering, electrical installation, motor vehicle mechanics and agriculture. Thorough assessment of apprentices is required to determine the standard and adequacy of knowledge and skills acquired during training and certificates are awarded. This contributes to their marketability as it serves as proof of their training and skills.

Start-up support is necessary for all primary beneficiaries. The support should encompass the provision of tool kits, capital, business management training and
psychosocial counselling and guidance. Start-up support to apprentices is vital to their socio-economic well being and employment and independence prospects.

5.4.4 Socio-economic outcomes of the ECSI

The vocational skills obtained through the ECSI equipped and enabled the respondents to be self-employed or find employment and become self-supporting.

The income earned enabled the respondents to provide basic needs for their siblings and other family members. The income further enabled them to acquire assets like land, radio, bicycles, houses, television sets, phones, and household furniture. The skills obtained from the ECSI programme therefore had positive socio-economics outcomes for the respondents and their family members.

5.4.5 Factors influencing the socio-economic outcomes of the ECSI

The provision of start-up support in terms of tool kits, capital, business management training, and psychosocial support to the respondents had a significant influence on most of the socio-economic outcomes, including self-employment or employment and earning and income to provide for the families’ basic needs and acquire some assets. Start up support to apprentices after training is therefore critical in determining the utilisation of the skills obtained from apprenticeship training.

5.5 LIMITATIONS

The researcher identified the following limitations in this study:

- The study was restricted to the TASO Tororo branch. The findings can therefore only be generalised to TASO branches that implement the ECSI and have similar settings in terms of socio-economic activities. The findings cannot be generalised to other agencies and OVC programmes since their design and aims may not be the same.
- The use of a structured interview schedule limited the in-depth understanding of some phenomena that could best be explored using a qualitative approach such
as exploring the outcomes in terms of beneficiaries’ or apprentices’ experiences and challenges or recommendations for improving their work.

- The use of different languages during the interviews could have limitations on the study findings since the words translated into different local languages may have different meanings.

5.6 RECOMMENDATIONS

Based on the study findings, the researcher makes the following recommendations for practice and future research.

5.6.1 Practice

The results indicate positive socio-economic outcomes of the ECSI therefore TASO and other development agencies should consider supporting more OVC through apprenticeship training.

TASO should continue to provide start-up support as part of the package given to apprentices after training since this significantly influences apprentices’ employment after training.

Educational and psychosocial support should be extended to the siblings of primary beneficiaries. The study identified a need for this because the respondents were not able to meet all these needs.

Since the financial support which is integrated with the training is not always sustainable, it is recommended that organisations network and link beneficiaries to lending institutions. TASO and other development agencies implementing OVC support should consider linking apprentices to financial institutions that provide loans. This, however, would require developing clear guidelines on how to initiate the network and linkages between the training and the finance institutions. There is therefore a need to develop such networking guidelines for training and financial institutions for such linkages to operate.
Interventions to support and mitigate the problems and vulnerability among HIV/AIDS-affected children should be initiated early before the children become orphaned.

The scope of vocational skills for females should be broadened and not limited to textile or traditional trades so that more females could benefit. The preconceptions about gender-exclusive courses should also be changed in order to benefit both males and females.

5.6.2 Further research

Further research should be conducted on the following topics:

- An analytical evaluation of the impact of the ECSI on the primary beneficiaries and their siblings. An analysis and evaluation of the impact of ECSI on the beneficiaries would answer the “why” of the outcomes and not necessarily describing the outcomes as the case in the current study.
- A study of OVC supported by other development agencies in order to explore and determine the outcomes of training OVC in apprenticeship programmes. This would widen the scope of the study not limiting it to the TASO programme.
- An in-depth study, using both qualitative and quantitative approaches, of the primary beneficiaries’ experience of employment and challenges affecting them.
- A longitudinal study, using the current data as baseline information, to measure any changes in the outcomes in the light of more experience gained by the primary beneficiaries.
- A case control study could be conducted to compare the lives of the primary beneficiaries of the ECSI with the OVC under TASO care who were not trained under the ECSI. The beneficiaries of the ECSI would be cases and the applicants who were not taken up for the training under ECSI would be the control group.

