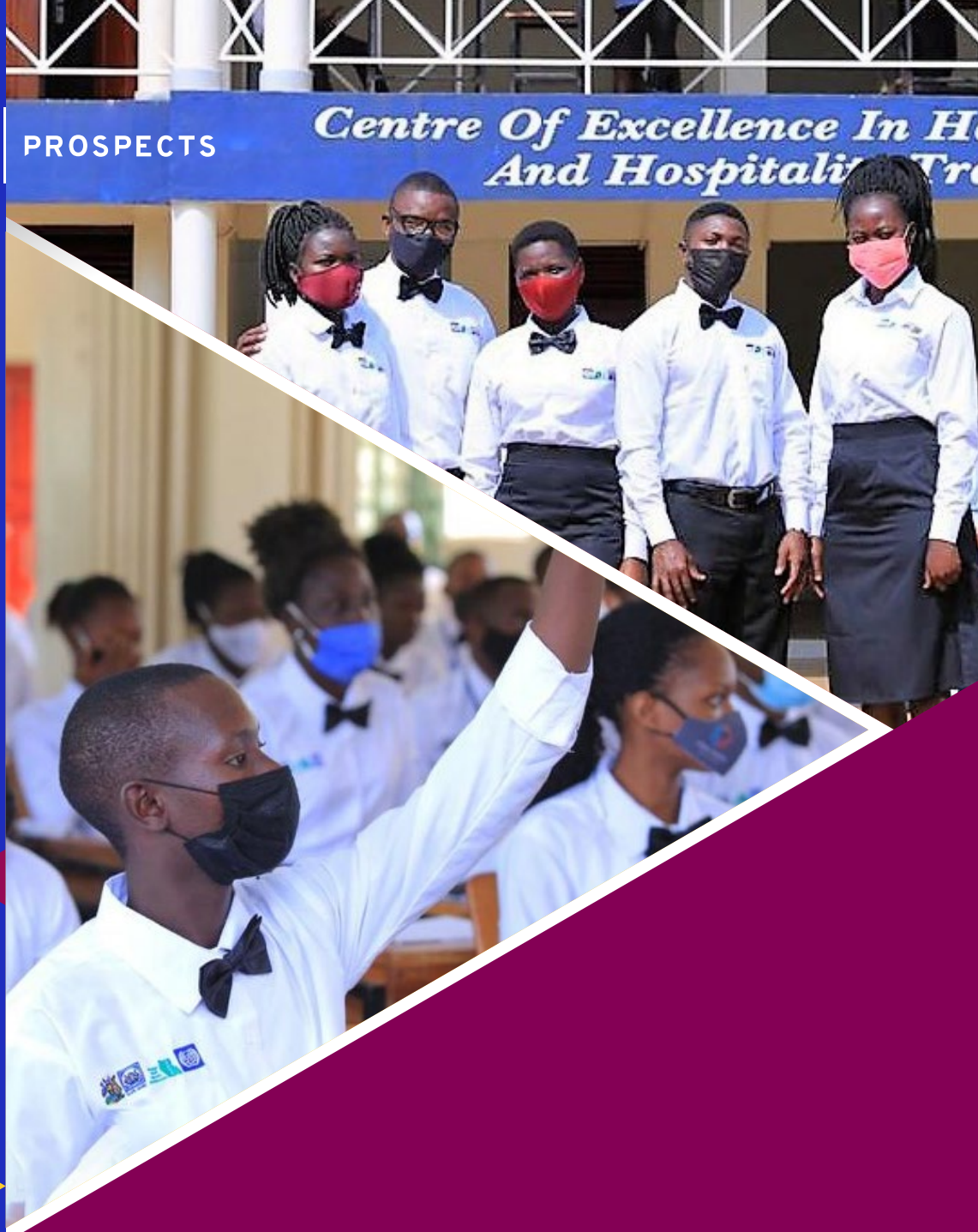




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PROSPECTS

*Centre Of Excellence In Hospitality  
And Hotel Management Training*



- ▶ Occupations and skills assessment for youth in selected refugee settlements of Isingiro, Arua and Madi Okollo districts in Uganda



Kingdom of the Netherlands

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- ▶ **Occupations and skills assessment for youth in selected refugee settlements of Isingiro, Arua and Madi Okollo districts in Uganda**

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## ► Abbreviations

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<b>ACA</b>	Assistant Chief Administrative Officer
<b>AFARD</b>	Agency for Accelerated Regional Development
<b>ATP</b>	Assessment and training package
<b>BTVET</b>	Business, Technical, Vocational Education and Training
<b>CBET</b>	Competency Based Education and Training
<b>DIT</b>	Directorate of Industrial Training
<b>DLG(s)</b>	District Local Government(s)
<b>DRC</b>	Democratic Republic of the Congo
<b>EDA</b>	Employment Diagnostic Analysis
<b>ENABEL</b>	Belgian Development Agency
<b>FGD</b>	Focus group discussion
<b>KII</b>	Key Informant Interviews
<b>IL</b>	International Labour Organization
<b>IRC</b>	International Rescue Committee
<b>MOH</b>	Ministry of Health
<b>MSME</b>	Micro, small and medium enterprises
<b>NGO(s)</b>	Non-governmental Organization(s)
<b>NRC</b>	Norwegian Refugee Council
<b>OPM</b>	Office of the Prime Minister
<b>PSE</b>	Private Sector Enterprises
<b>SOP</b>	Standard Operation Procedure
<b>TOR</b>	Terms of reference
<b>TVET</b>	Technical, Vocational Education and Training
<b>UBTEB</b>	Uganda Business and Technical Examinations Board
<b>UVQF</b>	Uganda Vocational Qualifications Framework
<b>VTI(s)</b>	Vocational Training Institution(s)
<b>WHH</b>	Welthungerhilfe

## ► Acknowledgements

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Various private sector companies and employers, youth groups, local business owners, local leaders, elders and consumers provided relevant information for the study.

The INGOs supporting interventions in the refugee settlements, the World Bank, NRC, UNICEF, ILO, Enabel, Technoserve Inc., Welthungerhilfe: shared ideas and provided guidance.

## ▶ Glossary

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**Assessment:** the means by which evidence is gathered and judged to decide if an individual has met the stipulated assessment standards or not. Testing is a form of formal assessment.

**Certification:** a formal procedure to issue a certificate (qualification) to an individual who has demonstrated during formal assessment that they are competent to perform the tasks specified in the occupational profile.

**Competence:** the ability to perform tasks common to an occupation at an acceptable level.

**Competency-based education and training:** training programmes that have content directly related to work or focus on doing something well. They are based upon industry work standards, and curricula are developed in modular form.

**Employed youth:** young people between the ages of 18 and 35 who (a) performed some work for wage or salary in cash or in kind; (b) had a formal attachment to their job but were temporarily not at work during the reference period; (c) performed some work for profit or family gain in cash or in kind; (d) were with an enterprise such as a business, farm or service but who were temporarily not at work during the reference period for any specific reason.

**Formal TVET:** training typically provided by an education or training institution, structured in terms of learning objectives, learning time or learning support and leading to certification.

**Job:** a formal or informal set of tasks performed for an employer or for oneself that generates income and does not violate fundamental rights and principles at work. It recognizes aspects beyond income which could relate to job satisfaction such as identity, status, dignity and self-confidence.

**Non-formal education and training:** education and training which takes place outside the formal system either on a regular or intermittent basis.

**Occupations:** the duties and tasks a job incumbent is expected to perform competently in employment.

**Skilled youth:** young person who has acquired vocational qualifications for a job or range of jobs in a given occupation area.

**Skills:** the soft and hard skills acquired through deliberate, systematic and sustained efforts to carry out a task with pre-determined results.

**Unemployed youth:** young person aged 18 to 35 who (a) has no job; (b) is able to work at any time but was not currently working; and (c) was actively looking for a job. Any youth who met the three conditions at the same time may be called an unemployed person.

**Unskilled youth:** young person who has no vocational qualifications for a job or range of jobs in a given occupation area.



## ► Executive summary

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The assessment was on occupations and skills gaps for youth in selected refugee settlements (Isingiro, Arua and Madi Okollo) in Uganda. This was due to the fact that while Africa's economic growth and youth population is rapidly growing and expected to double to over 830 million by 2050, there endure significant challenges and an urgent need to promote inclusive economic transformation and jobs-induced growth to improve the quality of life for all.

The assessment focused on the importance of regular engagement and discussion between employers and TVET training centres; appropriate areas of collaboration that would be encouraged to create increased synergies and enhance access to decent employment for young graduates from the TVET institutions; and potential private-public sector partnerships and the different forms they can explore to fill the gaps of quality assurance and communications.

Both qualitative and quantitative approaches were adopted for the assessment using exploratory and descriptive design. The survey collected data from 265 respondents comprising 46 respondents from 20 TVET institutions and training centres, 49 young people who completed skills training and are employed, 78 unemployed youth. The survey also considered a total of 34 community leaders, including camp commandants' youth leaders, 40 employers, 8 representatives of the District Local Government (DLG) and 10 representatives from NGOs operating in refugee camps and host communities.

The findings revealed several most marketable youth occupations. They included; tailors and fashion designers (22 per cent), hairdressers (15 per cent), bricklayers (13 per cent), soap producers (12 per cent), cereal farmers (10 per cent) and poultry farmers (10 per cent), among others. The increase in the working age population could support increased productivity, stronger and more inclusive economic growth if properly harnessed.

However, these occupations remain untapped because of unemployment and underemployment. Even when jobs are available, youth often do not have the skills required by employers. Women were particularly impacted, often facing greater barriers to accessing opportunities and earning equal pay. The findings further revealed that despite the availability in number, most candidates fall short of limited skills and practical experience. In most cases, employers are focusing on investing in professional development of their staff through course upgrades, on job training, and strengthening trust and skills of their existing team. As a result of increasingly distant training centres, employers tend to focus less on qualifications and look instead for youth with the relevant skills and experiences, and train them to suit their requirements. Critical among the findings was the fact that employers are still committed and willing to collaborate with NGOs, training institutions and training curriculum developers to ensure that young people are supported to access the right skills and enter the job market ready to compete.

Given the key findings, the assessment drew a number of recommendations in terms of increased engagement of the private sector in the learning process and curriculum development. TVETs and training centres should have the compulsory integration of entrepreneurship as a critical skill; the provision of post-training support for graduates should be increased; soft skills should be integrated into technical and vocational training in order to improve curricula quality and enhance the ability and capacity of the graduates; and TVETs and training centres should provide non-formal skills training to register and subscribe to DIT, among others.



# ▶ 1

## Background

---

The African labour force is young and growing rapidly. The youth labour force has almost doubled from 61.8 million in 1990 to 115.8 million in 2020 and is projected to have further grown by over 25 per cent by 2030<sup>1</sup>. This youth is bound to face significant challenges in accessing key development resources such as education, skills, and employment, preventing them from fully contributing to society. Refugee youth face even greater challenges, because many of them do not have access to education and training, having fled their home countries. Typical refugee camps are located in the most remote underdeveloped regions of host countries. Services such as education, training and employment opportunities are either very weak or non-existent. Even those who gained skills and competencies in their home countries do not have the relevant papers to prove it. Marginalization and failure to invest in refugees expose them to economic underperformance, criminality and social unrest.

