

Global Leadership Training Programme in Africa 2019

Activity Report of Field Research

The Process of Skills Formation and the Structure of Informal Sector The case of informal metalwork in Katwe area, Kampala, Uganda

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I. Summary

English Summary

As globalization promotes mobilities of employment, the informal sector became a vital topic to provide a new perspective for such a rapid social change. Mainly in African countries, the majority of workers engage in informal work, and the informality has been regarded as an overflow from formal works. This study tries to recapture the condition of informality beyond formal-informal dichotomy. To clarify the situation of the informal work, the skills formation process was focused as the central analysis. The purpose of this study is to consider the process of the skills acquirement at informal work which directly to contribute to Sustainable Development Goals (SDGs) goal 4: education and goal 8: decent work. This study aims to solve the question; how they are acquiring skills under what kind of condition. The fieldwork was conducted in the Katwe area, where informal metalworks are agglomerated.

Exploratory short surveys, participatory observation, and interviews were employed for this study. As a result, although the structure of the informal metalworks was differentiated depends on their scales, the workshops are cooperating each other and created a cluster of metalwork. In terms of the process of skills formation, each workshop provides the apprenticeship and on-the-job training, respectively. Apprentices are learning skills through practicing and observing the artisan's work. Given the situation, the community, such as the cluster among workshops and apprenticeship relations at one workshop, can contribute to enhancing productivity in the community.

On the other hand, this study also observed the mobility of skilled workers beyond the community. This fluid mobility cannot capture under the discussion of the community, and the phenomena provide the aporia of the structure. This study states the individual based perspective that the informal workers are learning skills not to enter the community but rather to move flexibly to outside where they do not rely on their affiliation. The non-solid borders constructed by individual actions provide tips to flexible sustainable development and contribute to reframing and achieving SDGs 4 and 8 which are conventionally framing the inclusive society as a global goal.

Japanese Summary

インフォーマルセクター構造と技能形成過程の考察

ウガンダ首都カンパラのカトウェ地区における金属加工業を事例として

グローバル化により雇用の流動化が進む現代社会において、インフォーマルセクター論は途上国のみならず、不確実な社会変動に対し、新たな視座を与える議論となっている。特にアフリカ諸国では、雇用の受け皿としてインフォーマルセクターの割合が高く、しばしばフォーマル企業からの抜け落ちと指摘されている。本研究はそのようなインフォーマルセクターと称される仕事を、フォーマル—インフォーマルの二項対立構造ではなく捉え返していく為の試論である。そこで本研究は技能形成過程に焦点を当てることで、インフォーマルセクターの内実の明確化に与する。持続可能な開発目標における位置づけとして、本研究はゴール4：教育とゴール8：ディーセントワークに対し寄与する取り組みを目指す。知識やスキルとは一体何かという知識そのものを明確化する目的ではなく、人々は各々技能習得することで可能性を切り開くために、どのような環境で、どのように学んでいるのか、という習得過程についての議論を展開する。

本研究はウガンダの都市インフォーマル金属加工業を対象に、参与観察と聴き取り調査を行った。その結果、産業構造が作業場の規模によって異なるものの、近隣作業場との協力関係を構築し、クラスターを形成している。技能形成については、徒弟制による訓練が各作業場で行われ、見習いは熟練工の技術を実践と観察を通じて習得している。

作業場間のクラスター、技能形成の徒弟による共同体への参加といった既存の研究と照合される一方、熟練工のクラスター外への移動、兼業などの流動性も観察された。この個人の流動性は共同体を前提とした議論では捕捉されない為、その前提を懐疑的に検討し、個人の流動性は共同体の議論ではなく、個と他者の関わりから捉えなおすことが重要であると本研究より明らかにした。労働者は共同体の中心になるために学ぶのではなく、個人が自立し自由に移動し、各個人で可能性を切り開くために技能を習得しているという視点を、本研究では提示している。このことから、SDGs の教育とディーセントワークにおいても、包摂的に枠組みをするだけでなく、現地の個人を行為主体とした、流動的で緩やかな境界画定を視野に入れる重要性を指摘する。

II. Research Activity

Introduction

The informal sector is regarded as a vital topic to capture the situations of the local economy in developing countries, especially African countries. In these countries, the majority of people engage in informal work, and the informality has been regarded as an overflow from formal works. Uganda is one of the countries. Although Uganda has achieved steady economic growth, the country has a challenge of employability¹. This study focuses on the skills development and knowledge building in the world of informal work in Uganda.