5.7 CONCLUSION

The chapter presented the findings, conclusions and limitations of the study and made recommendations for practice and further research. The findings were related to existing literature and findings.
The study found positive socio-economic outcomes of the ECSI apprenticeship programme on the majority of the respondents, who were able to support themselves, their siblings and other family members. The ever-increasing number of OVC worldwide requires more support to address the problems that affect the well being and development of orphans and vulnerable children. This study should assist development agencies and policy-makers to support more orphans and vulnerable children to acquire skills to enable them to earn a living and thus reduce their vulnerability.


ILO – see International Labour Organization.


MGLSD – see Ministry of Gender, Labour and Social Development.


NYDL – see New York Department of Labor.


TASO – see The AIDS Support Organisation.


UAC – see Uganda AIDS Commission.


UNAIDS/WHO – see United Nations Programme on HIV/AIDS and World Health Organization.


UWESO – see Uganda Women’s Efforts to Save Orphans.

ANNEXURE 1

Permission from various authorities
ANNEXURE 2

Data collection instrument
ANNEXURE 3

Consent (respondents)
ANNEXURE 4

Map of Uganda
UNIVERSITY OF SOUTH AFRICA
Health Studies Research & Ethics Committee (HSREC)
College of Human Sciences

CLEARANCE CERTIFICATE

Date of meeting: 3 April 2007  Project No: 34398740

Project Title: An assessment of apprenticeship program on the socio-economic lives of HIV/AIDS orphans and their families

Researcher: Ms FOP Ajok
Supervisor/Promoter: Dr GH van Rensburg
Joint Supervisor/Joint Promoter: Dr S Knight

Department: Health Studies
Degree: D Litt et Phil

DECISION OF COMMITTEE

Approved √ Conditionally Approved

Date: 3 April 2007

Prof TR Mavundla
RESEARCH COORDINATOR: DEPARTMENT OF HEALTH STUDIES

Prof SM Mogotlane
ACADEMIC CHAIRPERSON: DEPARTMENT OF HEALTH STUDIES

PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRES
Date: May 3, 2007

To: The Chairperson
Research Committee
TASO Tororo

From: Secretary to the Research Committee
TASO HQrs

Cc: Ms FOP Ajok

Ref: Request by Ms FOP Ajok to conduct a research at TASO Tororo

The above mentioned submitted a research protocol titled: "An Assessment of apprenticeship program on the socio-economic lives of HIV/AIDS orphans and their families." The protocol has been reviewed and accepted. She will be required to provide a final copy of the research report to TASO on completion of the study. Please accord her any support available.

However, she is required to sign a confidentiality agreement below before she starts with the research.

I [Florence Ajok Ochagony] accept to bind by the policies of the organization in keeping confidentiality of the information I will gather from the clients and the staff during my research.

Signature

Date 15/5/2007.
INTERVIEW SCHEDULE

ASSESSMENT OF THE SOCIO- ECONOMIC OUTCOMES OF THE EXPANDED CHILD SURVIVAL INITIATIVES ON THE LIVES OF HIV/AIDS ORPHANS

Interviewer code--------------------- interview schedule code----------

Greet the study respondent and introduction of self.
I am here as one of the study team and on behalf of Ms Florence Ajok Odongpiny a masters student of University of South Africa. The study will enable her fulfill one of the Requirements of the Master of Public Health degree from the University of South Africa.

The study is going to assess the outcomes of the Expanded Child Survival Initiative on orphans and vulnerable children (OVC) supported by TASO Tororo in Eastern Uganda between the period 2001 to 2004. The findings will help in future programming for OVC.