The World Bank Group Strategy for Jobs for Youth in Africa 2016–2025 indicates that youth unemployment and underemployment constitute central challenges to Africa’s development. If youth unemployment rates remain unchanged in Africa, nearly 50 per cent of young people – excluding students – will be unemployed, discouraged, or economically inactive by 2025. A sustained economic slowdown could exacerbate this situation. With slower growth rates and depressed incomes, demand for labour will fall and make it more difficult for many Africans to meet their basic needs. The problem is expected to be most severe in Africa’s resource-rich countries such as Nigeria and South Africa, where low commodity prices and the threat of recession make a solution to the youth unemployment challenge all the more urgent. The likely consequences include increased poverty, social and economic exclusion, migration out of the continent and increased risk of political tensions.

While Africa’s economic growth is positive, there is an urgent need to promote inclusive economic transformation and jobs-induced growth to improve the quality of life for all Africans. Africa’s youth population is rapidly growing and is expected to double to over 830 million by 2050. If properly harnessed, this increase in the working age population could support increased productivity and stronger, more inclusive economic growth across the continent.

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<sup>1</sup> *Report on employment in Africa (Re-Africa): Tackling the youth employment challenge*, International Labour Office, Geneva: ILO, 2020.

However, this asset remains untapped because of unemployment and underemployment. The potential benefits of Africa's youth population are unrealized as two-thirds of non-student youth are unemployed, discouraged, or only vulnerably employed. Only 3 million formal jobs are created annually despite the 10 to 12 million youth who enter the work force each year. Even when jobs are available, youth often do not have the skills required by employers – despite significant gains in education access over the past several decades. Women are particularly impacted, often facing even greater barriers to accessing opportunities and earning equal pay.

The Uganda scoping report on the Challenge Fund for Youth Employment (December 2019) indicates that Uganda's job creation challenge is in many ways typical of the Sub-Saharan African region. It has one of the youngest populations in the world, and its working-age population is projected to double by 2040. Half of the total population of around 45 million are 15 years or younger. It is estimated that over a million young people enter the job market each year. Clearly, there are not enough decent jobs to go round, already leading to high unemployment and, in particular, underemployment of young people. Thus, rapid action is necessary to stimulate economic growth and tackle the skills mismatch in the labour market.

The Uganda Country Refugee Response Plan (January 2019 to December 2020) recognizes that the lack of vocational skills training opportunities is a key barrier to earning an income outside agriculture. Only 2 per cent of refugee households have managed to obtain salaried employment. Overall, 13 per cent of refugees aged 15 years and above are classified as self-employed. Moreover, one in five households (20 per cent) has at least one household member engaged in informal trade and services. However, most employment options available for forcibly displaced persons are in informal settings with severe deficiency of decent working conditions. For example, informal jobs are characterized by less attractive types of work and are subject to higher levels of exploitation, poorer remuneration and poorer working conditions, including longer hours of work, a lack of contracts and no welfare benefits.

These conditions are typical for many refugees. In Uganda, for example, refugees and forcibly displaced people are disadvantaged in accessing decent working opportunities owing to the lack of a reliable social network, proper documentation, qualifications and required skills, coupled with discrimination and bias tendencies towards refugees by local employers (Francesco and Mariajose, 2019).

In response to the challenges related to skills development, efforts have been taken by other partners (for instance, NGOs such as Enabel, GIZ, Welthungerhilfe (WHH), NRC, IRC, and so on) to help improve the prospects of thousands of refugee youth to access the labour market through training. Many more refugees and host community youth already possess skills and competencies acquired through informal apprenticeships or otherwise. However, their acquired skills and competencies are not formally acknowledged by any national authorities or recognized institution. Without qualification papers, these skilled workers may be facing challenges in accessing decent working opportunities. This is true in some sectors where possessing technical certification is mandatory. Possession of certificates also facilitates easier vetting processes by employers when making decisions to hire.

## Overview of refugee settlements in Uganda

Uganda has a long history of welcoming refugees and asylum seekers. Currently, it hosts approximately 1.6 million refugees, making it Africa's largest refugee-hosting country and one of the five largest refugee-hosting countries in the world. Among the refugee community, South Sudanese make up the largest population at 60 per cent (963,086), followed by Congolese 29 per cent (462,120) while the rest is from Burundi, Somalia and Rwanda (UNHCR). In 2021, Uganda saw an influx of new arrivals of refugees, mainly from the Democratic Republic of Congo (DRC). During the same period, the government facilitated the voluntary repatriation of Burundian refugees in Uganda.

Refugees in Uganda live in 33 settlements across the 13 districts of Adjuman, Isingiro, Kampala, Kamwenge, Kikuube, Kiryandongo, Kyegegwa, Koboko, Lamwo, Madi Okollo, Obongi, Terego and Yumbe.

The unprecedented mass influx of refugees into Uganda in 2021 put enormous pressure on the country's basic service provision, in particular health and education services. Refugees share all social services with the local host communities. The refugee-hosting districts are among the least-developed districts in the country, and thus the additional refugee population is putting a high strain on already limited resources.

In line with the Comprehensive Refugee Response Framework (CRRF), embraced by the Government of Uganda in 2017, there is a need for coordinated education service delivery. This entails a paradigm shift from a mainly humanitarian focus to developing long-term integrated services.

## **Arua and Madi Okollo districts**

Arua is a district located in Northern Uganda, in the West Nile subregion. It is bordered by Maracha District to the north, Madi Okollo District to the east, Nebbi District to the southeast, Zombo District to the southwest, and the DRC to the west. The Uganda fact sheet gap analysis for May 2018 indicates that Arua, as a mother district, has two refugee camps – Imvepi and Rhino Camp.

Originally opened in 1980, Rhino Camp expanded in the wake of the South Sudanese civil war to host the sudden influx of refugees into northern Uganda. As of May 2018, the settlement had a total population of 123,243 refugees, mostly South Sudanese, and continued to receive new arrivals, resulting in an increase expansion of the settlement.

When Madi Okollo became a district on 1 July 2019, it took in Rhino Camp from Arua. However, this doesn't change the status quo of the skills training in Arua, given that most of the TVET institutions and NGOs supporting skills training operate from Arua town, and youth are transported from the refugee camps for training in the institutions that are fully established in Arua. This means that Madi Okollo still continues to rely on her mother district Arua for support.

Imvepi, on the other hand, is the newest refugee camp in the current Maracha District (formerly Arua District), with refugees starting to settle there in December 2016. It was officially opened in February 2017 to accommodate the new influx of refugees from South Sudan and rapidly reached its maximum hosting capacity of 135,000 refugees. Information gathered from Youth Alive, an NGO doing skills training for refugee youth, indicates that there is only one training centre supporting youth skills development in Imvepi; other partners help youth to obtain skills development from TVET institutions with boarding facilities based in Arua town.

## **Isingiro District**

Isingiro District is bordered by Kiruhura District to the north, Rakai District to the east, Tanzania to the south, Ntungamo District to the west, and Mbarara District to the northwest. The town of By road, Isingiro is approximately 35 km southeast of the city of Mbarara, the main metropolitan area in the Ankole subregion.

Isingiro has one refugee settlement camp – Nakivale, which hosts 107,275 refugees and 5,651 asylum seekers from communities in the Democratic Republic of Congo, Burundi, Somalia, Rwanda, Eritrea and Ethiopia. It was established in 1958 and officially recognized as a refugee settlement in 1960. However, there is only one vocational institution providing skills training for refugee youth in the settlement, with a few other skills training centres that are to be mapped during this assessment.

## **The role of skills development**

Skills development, including financial literacy, business education, language and post-training support such as guidance and counselling, has been shown to contribute to positive employment outcomes for young people, including refugees and the host communities. In the specific context of skills development and employability for youth at risk, access to vocational training in relation to the labour demand is essential for creating opportunities and therefore could reduce the risk of youth engaging in violence or conflict. First, training and skills development is well suited to address an immediate need for income, helping vulnerable populations to survive, such as providing women with an opportunity for self-sufficiency. In fragile contexts, training is tailored to local needs, the duration of stay of the refugees, the availability of training facilities and the prevailing legal status surrounding the refugees. Often, refugee-hosting districts are remote and generally underdeveloped, and these programmes should be made available and accessible to host communities.

Moreover, skills development and training programmes are seen to bridge the humanitarian-development nexus, going beyond handouts, which may perpetuate dependency while providing young people with marketable skills, helping them to avoid becoming part of another so-called “lost generation” and leaving no one behind. Most importantly, however, skills training programmes may offer an avenue for reintegration through the development of skills and mitigating conflict. They provide a means of reducing the psychosocial impact of trauma and displacement and may, once they involve work-based instruction, offer a real-life context to re-establish cooperation and inclusion and promote social convergence (UNESCO-UNEVOC, 2007; Petersen, 2013). However, training alone may not be sufficient to advance their transition to work if market conditions are not favourable.

Experience has shown success when training or skills development programmes are informed by skills profiles of the target population to determine their education and skills levels and needs; when the prevailing market conditions closely match the training programmes developed; when other related support programmes were matched with training development skills recognition; when programmes for people who have already acquired skills are updated and combined with related programmes such as guidance and counselling, core soft skills and public employment services for both the refugees and host communities.

## **ILO’s response**

The ILO is advancing the knowledge and awareness that access to decent work is a necessary sustainable response strategy, enabling refugees to participate in and contribute to the economies and societies of host countries, while ensuring that host communities and others are not disadvantaged. The ILO’s action in this area is guided by the Employment and Decent Work for Peace and Resilience Recommendation (No. 205). Amongst other things, the recommendations call on member states and partners to take measures to support the access of refugees and other forcibly displaced persons to the labour market, through increased access to education, skills training, upgrading and recognition of competencies acquired elsewhere.

Through leadership government together with social partners (workers and employers), the ILO is providing technical and financial assistance to improve employment prospects of young women and men of forced displaced areas and host communities.



# ▶ 2

## Purpose and objectives of the assignment

---

The purpose of the assignment was to identify the existing occupations and skills in the selected settlement areas that could lead youth TVET graduates to realize access to decent work. The assessment focused on identifying potential skills training courses that could increase the employability and small business entrepreneurship development among young men and women in selected refugee settlements.

With the objective of improving young women's and men's job prospects and productivity, especially among the refugee populations and host communities, the ILO plans to invest more technical support and increase access to market oriented skills by:

- ▶ conducting an assessment of the most market-relevant skills and in which occupations;
- ▶ mapping skills training currently available in the refugee area and mapping the skilled but uncertified workers or young people in target areas;
- ▶ making recommendations and preparing an action plan to:
  - ▶ fill the identified training gaps based on demand/occupation/skills type levels,
  - ▶ address assessment and certification requirements
  - ▶ design the appropriate training and certification programmes.