While various literature points out the diversity of people's participation in the informal sector², those discussions still remain the formal–informal dichotomy. Once the dichotomy was discussed, it is difficult to clarify the actual situation of informal workers. In other words, under the precondition of the solid structure, the discussion of the informality heads to formalization, and the potential of the informality will be overlooked.

Skills transmission in the informal sector is not systematized and is often done by apprenticeship (Adams, 2008). An apprenticeship is a form in which skills are acquired within the artisan–apprentice relationship³. Lave and Wenger proposed the learning theory for apprenticeship called legitimated peripheral participation. This theory describes the learning process in which newcomers firstly participate in peripheral activities and gradually proceed to engage in core activities of the community (Lave et al., 1991). Given the discussions, the community of practice is a vital element to consider the learning process in the informal sector.

Given the discussions, this study clarifies the structure of micro firms called the informal sector and the actual situation of the community of practice in the apprenticeship or on-the-job training. The purpose of this study is to tackle the question; how they are acquiring skills under what kind of condition,

¹ As African Economic Outlook 2019 indicated that real GDP growth in Uganda was an estimated 5.3% in 2018, up from 5.0% in 2017, and it is estimated to improve to 5.5% in 2019 and 5.7% in 2020 (African Development Bank, 2019).

² The discussions of the driving force to engage in the informal sector can be categorized into three patterns. The first one is the phenomenon of overflowing workers from formal workers. As the working population increases, people who overflow from the formal sector enter the informal sector (Hart 1973; Trebilcock 2005). The second is subordinate relations with the formal sector. The informal sector is existing by supporting formal sectors through subcontracting, providing flexible labors, and specialized skills (Piore and Sabel 1984). The third one is voluntary participation. To save the cost associated with registration of formal economic activities and taxation, the workers chose to exit the formal economy voluntarily, and join the informal jobs (Williams and Nadin 2010).

³ It has also been stated the advantage of the apprenticeship since the apprenticeship system unifies working and learning at the same time, the acquired skills are directly linked to skills necessary for labor and contribute to closing the skill gap (ILO, 2019).

including learning community and industrial structure. The fieldwork was conducted in the Katwe area, where informal metalworks are agglomerated.

Study Area



Map; The map of Katwe area © [OpenStreetMap contributors](#)

Katwe is located in Makindiye division 3km from Kampala central area.⁴ Currently, 57% of the enterprises in the whole Kampala are informal, and Katwe area is known as one of the densest areas of the informal sector in Kampala. Historically, the area has a substantial connection of metalwork⁵. Currently, there are over 300 artisans and over 800 micro-enterprises in this area (Atukunda et al. 2019). Given the circumstances, researching this area has a value to recapture the potential of the local micro-enterprises. In addition to that, the reasons for choosing metalwork apart from other informal sectors are two-point; 1. Essential to acquire skills for work and 2. Producing by multiple people. Since the collaborative work and the skill formation process are necessary conditions for work, it is suitable to see the skill formation and cooperative efforts of micro-enterprises.

⁴ The area consists of two parishes; Katwe I and II. Katwe I is the commercial area where the informal metalwork is agglomerated. The Katwe II is a slum residential area where the many informal workers live.

⁵ Katwe was a core area of the blacksmith of the former Buganda Kingdom. The blacksmith fabricated the shield and sword for the King (Trowell 1941).

Methodology

This fieldwork consists of three approaches; short survey, participatory observation, key informant interview. Firstly, a short survey was conducted to capture the characteristics of workers in Katwe. Questions of this survey include gender, age, origin, educational background, place of residence, family composition, working experiences, employment contract, salary, and work motivation. Secondly, this study conducted participatory observation to clarify the general picture of the actual lives in the workshops, including the process of fabrication, skills formation, and interaction with customers. The participatory observation was conducted at 11 workshops listed below. Thirdly, key informant interview was conducted to understand the individual perceptions and life story. The informant consists of supervisors, permanent and temporary members at the listed workshops.