According to TASO Tororo list, you were one of the beneficiaries of the programme and for that matter I kindly request you to participate as respondent. Take each respondent through the consent form and seek his or her consent.
SECTION ONE

1.1 Background information of the primary beneficiary of apprenticeship

1.2 Sex: Male ☐ 1.2.1

Female ☐ 1.2.2

1.3 How old are you? (Tick one)

AGE: 10-14 ☐ 1.3.1

15-19 ☐ 1.3.2

20-24 ☐ 1.3.3

25-29 ☐ 1.3.4

30 + ☐ 1.3.5

1.4 What was your level of education by the time you were joining the program? (Tick one)

None ☐ 1.4.1

Lower Primary ☐ 1.4.2

Upper Primary ☐ 1.4.3

S.1-S.2 ☐ 1.4.4

S.3-S.4 ☐ 1.4.5

S.5-S6 ☐ 1.4.6

College ☐ 1.4.7

1.5 What is your marital status? (Tick one)

Never married ☐ 1.5.1

Married Mono ☐ 1.5.2

Married polygamous ☐ 1.5.3

Divorced ☐ 1.5.4
1.6 Information on orphanhood status
1.6 a) Are your parents still living? (Tick where appropriate)

Total orphan
Half orphan
Not orphan

1.6 b) If 1.6.2 is applicable please indicate the parent who died (tick one)
Maternal orphan
Paternal orphan

SECTION TWO

2.1 Information on household where the primary beneficiary lives

2.2 Who is the head of this household? (Tick one)

Primary beneficiary of apprenticeship
Mother
Father
Brother
Sister
Other (specify) ____________________

2.2 a) Please provide the following information on your family members

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Age</th>
<th>Sex</th>
<th>Occupation (see codes attached)</th>
<th>Relationship (see codes attached)</th>
<th>Staying together Yes/No</th>
<th>Support given (See codes attached)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION THREE

3.1 Information on the course done by the primary beneficiary of apprenticeship

3.2 What course did you study? (Tick one)

- Carpentry and joinery
- Building and concrete practice
- Saloon and hair dressing
- Electrical installation
- Motor vehicle mechanics
- Welding and fabrication
- Tailoring
- Catering
- Agriculture
- Other please specify ____________________

3.4 What was the duration of your training/course? (Tick one)

- Less than 3 months
- Between 3 and 5 months
- Between 6 and 8 months
- Between 9 and 12 months
Between 13 and 15 months □ 3.4.5
More than 16 months □ 3.4.6

3.4 a) did you receive a certificate on completion of your course?
Yes □ 3.4.1
No □ 3.4.2

3.4 a) If yes, which form of assessment was done to make you qualify for the certificate? (Tick all that applies)
Written tests □ 3.4.1.1
Practical tests □ 3.4.1.2
Oral tests □ 3.4.1.3
Others specify ________________ □ 3.4.1.4

3.5 a) Did you receive start-up support after the training?
Yes □ 3.5.1
No □ 3.5.2

3.5 b) If 3.5 a) above is yes, what kind of support did you receive? (Tick all that apply)
Tool kits for relevant course □ 3.5.1.1
Money as capital □ 3.5.1.2
Training in business management □ 3.5.1.3
Psychosocial support (counseling & guidance) □ 3.5.1.4
Others, specify__________________ □ 3.5.1.5

3.5 c) if he/she got a kit, is the kit still there?
Yes □ 3.5.2.1
No □ 3.5.2.2

3.6 Who gave you the support mentioned in 3.5b) above (tick all that applies)
Local leaders

Church leaders

Relatives

Workshop instructor

Others, specify______________

3.7 (a) Do you consider that the support was adequate?

Yes

No

3.7(b) if no, what other additional support would you require to boost up you work

Mention them

------------------------------------------------------

SECTION FOUR

4.1 The socio-economic outcomes of the expanded child survival initiatives

4.2 a) Are you currently employed/working?

Yes

No

If yes answer 4.1b

4.2 b) Who employs you?