This assignment engaged the consultant to conduct an assessment, documentation and reporting in three refugee settlements areas in Arua, Madi Okolo and Isingiro. This targeted both refugees and host communities in the regions.

The specific objectives of the occupation assessment were:

- a. to map the vocational institutions and training centres providing skills training in the three locations and conduct a rapid capacity assessment;
- b. to identify the top priority market-relevant skills demanded for youth employment in the selected settlements;
- c. to assess the demand for certification amongst skilled unqualified young women and men.

## ▶ 2.1 Scope of the assignment

---

The survey was specifically conducted to assess the occupations and skills gaps for youth in selected refugee settlements in the three districts. It was carried out in consultation with key informants from the government line ministries and departments, business community representatives, both employed and unemployed youth, NGOs working on youth issues, and TVET institutions and training centres in the three locations.

The assessment gave comprehensive answers to the following topics grouped below by relevant objective.

### **Functional TVET institutions and training centres providing skills training**

- a. Identify the institutions and training centres providing skills training for young men and women in Isingiro, Madi Okollo and Arua, while specifying whether they are run by the government or NGOs, private or faith-based.
- b. Ascertain the capacity of the TVET or centre to provide quality and market-oriented skills for young men and women, teachers' qualifications, numbers and experience, adequacy of training workshops and equipment, and so on, what courses are offered, intake numbers, training pedagogy and methodology.
- c. Tracer studies and the different kinds of post-training support offered by the training providers.
- d. How did the COVID-19 pandemic affect skills provision and employment for youth, men and women.
- e. How are the TVETs adapting and improving their operations because of the impact of COVID-19.
- f. Have they certified assessors and recommendations for improving assessments.
- g. Which other training methodologies and content are used to minimize the effects of conflict and psychosocial challenges faced by refugee youth.

### **Top priority occupations and skills highly demanded in the selected settlement**

- a. The list of all occupations and skills that are currently being provided to young women and men to improve their access to decent work.
- b. The number of young people per occupation that you trained in the last three years (separate what is common for host communities and refugees).
- c. The most relevant soft skills that young boys and girls need to help them access decent employment.
- d. The occupations and skills that are not being provided but are relevant to the local market demands in this area, or the supplementary topics or specific services that would enhance a trainee's likelihood of finding gainful employment.
- e. A list of potential employers and employment opportunities in the area, and respondent's opinion of them
- f. The challenges faced by employers while recruiting people for particular jobs or occupations.
- g. The five most feasible and market-relevant occupations and skills that impact the lives of young women and men.
- h. The occupations that have resulted from the COVID-19 pandemic in the refugee settlements and host community.



Refugee and host community students undertaking hotel management training in Uganda under PROSPECTS. © ILO

### Existing occupations and their level and demand for certification

- a. List the existing occupations that are assessed and certified by the Directorate of Industrial Training (DIT) and those that are not being assessed and certified.
- b. Understand the assessment or certification challenges and recommendations to make assessments easier and accessible to graduates.
- c. Attitudes among employers regarding the provision of internships and how to strengthen linkages between employers and TVET graduates to match skills and skill gaps.
- d. If competency certificates or qualifications are a basis of getting a job.
- e. Recommendations for DIT or the government on how to carry out the assessment and certification of skills or occupations effectively.





# ▶ 3

## Research methodology

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### ▶ 3.1 Research design

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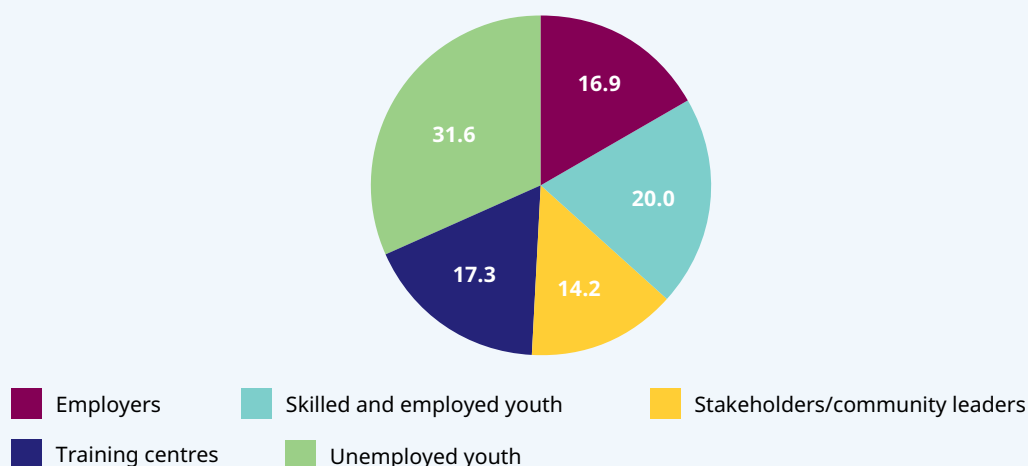
The survey on occupations assessment was conducted using both qualitative and quantitative research. For such an assessment, this kind of design is useful, given that quantitative data requires coding and analysis to present the findings in statistical form. In addition, exploratory and descriptive designs were adopted to supplement the quantitative approach in order to gain familiarity with and acquire new insight into the subject.

### ▶ 3.2 Sample size and target

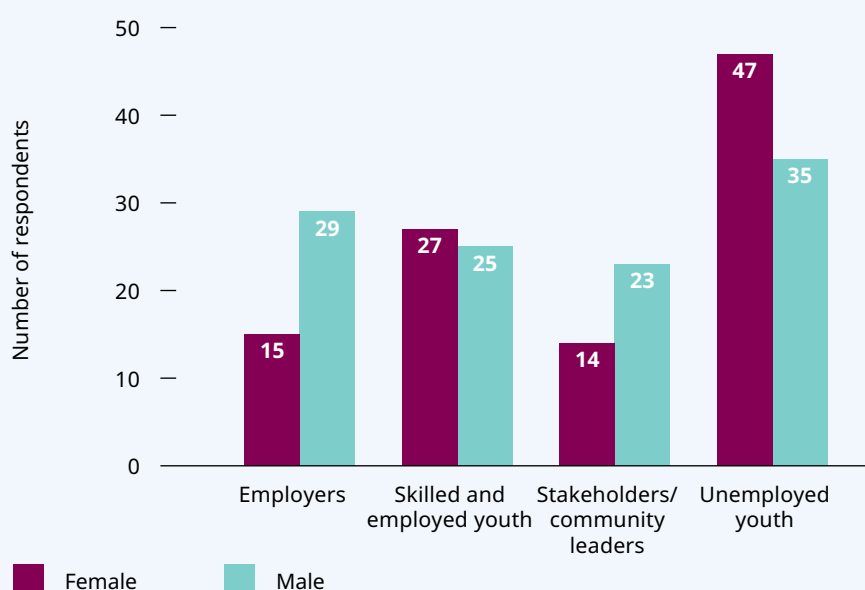
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The survey considered a total of 265 respondents comprising 46 respondents from 20 TVET institutions and training centres, 49 youth who completed skills training and are employed, and 78 unemployed youth. The survey also considered a total of 34 community leaders, including camp commandants' youth leaders, 40 employers, 8 representatives of the District Local Government (DLG) and 10 representatives from NGOs operating in refugee camps and host communities. The employers were selected from the TVET institutions or training centres, the West Nile Private sector directory, Technoserve employers' network mapping report 2018 and recommendations from the elders or community leaders and the youth.

► Figure 1. Pie chart showing distribution of respondents



► Figure 2. Distribution of respondents by gender



### ► 3.3 Research methods and tools

The occupational assessment and prioritization involved collection and analysis of appropriate data on the vocational skills and occupations with a suitable sample size of the respondents in refugee settlements in Arua, Madi Okolo and Isingiro. The assessment methodology incorporated methods for sampling, data collection, data checking, and cleaning, recording, collating and analysis. This included ensuring that the assessment requirements and tools were developed and conducted in a timely manner that represented the true feedback, findings and recommendations of the key stakeholders.

The study entailed communication with key stakeholders, including vocational institutions and other training centres, businesses providing training and apprenticeships, key formal and informal employers, NGOs or institutions involved in vocational training, youth from refugee and host communities.

Focus group discussions (FGDs) and individual interviews (one to one) were held with the respondents, especially the youth, while in-depth key informant interviews (KII) were conducted with TVET providers, community leaders, private sector employers, local government, INGOs and local NGOs involved in the livelihood sector in Arua, Madi Okolo and Isingiro.

On the basis of the desired information, the consultants used various primary data collection methods for triangulation with different sources in order to contain the margin of error to an acceptable standard. Well-structured questionnaires were designed and used as instruments of data collection for private sector employers, skilled but unemployed youth, local leaders, and TVET instructors through face-to-face interviews. This was supported with five FGDs and interviews with eight key informants.

The consultant devised the best approaches for undertaking this occupation assessment, as guided by the following methodology and tools.

- a. Desk review of secondary data including evaluation and assessment reports project documents.
- b. Developed questionnaires: interviews were conducted with relevant local governments, TVET institutions and training centres, traders, private sector enterprises and NGOs working in the respective settlements.
- c. Key informant interviews: the consultant conducted in-depth interviews among key informants including district staff, camp leaders, private sector employers, TVET graduates (youth), TVET and other training centre administrators or instructors, and NGOs working with youth in the settlements.
- d. Interviews with a sample of the TVET graduates to explore which training worked and which did not yield employment.
- e. FGDs with employed and unemployed youth in the respective settlement camps.

## ▶ 3.4 Survey procedure

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The data were collected from 46 TVET training providers, 127 young people, 34 community leaders, 40 employers, 8 representatives of DLG and 8 representatives of NGOs operating in the refugee camps in the districts of Arua, Madi Okolo and Isingiro during May and June 2020, using interview guides and focus group discussion guides. The consultant and his team accessed the refugee camps by introducing themselves to the camp's administration and were granted permission.

Data were collected by the consultant and his team as a strategy for achieving the objectives of the assessment. Local government leaders, camp commandants, management of TVET institutions and training centres, TVET graduates who were in employment or unemployed, employers and employees in both formal and informal sectors were also engaged.

While developing the inception report and conducting the assessment, the consultant interacted with the key stakeholders in the refugee settlements, including the camp commandants, INGOs in livelihoods and skills development and district leaders, as a preliminary before the data collection started.

## ▶ 3.5 Validity and reliability

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Several drafts of the interview guides and questionnaires were made and adjusted with colleagues to improve them. The final drafts were vetted and pre-tested to find out if they were vague or ambiguous. They were found to be adequate. The validity of the interview guides was determined by expert judgement and found to be valid. The reliability of interview guides was established by using multiple approaches of finding information from the respondents by having two or more visits to the refugee camps to test the items. The overall reliability of the instruments was determined using the test-retest reliability method. The instruments were tested in the camps and after a week administered to the same group, when they were found to yield similar results.

## ▶ 3.6 Data collection and analysis

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The consultant interacted with respondents by employing questionnaires supported by observations to obtain information as per the objectives. The consultant made introductions to the respondents, explained the purpose of the assessment, requested provision of data by respondents and assured them on the confidentiality of the information provided.