	Management form	Founding Year	No. of workers		Section
			Permanent	Temporary	
A	Family business	1940s-	16		Machinery, Foundry, Welding
B	Family business	1960s	15		Machinery, Welding
C	Individual	2014	6		Machinery
D	Individuals	2015	8	over 60	Welding
E	Individual	2015	2	10	Welding.
F	Individual	2015	2	13	Welding
G	Individual	2017	1	9	Welding
H	Individual	2017	2	13	Welding
I	Individual	2018	2	12	Welding
J	Individual	2009	2	15	Foundry
K	Individual	2011	2	14	Foundry

Figure 1: The list of workshops conducted participatory observation and key informant interview

Research Findings

Background of Informal Metal Workers

This study conducted short surveys to capture the basic information of the workers. Most of the workers are male and completed primary and O-level education⁶. The majority of the workers were born and grew up near the Katwe area, but some moved from the semi-urban area and rural area. The entrance of the job was mostly an invitation from the family members and friends. In the question of the short survey - how did you enter the current workshop? - all workers participated in the current workshop by invited from their family or friends except a few people. Those few exceptions consist of internship and individual efforts to look for a job.

Structure of Workshops

By combining participatory observations and interviews with workers, this study tries to clarify the structure of the workshop in the Katwe area. Workshops can be divided into three types; large scale (A and B at Figure 1), small scale (C, E, F, G, H, I, J, K), and agglomerated medium scale (D).

The human resource structure of the large-scale workshop is that one manager owns the workshop and employs a lawyer and an accountant for the workshop. Under the manager, several supervisors manage the general workers. Since the structure penetrates the top-down system, the structure of the division of labor is also visible. The large-scale workshops product agricultural and cooking machines, which are high added-value products. Workers' salary is not an outcome-based payment, but wages are constantly paid weekly. Until it became a large-scale workshop, it was developed by a family business for generations. Since the division of labor is clear, and the salary is fixed weekly, no part-time work is allowed for workers. Only three companies have developed into such workshops in the Katwe area. The industrial cluster contributes to developing the scale of Katwe's metalwork.

Most of the workshops in Katwe are small-scale. In the small workshops, they rent a small hut as a base where is used for storing luggage, workwear, and materials. Workers fabricate the product outside in front of the hut. In the small-scale, not only supervisors receive orders, but also each general worker finds customer by themselves and receive the orders. Under the flexible order system, the person who received the order starts to fabricate with the workers in the same workshop, but when there are not enough human resources or when the deadline of the fabrication is approaching, support is provided from nearby small workshops. Since the wage system is outcome-base, workers are allowed to work to other workshops, construction company and other works. Skilled people tend to go to those sites to get additional income and connections. The structure of medium-scale workshops is the form of agglomerated small-scales workshops in one land. There is no single manager to own the entire workshop, as is the case with a large-scale

⁶ School education system in Uganda is that seven years primary, four years O-level (lower secondary), two years A-level (upper secondary), and four years higher education.

workshop. The agglomerated medium workshop is located along the main road to promote the business easily. The workshop has many general workers as a pool of human resources, and each supervisor forms a team according to the fabrication. The wage system is an outcome basis, as well as a small-scale workshop. The workers are allowed to work in other places and other jobs. Among the workshops sharing the land, each workshop shares tools and materials to others with a small wage, respectively.

Given the situations, since the large-scale workshops have a closed internal structure, the structure of the division of labor is relatively visible. On the other hand, in the small-scale workshops, workers are moving to other workshops, working on the construction site by themselves, and doing other businesses. Only focusing on one workshop might miss such mobility of the people. Additionally, even in the large-scale workshop, since the case where skilled workers from small-scale workshops are requested to support in the workshop and sharing the knowledge and skills from large-scale to small-scale. There is room for discussion to consider the structures of informal workshops as a snapshot of one workshop. Considering the mobility of the individual workers are essential to understand the conditions of informal work because the fluid movement is a common phenomenon. In other words, the structure of the informal workshop can be seen as a porous structure that is not a completely closed entity but incomplete construction.

Skills Formation Process

The skills formation process is almost the same among Katwe's workshops. The process is generally following flow. After entering the workshop as an apprentice, the first work begins with cutting metal and brushing work. At the same time, with those works, apprentices are learning the welding and grinding process through the observation of the artisans' work. When the persons want to work at the workshop, they firstly tell the supervisor about what kind of skills and how much they have. The flow of cutting metal processes, beginning process at the workshop, is that measures the length of the metal and marks the cutting line correctly and cuts the metal by using a hand saw. Apprentices are basically spending this process for 2-3 months, but if the new worker has a skill such as abundant working experiences or Technical and Vocational Education and Training (TVET) graduates, the person will engage in other tasks as a core member of the workshop.