Self employed (Own workshop)

Employed by my former training firm

Employed by another firm related to training

Employed by another firm not related to training

Self-employed in a business not related to the training
4.3 What is your average monthly income? (Tick one)

Less than 50,000=
50,000 -100,000=
100,000 -150,000=
50,000 -200,000=
200,000 -250,000=
250,000 -300,000=
300,000 -350,000=
350,000 - 400,000=
400,000 - 450,000=
450,000 - 500,000=
Above 500,000=

4.4 a) Have you acquired any assets from your income?

Yes
No

4.4 b) If yes, what assets have you acquired from your income?

Land
Radio
Bicycle
Television set
House
Beddings
Animals (specify)  □  4.4.1.7
Phone (mobile)  □  4.4.1.8
Sofa set  □  4.4.1.9
Others specify__________________  □  4.4.1.10

4.5 What do you consider as the positive outcomes of the course you did? (Tick all that apply)

Enabled me to support my siblings  □  4.5.1
The income I earn  □  4.5.2
Enabled me to acquire the assets I have  □  4.5.3
Provided an opportunity for meeting people/organizations to conduct business with

Enabled me to get the capital I use  □  4.5.5
Enabled me to get the market for my products  □  4.5.6
Enabled me to get employed  □  4.5.7
Enabled me to pay dowry (marriage)  □  4.5.8
Enabled me to have a friendly relationship with my relatives  □  4.5.9
Enabled me to go for other studies (skills improvement)  □  4.5.10
Others specify______________________________  □  4.5.11

4.6 How do you rate the impact of the positive outcomes identified above on your life?

<table>
<thead>
<tr>
<th>Code</th>
<th>Outcome</th>
<th>No impact</th>
<th>Very low</th>
<th>Low</th>
<th>High</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.6.1</td>
<td>Enabled me to support my siblings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.2</td>
<td>The income I earn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.3</td>
<td>Enabled me to acquire the assets I have</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.4</td>
<td>Provided an opportunity for meeting people/organizations to conduct business with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.5</td>
<td>Enabled me to get the capital I use</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6.6</td>
<td>Enabled me to get the market for my products</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.6.7 Enabled me to get employed
4.6.8 Enabled me to pay dowry (marriage)
4.6.9 Enabled me to have a friendly relationship with my relatives
4.6.10 Enabled me to go for other studies (skills improvement)
4.6.11 Others specify____________________________

4.7 What do you regard as the costs or the negative outcomes of the course you did? (Tick all that apply)

Lost opportunity for having formal education □ 4.7.1
Brought jealousy among relatives □ 4.7.2
Delayed marriage □ 4.7.3
Led to loss of property while I was away □ 4.7.4
Made me lose my job □ 4.7.5
Sold off the tool kit □ 4.7.6
Others specify_______________________________ □ 4.7.7

4.8 How do you rate the impact/effect of the negative outcomes identified above on your life?

<table>
<thead>
<tr>
<th>Code</th>
<th>Outcome</th>
<th>Very low</th>
<th>Low</th>
<th>No impact</th>
<th>High</th>
<th>Very high</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.8.1</td>
<td>Lost opportunity for having formal education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.2</td>
<td>Brought jealousy among relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.3</td>
<td>Delayed marriage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.4</td>
<td>Led to loss of property while I was away</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.5</td>
<td>Made me lose my job</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.6</td>
<td>Sold off the tool kit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.8.7</td>
<td>Others specify__________________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION FIVE

5.1 Factors influencing the socio- economic outcomes of the Expanded Child Survival Initiative
5.2 What do you consider as the factors, which have influenced the positive outcomes identified in section 4.1-4.6 above? (Tick all that apply)

- Provision of tool kit
- Provision of start up capital
- Provision of business management training
- Provision of psychosocial support (counseling & guidance)
- Superior skills in the field of specialty
- Quality products
- Availability of market
- Others, specify_______________