Two parallel processes of data analysis were envisaged, one focused on quantitative data and the other on qualitative data. The two processes were merged in a major analysis exercise, which preceded the report. The data were analysed in a systematic and scientific way by using standard statistical data analysis packages, SPSS, Excel software, for a comprehensive data analysis with relevant interpretations.

The literature review focused on relevant documents and reports to provide information. These included, among others:

- a. different skilling project reports;
- b. assessments and labour markets reports;
- c. DIT assessment reports;
- d. tracer studies or follow-up reports.

In-depth interviews and discussions were conducted with selected stakeholders or key informants at different levels using key informant guides. These were collected from sampled respondents suggested in each of the three districts, including representatives of ILO tripartite partners, using a personal interview schedule.

FGDs were organized with selected representatives of stakeholders on the key issues raised in the TOR. Checklists of questions or topics, designed to stimulate discussions, were developed to cover all the main issues and ensure that the discussions were focused. FGDs were attended by a combination of youth, private sector service providers, training institutions and NGO representatives, among others.



Refugee and host community students attending classroom session at the Hotel and Tourism Training, Jinja. © ILO

### ▶ 3.7 Study limitations

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The COVID-19 pandemic limited the smooth process of conducting the assessment. With the Government of Uganda currently imposing travel bans to the border districts, it was challenging to access the settlements of Arua, Isingiro and Madi Okollo, given that they are all border districts.

The language barrier during the collection of primary data was another challenge, as the questionnaires were in English, and for respondents who don't speak English they had to be administered using the different South Sudanese languages. This was, however, mitigated by selecting data collectors who spoke the local language, and also by the comprehensive training provided before the data collection.

Unfortunately, the consultant also faced non-cooperation by some of the respondents who did not understand the intentions of the study, and some had a busy schedule.

However, the consultant and his team made contacts with the responsible authorities in order to enter the three districts while following the Standard Operating Procedures (SOPs) as provided by the Ministry of Health (MOH). As a mitigation measure, the team also worked with the office of the respective District Resident Commissioners to obtain permission to access the three districts, and administered the tools through a mixed approach of face-to-face interviews, email responses and phone interviews. The KII and FGDs were conducted while maintaining social distance, with each FGD having a maximum of five participants.

# ▶ 4

## Presentation of findings

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### ▶ 4.1 Perspectives from the supply side – youth, TVET institutions, training centres and NGOs providing skills training

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This occupation assessment focused on 20 TVET institutions in Isingiro, Arua and Madi Okollo district, in which 46 interviews were conducted with principals and instructors at the different institutions. Over the past three years, these institutions have trained 7,474 young men (4,197) and women (3,277) from refugee settlements and host communities in various skills which the graduates believe will enable them to start their own enterprises or obtain decent employment. The institutions were funded by various donors including GIZ, Enabel, NRC, WHH, Action Africa Help – Uganda, Windle Trust, MasterCard Foundation, World Bank under the Skills Development Fund.

The training period for the non-formal courses ranges from three to six months depending on the courses offered. However, for institutions such as Arua Technical, St Joseph's, Nile Institute, Nile Farm and Flaminio, which also provide formal courses alongside the non-formal, the course take a minimum of 12 months and are examined by the Uganda Business and Technical Examinations Board (UBTEB).

Given that Isingiro has a limited number of TVET institutions, the interview was conducted in only two training centres. In Arua and Madi Okollo, the assessment was conducted in a total of 18 TVET institutions and training centres in the refugee settlements and Arua town, as listed in the table in annex 6.2.

The assessment used a random sampling approach that reached 20 TVET, at the same time mapping other TVET institutions and training centres in Arua, Madi Okollo and Isingiro for future skills development planning and engagement, as detailed in Table 1.

► **Table 1. Institutions interviewed and courses offered**

	<b>Training centre</b>	<b>Occupations offered</b>	
1	Omugo Technical School	1. Bricklayer	6. Farmer
		2. Carpenter and joiner	7. Hairdresser
		3. Domestic electrician	8. Motor vehicle mechanic
		4. Domestic knitter	9. Plumber
		5. Domestic weaver	10. Tailor
2	Siripi Youth Skills Development Centre	1. Bricklayer	3. Caterer
		2. Carpenter and joiner	4. Tailor
3	Flaminio Vocational Training Centre	1. Caterer	4. Hairdresser
		2. Domestic knitter	5. Tailor
		3. Domestic weaver	
4	Yole Polytechnic Institute	1. Bricklayer	5. Farmer
		2. Business administration	6. Motor vehicle mechanic
		3. Carpenter and joiner	7. Tailor
		4. Domestic electrician	
5	Palm Corps	1. Baker	6. Metal fabricator
		2. Bricklayer	7. Motorcycle mechanic
		3. Tailor	8. Phone technician
		4. Hairdresser	9. Farmer
		5. Horticulture farmer	
6	St Joseph Vocational Training Centre	1. Baker	6. Metal fabricator
		2. Bricklayer	7. Motor vehicle mechanic
		3. Carpenter and joiner	8. Plumber
		4. Computer application skills	9. Tailor
		5. Domestic electrician	
7	Youth Alive Uganda	1. Hairdresser	3. Solar technician
		2. Motorcycle mechanic	4. Tailor
8	Arua Multi-Purpose	1. Bricklayer	6. Hairdresser
		2. Caterer	7. Metal fabricator
		3. Domestic electrician	8. Motorcycle mechanic
		4. Domestic knitter	9. Plumber
		5. Tailor	
9	Nile Institute	1. Caterer	5. Motor vehicle mechanic
		2. Driver	6. Motorcycle mechanic
		3. Entrepreneurship	7. Tailor
		4. Metal fabricator	
10	Arua Technical Institute Ragem	1. Electrical and solar installation	6. Bricklayer
		2. Plumber	7. Machining and fitting
		3. Carpenter and joiner	8. Garment and fashion design
		4. Agriculture – horticulture	9. Welding and metal fabrication
		5. Automotive mechanics	10. Livestock

	Training centre	Occupations offered	
11	Katrini Comprehensive Vocational Institute	1. Bricklayer	6. Hairdresser
		2. Carpenter and joiner	7. Metal fabricator
		3. Domestic electrician	8. Motor vehicle mechanic
		4. Driver	9. Tailor
		5. Farmer	
12	St Joseph Vocational Institute (Tika)	1. Baker	5. Metal fabricator
		2. Bricklayer	6. Motor vehicle mechanic
		3. Carpenter and Joiner	7. Plumber
		4. Domestic electrician	8. Tailor
13	Nile Farm Institute	1. Agriculture	3. Business admin or entrepreneurship
		2. Nutrition	
14	Inde Technical School	1. Bricklayer	4. Motor vehicle mechanic
		2. Carpenter and joiner	5. Tailor
		3. Domestic electrician	
15	Maecora Youth Centre	1. Bricklayer	7. Driver
		2. Carpenter and joiner	8. Hairdresser
		3. Computer technician	9. Motor vehicle mechanic
		4. Domestic electrician	10. Phone technician
		5. Domestic weaver	11. Plumber
		6. Tailor	
16	NRC-Ocea Vocational Skills Training Centre	1. Carpenter and joiner	5. Electrician
		2. Bricklayer	6. Hairdresser
		3. Motor vehicle mechanic	7. Tailor and garment cutter
		4. Welder and metal fabricator	
17	Gudie Leisure farm	1. Aquaculture	4. Piggery
		2. Rabbit rearing	5. Animal feeds
		3. Poultry	6. Horticulture – herbs
18	St Joseph Vocational Institute (Tika P.7 school) Madi Okollo	1. Eco bricklaying	4. Automotive mechanic
		2. Tailor and garment cutter	5. Domestic electrician
		3. Welder and metal fabricator	6. Plumber
19	Global College – Isingiro	1. Carpenter and joiner	3. Agriculture
		2. Tailor and garment cutter	4. Motor vehicle mechanic
20	Nakivale Vocational Training Centre- Isingiro	1. Bricklayer	6. Poultry farmer
		2. Welder	7. Caterer
		3. Carpenter and joiner	8. Hairdresser
		4. Farmer	9. Domestic electrician
		5. Tailor	10. Motor vehicle mechanic

The report findings noted that there were more than 30 TVET institutions and training centres providing skills training for refugee youth in the settlements in Arua, Madi Okollo and Isingiro, of which only 13 subscribe to and are registered at the DIT. This implies that those that do not subscribe to the DIT cannot have their graduates assessed and certified by the DIT. It is, therefore, important that all institutions and training centres providing skills training in the refugee settlements subscribe to the DIT so they can access assessments and certifications for their graduates.



Respondents noted that not all graduates are absorbed into employment straight away because of the high numbers released into the market versus the availability of opportunities for employment within the refugee settlements and host communities.

Young people interviewed indicated that though the quality of training is rich, many of them fail to obtain employment corresponding to their qualifications and have to resort to taking other jobs depending on the opportunities available, or even change occupations. This situation was worsened by the lack of adequate resources to maintain post-training support and tracer studies that could go a long way in motivating, mentoring, guiding and promoting job and enterprise networking and linkages.

The TVET institutions also alluded to the fact that while it was important for them to conduct tracer studies, they did not have adequate resources to provide after-training follow-ups and tracers, except when they are provided by the sponsors, who in most cases carry out the follow-ups themselves and do not disseminate the relevant information and findings. This means that the institutions were not always able to provide the necessary guidance mentorship, or the linkages to help the graduates enter employment or start and expand their own businesses.

This report found that trainees and graduates, especially young mothers, children who head households and those living in households headed by elderly family members had to find a balance between attending the skills training, looking after their children and finding a living to support their siblings. Eighteen young mothers interviewed indicated that they often had to rely on close friends to help them catch up with the sessions they missed when taking care of their children. Four of the mothers among the unskilled youth said they dropped out of school because their children were sick and in hospital for weeks, or because they had to be present to support their siblings. If such challenging situations of young vulnerable trainees are not addressed, there is an increased danger of poor performance or, in extreme cases, students dropping out of school.

Out of the 20 TVET institutions surveyed, only five run a well-established crèche facility that takes care of children while their mothers attend training sessions, while another seven institutions had facilities that were not operational because there were inadequate resources to make them function. Training institutions should provide crèche facilities for the mothers enrolled for training, and sponsors should ensure that youth belonging to these vulnerable categories are enrolled in training centres in the settlements and close to their homes.