As mentioned above, since the wage system of many workshops is outcome-basis, those apprentices cannot receive much income due to the learning cost and peripheral contribution. In welding and grinding works, it is visible how much the worker contributed to fabricate products, but in the cutting process, it is obscure which cutting parts are allocated to which products. As a result of that, the distribution of the sales proceeds becomes a little to the new workers, and they try to acquire the welding and grinding skills so that they can get much income. Besides the cutting process, the new workers are helping the

welding artisans as an assistant and learning their works. The opportunities to engage in the welding and grinding process, however, depend on the condition of equipment in the workshop. If the workshop does not have enough equipment such as welding machines and grinding machine, artisans are prioritized to use those machines, and as a result, they use almost every time, and apprentices cannot use those since it directly affects the productivity of the workshop.

The teaching styles at workshops are not systematized, like one-on-one teaching. Since artisans also engage in their work, they cannot afford to observe and teach the apprentices all the time. Those artisans are teaching new workers during the breaking time. When the artisans pass by and happen to see the apprentices' work, they start to advise them. Given the situations, the apprenticeship style is not on one relation, but rather, every skilled worker is giving advice and teaching the skill. Under this condition, apprentices can easily ask every worker when they got trouble. On the other hand, because of the condition, no one lays rail to the new workers to become a skilled artisan. In that sense, it is required for apprentices to engage in their work and learn skills of their own accord if they want to be a skilled artisan. To become an independent skilled worker, it generally takes two or three years of training at the workshop. After acquired skills, they try to get their customers, support other workshops, and participate in the construction site.

Discussion

This fieldwork focused on clarification of the conditions of the informal sector. From the structure of the workshops and process of the skills formation, this study tries to capture the actual situation and general picture of informal metalwork in Katwe. From those situations, this part would develop the discussion and provide a new perspective to recapture the world of informal work.

The discussion of the clustered structure can explain an effect of the agglomeration, but the discussion has a precondition, which is that question; how the structure can be fully functionalized to prosper the productivity of the area? In that sense, the discussion is about forming a community to enhance efficiency within it, and remains a room on the discussion to explain the relationship with the outside due to side jobs and the formation of new connections.

The same point can be said in the skill formation process. The flow of the skills formation can be explained by legitimated peripheral participation, which Lave and Wenger proposed. The apprentice participates in a workshop, develops skills there, and then reaches to the center of the community. Legitimated peripheral participation is suggestive in clarifying the process of skill formation in apprenticeship. On the other hand, under the theory, since the artisan's knowledge and skill play a central

role in the community of practice, apprenticeship is regarded as an object that heads to the center of the community. From such a point, it is not possible to explain the fluid mobility of the skilled workers, which is often found in the actual metalwork, such as moving to other workshops and other business.

Given the situation, not only focusing on the structure, but the perspective of the individuals is also a vital element. It is certain that cooperation within the structure and learning community will give a new perspective in terms of productivity improvement and efficiency, but clarifying the principle of individual mobility provides the new angle to capture the fluid movement which structural viewpoint misses.

Conclusion

This study aims to recapture the actual situation of the world of informal work beyond the formal-informal dichotomy. For the purpose, this study focused on the industrial structure and skills formation process in informal metalwork at the Katwe area. From the fieldwork, it is clarified that even though there are small differences in the structure of the workshop depends on the scales, each workshop cooperates with others and creating industrial cluster at the area. In the apprenticeship system in the workshop also created a community of practice to acquire the skills. In that sense, in the area, cooperative cluster among workshops and community of practice for apprentices are constructed to enhance the productivity and efficiency of a certain area. It can also observe, however, the fluid mobility of workers, which discussion of structure missed. Given the situation, this study suggests the importance of an individual's perspectives besides the structural discussion. Individual workers interact with others who can be their artisans, co-workers, outsider of the workplace, and new connections. From the individual's point of view, the structure and skills formation are not for just entering a specific community, but rather, they are always interacting with the others to head to broad their possibility to outside of their world. Since it was clarified that there are points that cannot be grasped in the above structure and skill formation process, it is concluded that an individual-centered discussion that does not presuppose community or structure can be a vital viewpoint to recapture the world of informal work.