5.3 How would you rate the above factors in terms of importance on your work, with 1 being the less important and 5 is the most important (rate one per factor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Factors influencing the positive outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.1</td>
<td>Provision of tool kit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.2</td>
<td>Provision of start up capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.3</td>
<td>Provision of business management training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.4</td>
<td>Provision of psychosocial support in terms of;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.4.1</td>
<td>Support from the colleagues trained with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.4.2</td>
<td>Support from relatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.4.3</td>
<td>Support from local leaders including church leaders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.4.4</td>
<td>Support from TASO</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.5</td>
<td>Superior skills in the field of specialty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.6</td>
<td>Quality products</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.7</td>
<td>Availability of market</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.2.8</td>
<td>Others, specify___________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.4 What do you consider as the factors, which have influenced the negative outcomes identified in section 4.8 above? (Tick all that apply)

- Absence of tool kits
- Lack of startup capital
Lack of training in business mgt  ☐  5.4.3
Lack of market  ☐  5.4.4
Lack of psychosocial support  ☐  5.4.5
Poor quality of products  ☐  5.4.6
Poor skills got  ☐  5.4.7
Others specify ____________________________  ☐  5.4.8

5.5 How would you rate the above factors in terms of importance on your work, with 1 being the least important and 5 is the most important (rate one per factor)

<table>
<thead>
<tr>
<th>Code</th>
<th>Factors influencing the negative outcomes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4.1</td>
<td>Absence of tool kits</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.2</td>
<td>Lack of startup capital</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.3</td>
<td>Lack of training in business mgt</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.4</td>
<td>Lack of market</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.5</td>
<td>Lack of psychosocial support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.6</td>
<td>Poor quality of products</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.7</td>
<td>Poor skills got</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.4.8</td>
<td>Others specify ____________________________</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU VERY MUCH FOR YOUR TIME
Map of Uganda
LIST OF CORRECTIONS

Following are a list of corrections that should be done. Please do the corrections in a different colour text so that we can identify the changes.

1. Define basic education – add as key concept

2. Change objective 5 to describe ..... – this must be implemented in all the chapters where the objectives appear

3. Section 2.8.1 – the % do not add up to 100% but 102% - correct.

4. Section 2.8.5.1 – clarify “... hitherto very expensive ....”

5. Indicate what databases were explored – section 2.2.

6. In section 2.9, paragraph 8 you refer to income. Give an example of what a person could typically buy for 17 000 Ushs in terms of food.

7. Add an explanation as to whether or if random sampling was done within gender groups. To my knowledge it is co-incidence that the ratio seems similar.

8. Please check spelling of Makamanga/Mkamanga. Do a search and correct in entire dissertation. See page 27, 67 list of sources and also on other pages (search).

9. Did you participate in the interviewing? See section 3.6.2, par 3 and include an explanation

10. Internal validity – how did you deal with the danger of translations being incorrect which could affect internal validity? Also add an explanation on inter-rater reliability. Revise the section where you say that unstructured translations of questions were done as this affects validity. This is indeed a threat to internal validity.

   Comment from examiner: Data collection was done in a structured way and the candidate ensured that the field workers were sufficiently trained to assist with the process. However the training of the field workers should be explained in more detail as this also affects the explanation of validity and reliability. Although validity and reliability were addressed using various measures, specific measures had to be taken to ensure inter-rater reliability as the field workers had to translate questions if necessary. The candidate did not explain how she ensured this. The matter of translating questions into the local language should be elaborated on to clearly indicate that translations did not affect internal validity. The explanation of external validity should also be revised – a large sample was randomly selected from the target population not homogenous population.

11. Search all sections that refer to homogenous population and either remove or explain why you say it is homogenous.

12. Add a sentence under 3.7 explaining which objective is addressed by which section.

13. What areas were amended after the pre-test?
14. Include a sentence under ethical considerations to explain that the respondents were not compensated for their participation. As some respondents were under 18, you should explain how it was ethically dealt with within Uganda’s laws.

15. Revisit all cross tabulations to make sure that you’ve interpreted it clearly – add some explanations where possible.