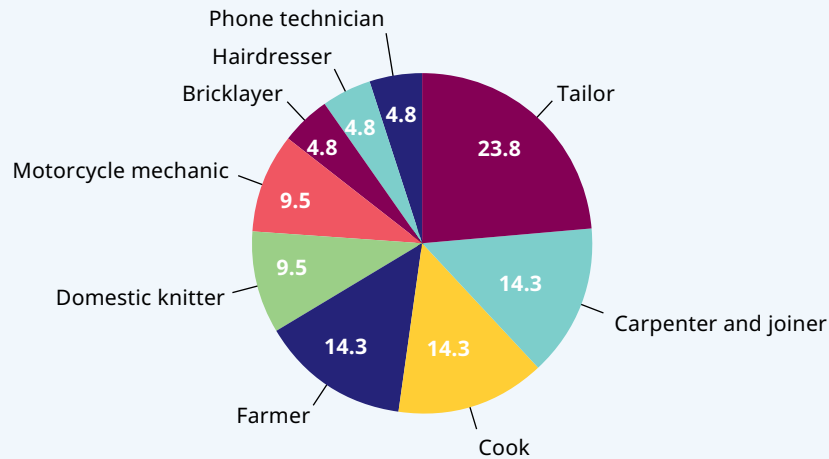
The findings indicated that most of the TVET institutions did not provide adequate career guidance to help young people choose occupations that are more market relevant. It is critical that they receive guidance for jobs based on meaningful opportunities, rather than selecting an occupation after an uninformed decision or due to peer pressure. The respondents also said that a factor that is often ignored in the choice of skills is the cost of starting up a business using the skills offered, and for that reason, some trainees said that they preferred to learn skills that are cheaper to set up once they had graduated, rather than those that would require heavy capital.

It was evident that in Isingiro District, only few TVET institutions could offer quality training, and it was important to explore training opportunities outside Isingiro so that more young people could access the relevant skills for their survival.

The findings noted that access to apprenticeships and job placements depended strongly on existing relationships built with the employers and artisans, and whenever connections were available, the artisans would only accept the youth for placement at costs that most of the young people could not afford on their own. Therefore, they had to depend on NGOs for sponsorship; however it is unfortunate that this kind of sponsorship targets only the youth who do not have any skills. Twelve per cent of the institutions said that they had ongoing partnerships with training institutions for job placements, though the numbers of places were always limited.

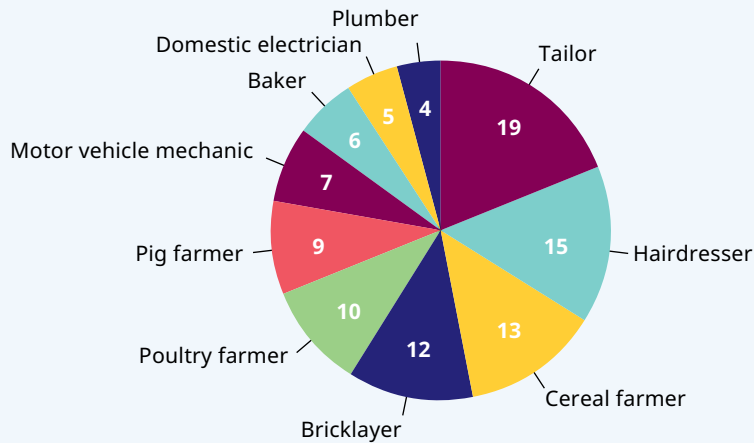
It was also noticeable that not all the masters were competent trainers. They were masters of their trades or directors of the businesses and often did not have the relevant skills to give adequate supervision to the trainees who ended up damaging tools and equipment and wasting materials, thus making the businesses costly to run.

► **Figure 3. Marketable occupations – perspectives from skilled and employed youth in Arua**



However, it should be noted that while it is important to train more youth in these highly demanded skills, it is necessary to follow how the demand evolves by regular tracing of graduates, to see which jobs employ the highest numbers of young people and to ensure that for future enrolment and training, the market is not saturated.

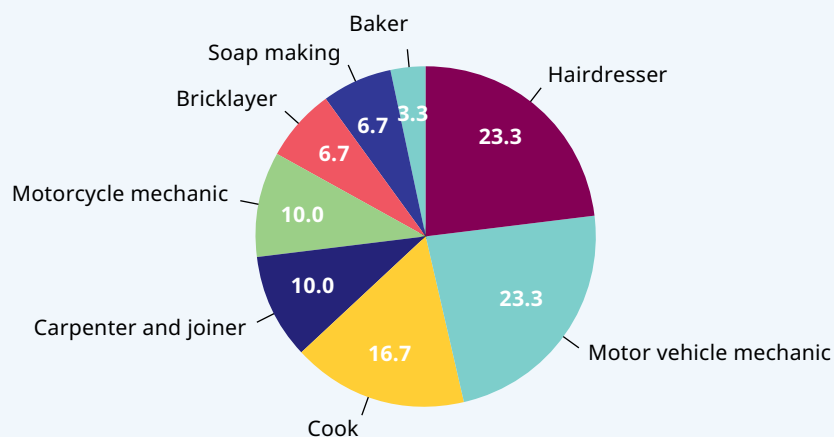
► **Figure 4. Marketable occupations – perspectives from unskilled youth in Arua**



Generally, it became clear that farming was a key occupation, given the frequency at which it appears in its various subsets of cereals, poultry and piggery.

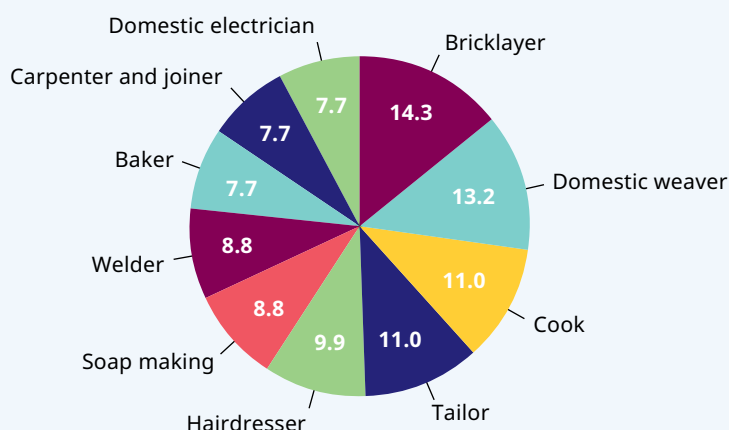
Respondents believed that plumbers and electricians were not key professions because they were only marketable in Arua town and a few areas in the refugee settlements, where there was more demand, since most of them used semi-permanent structures. Another reason could be the lack of the national grid extension and pipe water to remote areas.

► **Figure 5. Marketable occupations – perspectives from skilled youth in Isingiro**



Skilled youth in Isingiro District believed that hairdressers and motor vehicle mechanics were the most demanded at 23.3 per cent, followed by caterers at 16.7 per cent, carpenters and joiners and motorcycle mechanics both at 10 per cent, then bricklayers and soap makers both at 6.7 per cent. Bakers were the least demanded, with only 3.3 per cent of the total score.

► **Figure 6. Marketable occupations – perspectives from unskilled youth in Isingiro**



Interestingly, unskilled youth believed that bricklaying was the most demanded occupation with a score of 14.3 per cent, followed by knitting and weaving at 13.2 per cent, catering and tailoring or fashion design at 11 per cent, hairdressing at 9.9 per cent, welding or metal fabrication together with soap making all at 8.8 per cent, and bakery, carpentry and joinery and domestic electricians all with the least demand at 7.7 per cent.

### 4.1.1 Perspectives from NGOs in skills development

Partner NGOs noted that there were not enough opportunities for adolescents and young people in refugee settlements to obtain skills development training and employment. It was challenging for young people in and out of school to transition from learning to employment, mainly because employment opportunities were limited within the settlements, and they were obliged to go to the host communities and nearby towns to look for any available and competitive jobs.

It is, therefore, imperative to carry out further work on building and identifying more pathways to employment for young people. Discussions with youth in Arua revealed that there was a general lack of awareness of opportunities for skills building and employment linkage. While they showed interest in engaging in skills development programmes, many young people did not know how to register for them.

Feedback from WHH, an international NGO working with TVET training centres in Arua and Madi Okollo, showed that there still exist skills gaps that affect employability and development of the youth in Rhino Camp refugee settlement. This was evidenced by the large attendance and show of interest in skills development by the youth in the settlement, though few partners were involved in skills development there.

On the other hand, based on field monitoring visits and research on barriers to employment conducted by UNICEF's partners, it was clear that young people who could not find work had resorted to self-employment. Many were engaged in informal work such as tailoring, carpentry and joinery (woodwork), hairdressing, hawking, peasant farming, bricklaying, *boda boda* businesses, and so on. Fewer young people in the refugee settlements engaged in formal employment such as translation and driving. UNICEF and its partners felt that from their experience in working with young women out of school, these seemed to focus on farming and selling produce, and thus the implementing partners were working with out-of-school adolescents to develop savings groups, allowing them to save and build businesses together.

This report ties in with the World Bank strategy for jobs for youth in Africa (2016–2025), which shows that the majority of employed youth are engaged in the informal economy, a situation that presents its own challenges. It further notes that youth are pushed into the informal economy, which accounts for nearly 80 per cent of employment in some countries, by the lack of wage jobs. Youth and women are even more likely than other groups to be employed in the informal economy, where jobs are typically less stable and have lower earnings potential. Of working youth, 41 per cent remain food insecure, proof that their income is insufficient to meet even basic needs. Beyond this immediate impact, most informal workers maintain lifelong low wages owing to the lack of pathways for securing formal work.

Nevertheless, the report revealed that most employers are not involved in what happens in training institutions, with only 8 per cent of those interviewed actively collaborating with them, as they were influenced by the NGOs sponsoring the training. In most cases, the employers are concentrating on investing in the professional development of their staff through course upgrades, on job training and strengthening the trust and skills of their existing team. As a result of their limited involvement in the training process and follow-ups, employers tend to focus less on qualifications and instead look for youth with the relevant competencies, commitment and trust, then form them to suit the employer they desire.

## ► 4.2 Perspectives from the demand side – employers, youth and NGOs

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There was limited secondary information on the demand side of the employment market situation in the refugee settlements in the three districts under study, yet demand for labour was a critical factor affecting the young graduates' transition from training to employment in the refugee areas. This has been worsened by the fact that the settlements were located in rural areas with a limited number of private sector actors who were the major employers for practical skills in the country. The private sector actors have mainly been providing services in the settlements while based in the nearby major towns. A small number could be found fully established and based in the refugee settlements.

Interviews were carried out with 40 employers who were key private sector actors in micro, small and medium enterprises (MSME), employing motor vehicle mechanics, carpenters, farmers, poultry farmers, hairdressers and beauticians and motorcycle mechanics, and also in the fields of horticulture, construction, confectionery, plumbing and irrigation, mechanical engineering, electrical and solar installation and

hospitality. Out of these, 30 per cent of the micro and small enterprises interviewed in Arua, Madi Okollo and Isingiro were based in the refugee settlements, and they operated in the subsectors of agriculture, bakery, tailoring and fashion, saloons and barbering, furniture and motorcycle repair.

The other 70 per cent of employers interviewed were based in the major towns of Mbarara, Arua and Madi Okollo, and they were in the sectors of electrical installation, metal fabrication, fashion design, plumber, electronics, construction, agribusiness, motor vehicle mechanics, furniture, hospitality and restaurants.

The assessment mapped a total of 26 occupations that were being provided by the institutions in the selected refugee settlements, and the categories of respondents, including TVET institutions and training centres, employed skilled youth, unskilled and unemployed youth, local leaders and stakeholders, and employers from the private sector, who were able to rank the most highly demanded occupations out of the 26 offered using a frequency tabulation. The results are presented in figure 7.