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I would like to start my acknowledgment by showing my gratitude and deep respect to the people in workshops in my study area, Katwe. Their kindness and friendly communication led me to enter the workshops and conduction the fieldwork smoothly, especially, my appreciation goes to Mr. Solomon for his warm support to my study as a research assistant. I would like to express my special thanks to my local supervisor, Professor Paul Omach. When I face some administrative problems and struggling to conduct fieldwork, he always gave me insightful advices and support me. I would also like to thank to other

professor at Makerere University. They provided me to the constructive advise for getting the research permission from Makerere University Social Science Research Ethics Committees and Uganda National Council for Science and Technology.

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Reflection on the GLTP in Africa

My motivation to participate in the GLTP

The most attractive point of GLTP is the support of the local university for my research and the way to conduct my fieldwork. To conduct the fieldwork in Uganda, it is not possible without any connection to local people, especially the people who have abundant knowledge and academic experience, since the process of getting the research permission is complicated. In addition to the administrative support, the local supervisor provides me insightful advice for organizing my thought, smooth way to conduct the fieldwork, and additional resources which is related to my research. Without that hospitable support from the local host university, I would have faced many problems. Currently, there are many chances to get a scholarship to conduct fieldwork. On the other hand, GLTP is not the program which just gave a fund but opened up my research skills and experiences by warm support from the local university and United Nations University. From this experience, I could learn not only for my doctoral dissertation but also for the manners of the fieldwork as a researcher,

Field experiences

Timeline of my fieldwork

October	November	December	January	February	March
Refining research					
	Short Survey				
	Participatory Observation				
			Interview		
			Data Analysis and refining the research		
				Wring a report	
					Feedback

October

In this beginning month, I have taken the process of the research permission, read the literature related to my research, and made connections with stakeholders. Dr. Paul Omach supported me in refining my research plan and recommended some reading materials related to my research. Under the guideline of the process of the research permission, I prepared required documents and submitted it to the Makerere

University Social Science Research Ethics Committee (MAKREC). I also start exploratory fieldwork in my research area. I visited some workshops to see their work and conduct a short survey.



Picture. 1 Meeting with Ms. Kayahara at Makerere University

This picture was taken in Makerere University's canteen. I could get an opportunity to meet Ms. Kayahara, who is also doing fieldwork under this GLTP. I could hear plentiful ideas and her fieldwork experience. It was a valuable time for preparation to start my fieldwork.

Picture. 2 Photo with metal workers at Katwe

I visited my study area Katwe and made a connection with workshops to conduct further fieldwork smoothly. The workers were warmly welcoming me with their kindness and friendship.



November

I was concentrating on my fieldwork and visited workshops at Katwe to conduct a short survey and participatory observation. This month the objectives of my fieldwork are 1. Creating a new connection by the snowballing way, 2. Clarifying the process of fabrication and on the job training system. Once I created a connection with one workshop, the workshop introduced me to its close workshops to conduct a short survey and observe their fabrication process.



Picture 3: Jua-Kali Industrial Park

I could visit an industrial park for informal workers called Jua-Kali industrial park. The land of the industrial park was provided by the government five years ago, and some workshops moved to here from street vendors. On the other hand, the most informal workshops located in Katwe did not want to move since this industrial park is a bit far from the main street.

Picture 4: Welders at Jua-Kali Industrial Park

I observed their fabrication process at the industrial park. Since the tools for metalwork are cost for a small workshop, they made do with what they have for the tools. As the picture 4 shows, the welding mask was made of cardboard.



December

This month, I was mainly conducting participant observation and working together at the workshop. At the Jua-Kali industrial park, I could meet a supervisor of the industrial park and could hear the situation of the work and brief history of the industrial park. Additionally, I joined to work together in a medium-scale workshop located in Katwe main road. Through the experience, I could capture a brief picture of the skills formation and fabrication process. Besides that, I could get an opportunity to meet a TVET school principle at Kampala to know the situation of TVET school.



Picture 5: The medium-scale workshop

The workshop has more than 50 workers and produces not only bed frames, doors, and window frames, but also playground equipment and street lamps. I enter the actual work, and I mainly did cutting-metal, which is generally the beginning task for new workers. Since the workers are friendly and kind, I could safely conduct my participation.