   Comment from examiner: The interpretations of the relationships drawn between employment, market for products, acquisition of assets and income are not always clearly described. Employment and self-employment should not be referred to in the same context as self-employment could be an indicator of specific positive relationships within the data.

16. Check ALL stats again! I am very disappointed that you have not implemented my comments and corrections consistently and throughout the chapter.

17. Round off all stats of .05 and above to the next number as indicated in the previous email.

18. In stead of merely repeating the stats in the text, highlight the most important. See item 1.2 which I’ve corrected. If there are other items where it can be done, change it.

19. Item 4.3 is missing.

20. What do you mean by total dependents under sources of income? Clarify.

21. The description of table 4.13 is inadequate. Interpret the fact that only 69 of the 102 received toolkits. Also reflect it in the table. There should also be a category, ‘not employed’ in the table. The response to each item should be 102. The same comments apply to item 5.2, 5.3, 5.4, 5.5, 5.6 and 5.7.

22. Page 60 – what is meant by quality of the skills? What is meant by ‘mainly employed’?

23. You use the terms employment and self-employment interchangeably. Clarify. Also see page 61 - what is meant by ‘able to get employment’?

24. In chapter 5 you should refer to access to training – were they all able to access the training. If not, why not? Also refer to the age factor and contextualise it.

25. Section 5.2.1.3 – sentence 4 must be contextualised/related to your study. Also see 5.2.1.3 and contextualise.

26. Refer back to comment 15 above. Did the training enable the respondents to find a market for their products or was the market available for their products? Not sure whether you will be able to determine this.

27. See section 5.2.3.3, par 3 – references are incorrect as there are no such items. Please correct, also par 5.

28. All but one or two references to tables in ch 5 are incorrect. We have corrected them but you have to check it, and highlight it in another colour once it has been checked.
29. It is suggested that section 5.4 is moved to before the conclusions to link these conclusions to the contributions that the study could make to the body of knowledge. Alternatively the candidate should elaborate on the contributions to highlight for example specific matters that could form part of the training programmes.

30. Revisit the recommendations for further research – the 1st, 2nd and last one are not clear.

What is analytical evaluation?

31. Section 5.2.4 – clarify/rephrase sentence – who must earn a living? It is not clear although I know you refer to the respondents who must earn a living.

32. In 5.2.4.2 rephrase sentence on ‘most respondents found employment’. Again the issue of employment and self-employment is not clear.

33. At least 7 abbreviations were not in the list – I’ve corrected it.

34. Reference list:

   Alexel ref incomplete.

   Spelling of Abdool Karim/Abdoolkarim – search in text and correct.

   Spelling of Makamanga/Mkamanga (Ledward et al)
Comments on the corrections done

- All changes made as per corrections done are in pink (some aspects were only clarification and are in brackets)

- Some changes made will affect the table of contents for e.g. section 5.4, (the contribution of the study moved to 5.3, and 5.3 moved to 5.4, it was a vice versa.

- I attended to most questions on the list of correction apart from question 5 (indicate what database was explored in section 2.2) and 24 (in chapter 5 access to training) which I failed to locate the in the main report (see the attached list of corrections not colored pink).

- Question 19, there was no missing item but incorrect numbering which I changed accordingly

- Question 18: I tried to change the stat to avoid repetitions but could not do much because of fear to distort the logical flow of information.

- Question 20, on the issue of total dependants and sources of income, though this was also not so clear but I felt it meant the support that the respondents were giving to their siblings and other dependants (section 4.3.2.2 item 2.2) who were under 18 years and therefore regarded as children who are not economically productive but depend on adults for all their needs.

- Question 21: I attended to it, though on the issues of having a category for not employed is already catered for under the employment status (Yes or No, the No were the unemployed). In addition all the stat have been checked, under the items 5.1 to 5.7, all stat are balancing to 102 apart from the cross tabulation on employer which should only be 90 since these were the employed.

- Question 26: the issues was market availability for products and not the training enabling the respondents have market for their products. (I have clarified in the text).

For others, I hope I have addressed them in the text.

Thanks