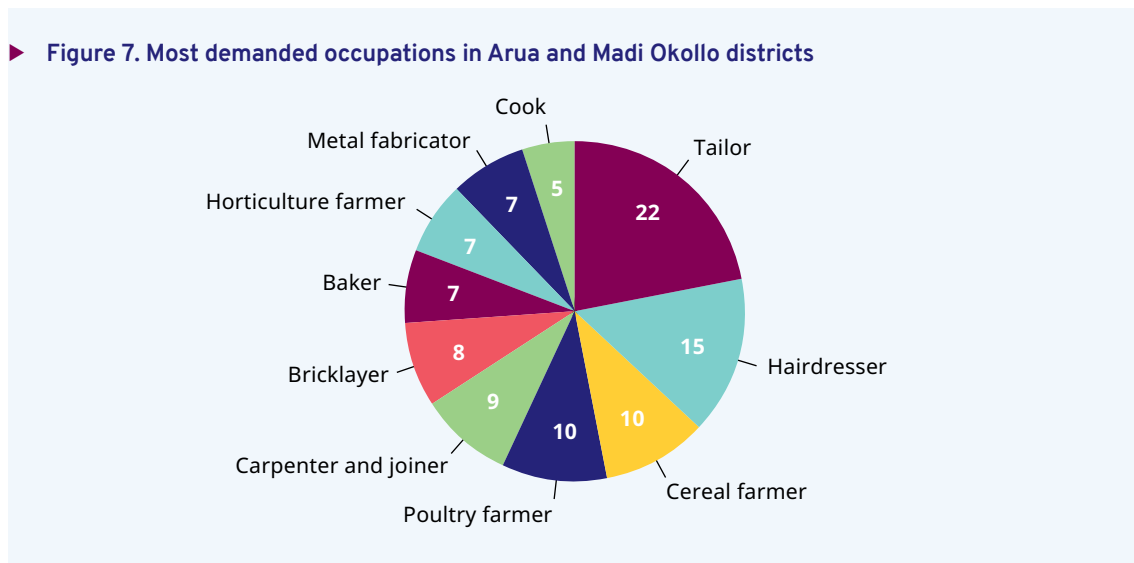
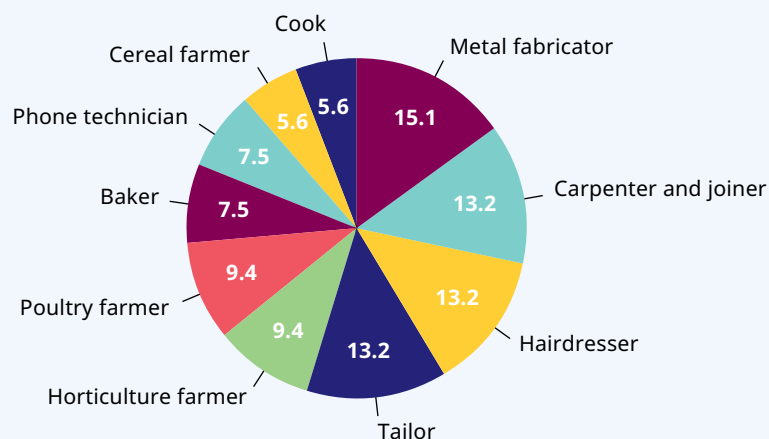


Figure 7 presents an analysis of the most marketable or demanded occupations for youth in Arua and Madi Okollo, with responses from skilled youth, employers, NGO staff, district leaders, unskilled youth and the management of TVET institutions and training centres. The chart shows that tailoring and fashion design were considered the top occupations with a score of 20 per cent. This was perhaps related to the fact that West Nile was the hub of traditional fabric and high quality kitenge (African prints) from the DRC, and a majority of respondents had their clothing for parties, work and daily wear made from this material.

The next highest score was for hairdressing, comprising barbershops and unisex salons, with 15 per cent of the respondents, followed by grain and poultry farming with a score of 10 per cent. Carpentry and joinery came next with 9 per cent, and bricklaying at 8 per cent. Bakery, horticulture farming, metal fabricating and catering obtained 7 per cent.

From figure 8, it can be seen that 15.1 per cent of the employers in the private sector felt that welder or metal fabricator was most demanded occupation, followed by carpenter and joiner, hairdresser and tailor or fashion designer, all at 13.2 per cent. Horticulture farmer and poultry farmer followed with 9.4 per cent, then baker and phone repairer at 7.5 per cent. Cereal farmer and caterer or cook obtained the least score at 5.6 per cent. The employers were interviewed based on their individual enterprises, which helped the investigator understand their different trades and where more youth need to be trained.

► **Figure 8. Most demanded occupations in Arua – responses from employers**



General observations from partner NGOs in skills development indicate that the most demanded occupations in the refugee settlement were building and concrete practice, tailoring and garment cutting, carpentry and joinery, welding and metal fabrication, as well as hairdressing, given that there was a market for the youth to exploit once they were trained. Experience has also shown that the involvement of the private sector in skills development helped young graduates to enter the job world easily, either through apprenticeship or job placement.

► **Figure 9. Most demanded occupations in Isingiro district- responses of skilled youth, unskilled youth, NGOs, district leaders and TVET institutions**

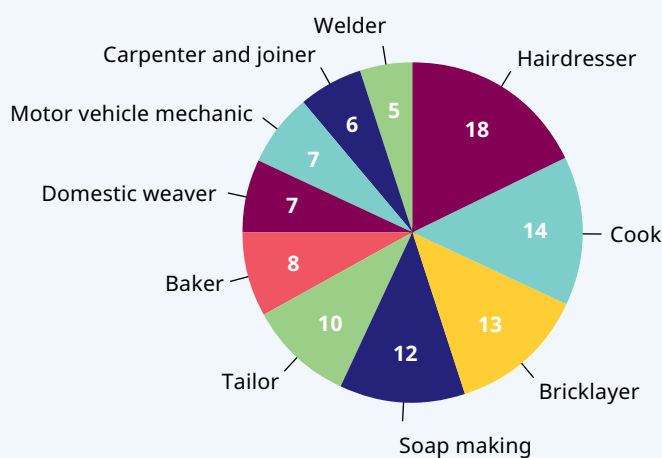
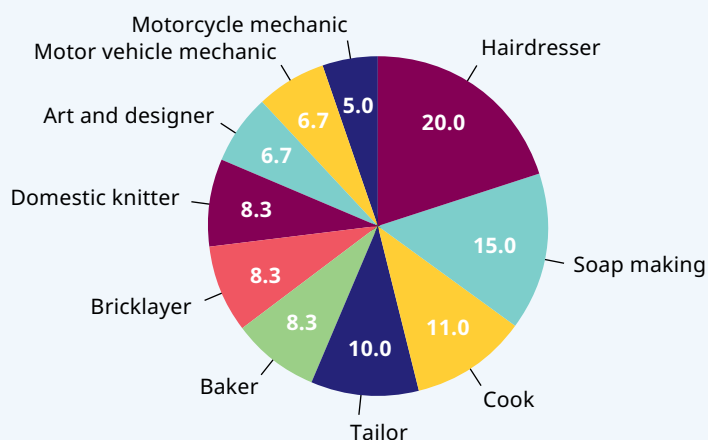


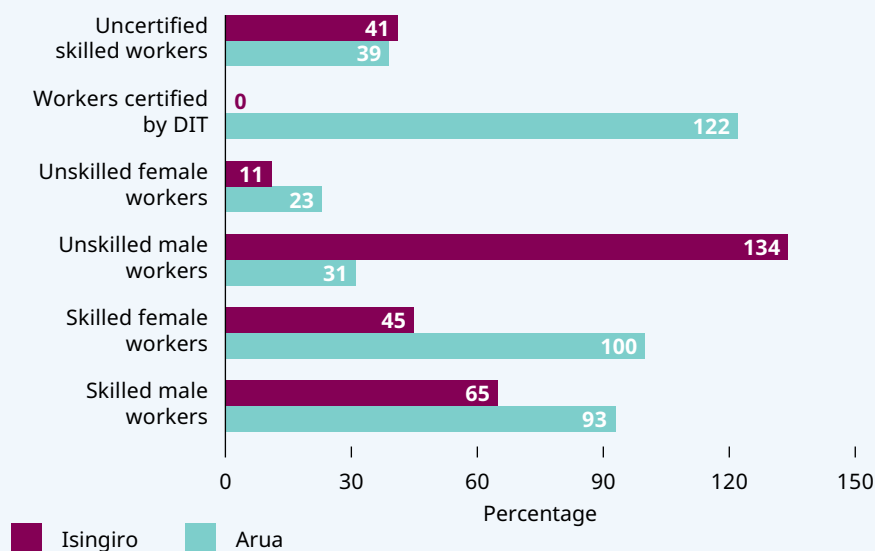
Figure 9 summarizes findings from Isingiro with responses from skilled youth, NGO staff, district leaders, unskilled youth and management of TVET institutions and training centres. The analysis indicates that hairdressing was the most demanded occupation with 18 per cent, followed by catering at 14 per cent, bricklaying at 13 per cent, soap making at 12 per cent, tailoring and fashion design at 10 per cent, bakery at 8 per cent, knitting and weaving, and motor vehicle mechanic at 7 per cent, carpentry and joinery at 6 per cent and welding or metal fabrication the least popular with 5 per cent.

► **Figure 10. Most demanded occupations In Isingiro District – responses from employers**



Similar to the general findings, the private sector employers interviewed in Isingiro indicated that hairdressing was the most demanded occupation with a score of 20 per cent. This was perhaps due to the fact that ladies visit the salon as often as twice a month to have their hair styled, and in a similar way, men have their hair cut and beards shaved almost on a weekly basis.

► **Figure 11. Gender breakdown of refugee youth employed in the settlements and host communities**



As seen from figure 11, when asked about the level of skills among their employees, responses from the 40 employers sampled indicated that there were more unskilled male employees than females in Arua, Isingiro and Madi Okollo. It was clear that there was a large disparity between male and female refugee youth when it comes to their level of skills for the sampled population. The sample taken indicates that Isingiro had the highest number (134) of unskilled male employees compared with their female counterparts (11). In Arua, though the margin was low, there were more unskilled males (31) than females (23). This was possibly due to the fact that most NGOs sponsoring skills training focused more on a higher percentage of females as part of their efforts to reduce their vulnerability status. Compared with Isingiro, Arua generally counted more skilled workers in employment, represented by 100 females and 92 males, while Isingiro had 45 females and 65 males.