Picture 6: Meeting with the principal of TVET school

Through making connections, I could get an opportunity to meet a principal of TVET school. He has a TVET school at Tororo district where is located in the western part of Uganda. He explained the situations of his school and challenges. Since I was only focused on the out of school education, it is valuable for understanding comprehensive vocational education to hear his insightful thought.



January

At the beginning of the new year, I was searching for previous works of literature and organizing collected data since the work at the workshop was closed during the year-end and New Year holidays. After the holiday, I conducted a participatory observation at five workshops. Through the observation, I could capture the structure of each workshop and differences depending on the scale of workshops.



Picture 7: Photo with workers

They are working at a large-scale workshop as general workers. Since they are so friendly, I could quickly join the workshop and enjoyed my everyday observation. I cannot forget the enjoyable lunchtime with them.

Picture 8: Photo with fabricated machine

This machine is mainly used for cutting potatoes. By turning a blade with a motor and cut many potatoes. The machine is for the restaurant. I joined the fabrication and repairing this machine and observed the process of fabrication and interactions with customers and the support of other workshops.



February

This month, I conducted the participatory observations and interviews as last month. Additionally, I participated not only at the workshop but also in the worker's holiday and after work to focus on the individual worker's everyday life. I joined an additional four workshops, including small to large scale workshops, and observed the situation of each workshop, respectively. To clarify the out of work time, I followed with three workers outside work at the construction site, side work, religious places, holiday, and their home.



Picture 9: Interview with workers

I conducted an interview with workers and supervisors during the participatory observation. Since they are always busy fabricating the products, it is not easy to make long minutes to do the interview. Instead of the solid blocks of time, I asked the questions and their life story in their pocket of times, such as spending a short break and doing the easy task.

Picture 10: Photo with the family of a worker

I visited a general worker's home and spend with his parents, sister (the left women) and three brothers (the middle two boys and right boy). The house was located in the near area to the workplace. I had a great time with his family.



March

This month, I generally spend my time for lap-up my fieldwork and prepare for the feedback to local people and host university. Since the COVID-19 is gradually affected in Uganda, my schedule was also changed unstably. Thanks to the support of GLTP staff, Dr. Paul Omach, and local workers, I could make time to conduct my feedback and go back to Japan safely.



Picture 11: Photo with supervisors

Since it was difficult to make workers who cooperated my study together at the same place due to COVID-19, I visited each workshop and gave feedback to the supervisors, respectively.

Picture 12: Photo with my research assistant

During this fieldwork, he always supports my research even though he was busy in his work. My research was refined by his insightful comments and ideas. Without his support, I could not do my fieldwork successfully.





Picture 13 and 14: Host supervisor and university

I sincerely appreciate for support of Dr. Paul Omach. During this fieldwork, he is always helping not only my research but also daily life in Uganda. Thanks to his support, I could conduct my fieldwork safely.

In addition to that, I would appreciate the kind support of other professors who helped my research and administration of research permission.



Challenges

For my fieldwork, there are mainly two challenges; 1. Research permission process, and 2. The panic of the COVID-19. The research permission process took a long time to receive the letter since there was some of the trouble during the reviewing session. Even though the letter was delayed, I could finally get the approval letter. I sincerely appreciate for a lot of support of Dr. Paul Omach and other professors at

Makerere University. The second challenge is COVID-19-related problems. Fortunately, during my stay, there is no infected person in Uganda, and the restriction is not so strict. Although the infection had not found in the country, many places are shut down due to the protection of the pandemic, and I was forced to change some of my schedules especially in March. Even now, the infectious disease is still attacking all over the world. I concern the situations of the workers and workshops at Katwe area. I heartily wish for their safety.

How to make use of this experience to your future career development

As I mentioned before, the most valuable point of this program for me is the connection with the local university. It is valuable for my further research to make a connection with the local supervisor and other professors. By keeping these connections, I would like to continue my research and develop my academic career. Additionally, it is also a great experience to exchange the idea with other GLTP students. Even though we are still young researchers, I am sure that this connection will contribute to blooming the future of our work.

Encouragement to other students

The most critical point for fieldwork is the accessibility of the target. It is not possible to conduct the research without any connection with the targeted people. As I mentioned above, GLTP provides the host university and local supervisor for the fieldwork. From his/her advice, we can acquire the know-how of the fieldwork in the field. In addition to that, since this program covers a cross-cutting field of studies, we can exchange multidisciplinary opinions and researches with other students. In terms of the backup support and creating a connection, there is no program to compare to this program.