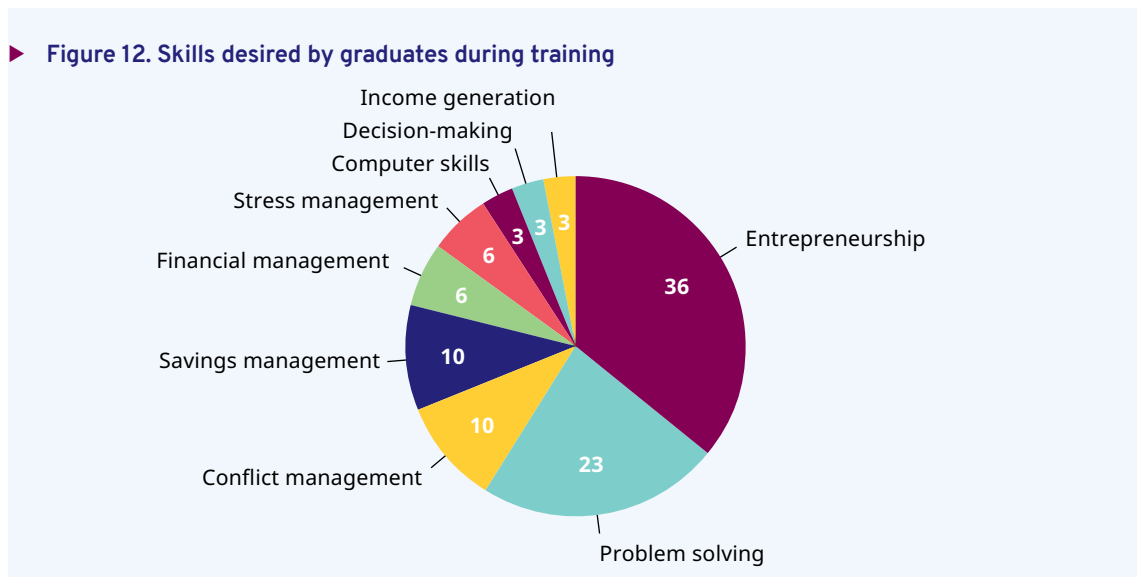
Isingiro had 135 unskilled male workers, implying that there was need for more efforts to support skills development in Nakivale, or better still, work with institutions such as Gudie Leisure Farm in Mbarara, Wakiso, Nyamitanga in Mbarara, and others outside Isingiro to support skills development for the refugee youth, as the respondents believed that the high number of unskilled workers corresponded to the limited number of TVET institutions available in Nakivale refugee settlement.

Employers noted a fear of wasting materials, especially when the graduates needed more practice to perfect their skills before they could work efficiently. This was mainly the case for employers in the fields of carpentry and joinery, welding and metal fabrication. As a result, employment preference was given to those who already had good experience, unlike fresh graduates. However, respondents noted that if there were partnerships with the training institutions, they could provide technical support, guidance and mentorship to the trainees during their training, and then give them further mentorship and job training before formally employing them. In a way, this would help to build confidence, form and model the graduates to be better entrepreneurs.

The employers indicated that where formal applications for jobs were required, the youth often did not know how to write a CV or an attractive job application, which made them less competitive in the job market. However, the employers often pay less attention to the write-ups and focus more on interviewing the youth to determine their skills and competencies relevant for the job on offer.

#### 4.2.1 Skill gaps for employability (wage or self)

Responses from employers, TVET institutions, local leaders, partner NGOs and refugee youth from Arua, Madi Okollo and Isingiro revealed that most graduates required the following skills which were not adequately provided during the training: entrepreneurship, integrating conflict and social cohesion, ICT skills, financial management, decision-making, income generation, problem-solving and savings management, as presented in figure 12.



According to the results of the analysis, 36 per cent of the respondents noted that entrepreneurship was the most needed skill, followed by problem-solving at 23 per cent, conflict management and savings and investment at 10 per cent, financial management and stress management at 6 per cent, and income generation, computer skills and decision-making all at 3 per cent. Respondents in Arua, Madi Okollo and Isingiro all believed that entrepreneurship, problem-solving, conflict management and managing savings were more critical for the success of their businesses and employment.

Respondents felt that because of the lack of entrepreneurship skills, along with other skills relevant for successful enterprises such as customer care, decision-making, stress management, financial management or personal finance and record-keeping, and conflict resolution, some of the young graduates were



unable to manage their jobs, businesses, salary and wages, save money or expand their businesses. Employers noted that at times the graduates were not patient as regards their income, wanting to get rich quickly, ending up by being unethical and cheating their customers, resulting in them being fired. It was, therefore, highly recommended that training institutions and centres emphasize and provide career guidance and integrate the relevant soft skills and entrepreneurship into the practical skills training.

Adolescents and young people in refugee settlements and host communities needed more opportunities to build life skills and practise them. Young people who were receiving skills in school and through extra-curricular activities needed more opportunities to practise in order to gain tangible experience from vocational skills training and employment.

However, it is important to note that while there exists an entrepreneurship assessment and training package (ATP) that is well blended with the necessary soft skills, only 6 of the institutions out of the 20 assessed were using this entrepreneurship ATP to train the youth because it was new, and only 76 TVET institutions and training centres from across the country had instructors formed as master trainers by Technoserve Inc and DIT. There was, therefore, a need to roll out the entrepreneurship ATP to more instructors providing skills training for youth in the refugee settlements and host communities.

► **Table 2. Employers interviewed**

<b>Arua/Madi Okollo</b>			
1	Victoria carpentry workshop	16	Crane Royal Resort Hotel
2	Tunnel Light graphics	17	Egusta motors services
3	Trust metal fabrication	18	Gabs Technologies Ltd
4	Solar Now	19	Ayakaka Molly tailoring and garment cutting
5	World Fashion and Design	20	Galaxy Unisex saloon
6	Kuluva hospital	21	Blood Brothers' motor clinic
7	Luruja classic restaurant/hotel management	22	Muni NTC farm
8	Mechatronic Engineering Ltd	23	Modern Mechanics – Arua
9	Palz unisex saloon	24	Friends secretarial services
10	Poultry production and management enterprise	25	Arua District Farmers Association
11	God Cares poultry	26	Calcheco Investments
12	Gole ku muguni carpentry workshop	27	Tropical Suites Hotel
13	Green Land vegetable enterprise	28	Jehovah Jireh Autocare workshop
14	Kedio enterprises	29	Tema Construction Company
15	Kida carpentry workshop		
<b>Isingiro</b>			
1	Alexi Salon	7	Maki garage
2	Dembe restaurant	8	Ndayi garage
3	Hannington garage	9	Simba welding
4	James welding garage	10	Simbi Saloon
5	John and Jon experience	11	Star Garage
6	Jose bakery making	12	HFU

### ► 4.3 The level and demand for certification within the existing occupations

Respondents agreed that certification was key in skills development. Firstly, it promotes labour mobility, because some refugees tend to go back to their countries of origin to practise their skills, especially the South Sudanese. Secondly, certification makes it easier for the youth to progress into formal employment and clearly affirms one's expertise in a specific occupation. Thirdly, certification enables the youth to progress for further training levels in their area of occupation. However, it was also key to note that the Ministry of Education and Sports requires that certifications be issued in line with the Government of Uganda and Uganda skilling strategies, hence Uganda Vocational Qualifications Framework (UVQF) standards need to be followed, with the close involvement of mandated bodies such as the DIT and UBTEB.

Data from the DIT indicated that there were more than 110 ATPs profiled and developed between 2009 and 2019, and that the relative occupations assessed for occupational competences so far were as follows.

**Isingiro:** Hairdresser, bricklayer, artist and designer, baker, soap maker, knitter, farmers (horticulture, poultry, cattle), cook, tailor, motor vehicle mechanic, motor cycle mechanic, carpenter and joiner.

**Arua:** Electronics technician, hairdresser, barber, bricklayer, plumber, baker, soap maker, knitter, farmers (horticulture, poultry, pigs), cook, tailor, motor vehicle mechanic, motor cycle mechanic, carpenter and joiner, domestic electrician, welder, crafter and beekeeper.

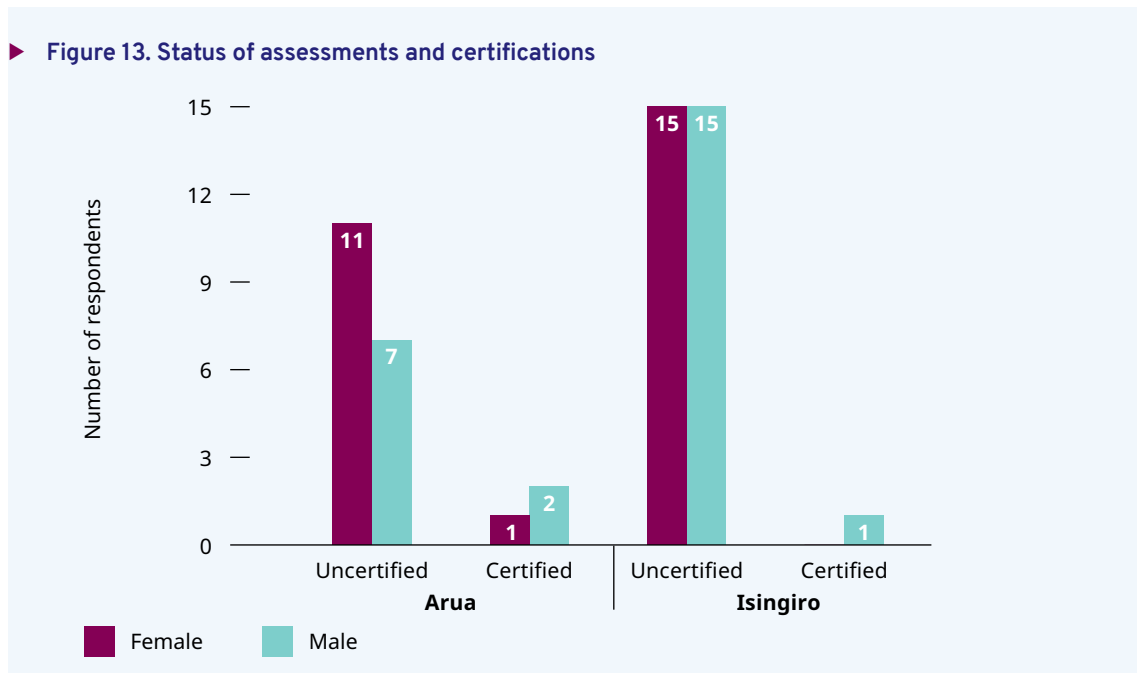


Figure 13 shows responses from male and female graduates in Arua, Madi Okollo and Isingiro providing the status of assessments and certifications. Out of the 52 young people interviewed, 18 of the respondents in Arua were uncertified, while 30 respondents in Isingiro indicated that they were unable to be assessed and certified.

Findings in this section further indicated that majority of those uncertified were females and the majority of those certified were males, and that while assessments were carried out by the DIT, the majority (63 per cent) of those who said that they were not certified actually meant that they had been assessed

but had not received their certificates. The other 37 per cent were not assessed at all for various reasons, such as the occupations not having ATPs, delays in assessment, they had to go back to the settlements after completing the courses, and/or because the training centres had not subscribed to DIT.

In addition, many informal organizations that were capable of delivering training and serving as assessment centres had not registered to become centres for UVQF occupational assessment. Out of the 20 centres interviewed, only 7 were registered and subscribed to the DIT. It is therefore important to note that the government and the DIT maps all the training centres providing skills training in the country and have them compulsorily registered with the DIT. This would go a long way in regulating and ensuring that assessments and certifications are done as required.

Respondents noted that many workers, especially in informal employment, had acquired skills on the job but were not certified and therefore found it difficult to transfer their skills to other workplaces. This was exacerbated by the fact that some employers did not value the certificates but rather focused on the ability of the employees to perform a given task, whether they had a DIT certificate or not.

Many new occupations had emerged in Isingiro and Arua, even within traditional professions. For example, terrazzo makers, tile fixers, painters and practitioners were not aware that their occupations could be recognized by means of certification. However, it is important to note that much as the assessments were mandatory for certification, a number of institutions did not register their trainees for assessments for various reasons. In Northern Uganda, the majority of assessors were from Acholi and Lango subregions, which were outside the refugee settlements in the West Nile, implying that there was a need to increase the number of assessors in West Nile. Similarly, in Ankole, the majority of the assessors were based in Mbarara and surrounding districts, with limited numbers in Isingiro.

Employers acknowledged that while certifications were important for the youth to enter employment, they were only applicable for employers and companies that provided formal processes such as interviews, reference checks and formal appointment letters. Examples of such employers included Muni NTC farm, Mechatronic Engineering Ltd, Crane Royal Resort, Solar Now, Tropical Suites Hotel, Tunnel Light graphics, Gabs Technologies Ltd, providing employment in poultry farming, hospitality, catering, solar electricity, motor vehicle mechanics, graphic design, pig farming and vegetable growing.

However, informally run workshops and businesses only checked for quality of output, with background checks from local councils, and gave employment on a probationary basis as they monitored the character and commitment of the youth. Most times, these informal employers paid the employees' wages based on the number of days worked.

In close collaboration with UBTEB and DIT, partners including NRC, Danish Refugee Council, Windle Trust and World Vision have worked with respective TVET institutions such as NRC Ocea Vocational Skills Training Centre and other institutions in Kyaka I & II, Rwamwanja and Adjumani, and supported more than 500 refugee youth from the DRC and Southern Sudan to ensure that their certificates in their respective occupations are equated to the Ugandan standard. For those from the DRC, perhaps because of a possible mismatch in the qualification framework, the institutions had to take them through a refresher course in their respective occupations for a period of two weeks, after which the DIT reassessed them and issued the required certifications.

In some cases, refugee youth with TVET certificates from Southern Sudan had to be retrained afresh and assessments performed by the DIT, with the certifications awarded accordingly. For entry level into vocational training, partners and training institutions also worked with the Uganda National Examinations Board to equate the certificates to the Primary Leaving Examination or the Ordinary Level, and then use it to determine at what level the young boys and girls joined technical and skills training.

### 4.3.1 Standardized occupations and assessment status

As per the findings from the Directorate of Industrial Training, 114 occupations were profiled. However, assessment was conducted in only 62 occupations, some of which might not have ATPs. Most of the ATPs (Table 3) available were not being reviewed. Table 3 shows the list of occupations and the assessment status in the selected regions.

► **Table 3. Occupations and assessment status**

SN	Occupations in Arua	Status	SN	Occupations in Isingiro	Status
1	Hairdresser	Yes	1	Hairdresser	Yes
2	Artist and designer	Yes	2	Rabbit farmer	No
3	Domestic electrician	Yes	3	Motor vehicle mechanic	Yes
4	Horticulture farmer	Yes	4	Carpenter and joiner	Yes
5	Fish farmer	Yes	5	Tailor and garment cutter	Yes
6	PV solar technician	No	6	Cook/caterer	Yes
7	Poultry farmer	Yes	7	Metal fabricator	Yes
8	Mason	Yes	8	Barber	No
9	Motorcycle mechanic	Yes	9	Knitter	Yes
10	Fashion designer	Yes	10	Domestic electrician	Yes
11	Phone repairer	Yes	11	Animal feeds mixer	No
12	Cereal farmer	No	12	Baker	Yes
13	Bricklayer	Yes	13	Fashion designer	Yes
14	Cereal farmer	Yes	14	Cereal farmer	Yes
15	Tile fixer	No			
16	Plumber	Yes			
17	Carpenter and joiner	Yes			
18	Cook/caterer	Yes			
19	Metal fabricator	Yes			
20	Tailor and garment cutter	Yes			
21	Motor vehicle mechanic	Yes			
22	Barber	No			
23	Beekeeper	Yes			
24	Knitter	Yes			

Table 3 shows a total of 26 occupations in which the youth were being trained by different institutions in the districts of Arua, Isingiro and Madi Okollo, as indicated in the analysis of the most popular occupations. In addition, there were several occupations in which the youth were being trained but not assessed. For example, Gudie Recreational Centre provided skills for youth in piggery, poultry, rabbit rearing, animal feed mixing, and horticulture with a bias in herbal products, but for several years they had not registered with the DIT, meaning that their graduates had not been assessed and certified. At the time of data collection, they had finally registered and were hoping to start using the respective ATPs in training, so that later the graduates would be assessed and certified by the DIT.

► **Table 4. New occupations without ATPs**

SN	Occupation	SN	Occupation
1	Animal feed mixer	5	Barber
2	Rabbit rearer	6	PV solar technician
3	Terazzo maker	7	Tile fixer
4	Painter		

The occupations listed in Table 4 were already being trained by technical institutions outside the refugee settlements, though no assessments were being done for them. Respondents noted that the new occupations such as animal feed mixer, rabbit rearer, painter and barber were relevant to local market demands in the settlements and host communities, and for that reason the TVET institutions needed to be encouraged to invest in resources to set up training for them. The ILO could explore supporting development of these ATPs and roll out the training to instructors in the settlements and host communities. The TVET respondents indicated that other assessment challenges include the following.

- Like any other instructors or practitioners, assessors move, looking for greener pastures, and leaving gaps in some areas. There was a need to identify and train more assessors in view of a subregional and district level balance.
- Respondents indicated that there were particular periods for assessment, and if the graduates complete their training before then, they would simply receive certificates from the training institutions and return to their homes. This was because the institutions could not keep them until it was time for the assessment. The same challenge is also applicable to institutions which provide training in partnership with NGO funders who had cohort timelines, and were waiting to see how the assessment and certification would affect the enrolment of the next cohort.

However, it is important to note that when properly planned and on request, the DIT often provides special arrangements to conduct assessments and certifications at any point deemed necessary, though only for the institutions that subscribe to the DIT.

## ► 4.4 Potentials for partnerships and networking

Interviews were conducted with several partners who were involved in or had interest in skills development, including UNICEF, World Bank, Enabel, Technoserve Inc., NRC and WHH. Their responses were integrated below, including their relevant recommendations regarding potentials for partnerships and networking.

**Strategic partnerships.** Many opportunities for collaboration and strategic partnerships exist and need to be exploited. For example, the work that UNICEF was doing on skilling was complementary to the ILO, providing young people with transferable skills to enter the labour market. UNICEF and the ILO were developing a concept that would see them continue working together closely under PROSPECTS, focusing on developing a road map for skilling and continuing to work together to ensure that adolescents and young people have the skills they need to transition from school to decent employment.

**Knowledge management.** The World Bank and Enabel recommend strengthening knowledge management by sharing studies, reports and experience on work-based learning modalities, best practices, and learning from the different skills development approaches that can help strengthen skills development and employment creation for young people.

Business development and fund raising. There was a huge gap in funding to support the overwhelming number of unskilled and unemployed youths in Rhino Camp, Imvepi and Nakivale refugee settlement, including funding for training centre equipment, sponsorships for skills training, provision of start-up for graduates, research and regular market surveys to inform the dynamic market demands and relevant occupations required to fill the gaps, tracer studies and follow-up of youth who had finished their training, strengthening job placements, apprenticeships and mentorship programmes, as well as understanding the impact of labour mobility from Uganda to other neighbouring countries.

## ► 4.5 Effects of COVID-19 on skills development and employment

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As a measure in controlling the spread of COVID-19 in Uganda, the Government decided that education institutions should close, and later the country was locked down, meaning that non-essential people in the private sector had to stop work and stay at home. This affected the majority of employers as well as TVET institutions and training centres.

TVET institutions and employers reported that the COVID-19 adversely affected the skills development process since schools had to close, and occupations in the hotel and hospitality sector were also badly affected. Tourist guides, motor vehicle mechanics, poultry farmers, hairdressers, bricklayers and horticulture farmers also suffered. However, occupations such as soap maker, baker, tailor and fashion designer, phone repairer, motorcycle repairer, cereal farmer and caterer provided essential services for the communities and could continue working. Making hand sanitizer and face masks were new skills that youth adopted to earn a living.

Employers interviewed indicated that the pandemic affected their businesses in various ways, including the inability to pay workers because the hospitality sector closed down completely. Institutions could not pay their staff or put them on half salary.

Agricultural activities across the districts could not be supervised or supported as travel was banned, and as a result crops and animals were lost.

Since most businesses were closed during the lockdown, private companies and individual enterprises run by young people or employing others ended in losses, since money had to be spent on basic family needs and rent, though the businesses were not generating any income.

Respondents recommended that the government should consider adjusting the learning curricula to absorb the lost period, or even allow for training to resume with guidelines and SOPs relevant to the education institutions as provided by the MOH. TVET institutions such as Arua Technical Institute, with available digital learning equipment, recommended the introduction of online learning to reduce the time lost, though this would only be possible for theory, not practical learning.

Private sector players also recommended that the Government should consider financial injections into their businesses to help them resume their activities with a minimum negative impact.

In conclusion, it was not clear when the COVID-19 pandemic would end and allow institutions and businesses to return to their normal operations. It was, therefore, prudent for the ILO and other partners in the youth skills development sector to explore investing in new ways of providing skills training, such as online or digital learning, apprenticeship placements and workplace-based training in enterprises and establishments such as hotels, farms and workshops that had remained operational during the COVID-19 lockdown.

## ► 4.6 Barriers to youth access to training, assessment and employment

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Findings indicated that while the youth were chosen from the settlements and trained in major towns such as Mbarara, Arua and Kampala, it became difficult for the graduates to work outside the settlements as they were forced to separate from their families or spouses and rent houses in the towns. They could not afford work, given that they were first-timers in the employment world and receiving low pay; others had experienced marriage separation and had to keep looking for jobs in the settlements where their spouses were based. For the single graduates, some employers provided accommodation, but after some time, because of the high cost of living in the towns, the graduates were forced to go back to the settlements to search for jobs, considering that the standard of living there was within their means.

Secondly, the majority of the youth in the settlement and host communities presented a higher percentage of those that dropped out of school for various reasons, such as early pregnancy, school fees, war, early marriages, and so on; hence skills development would be their only hope of having a meaningful livelihood. Such categories of youth were given a second chance of alternative pathways that were suitable for them to explore, such as training in additional skills like soap making, or short training that could enhance their existing skills and talents.

Assessment fees and materials were costly, and often the vulnerable youth could not afford to pay the costs, while those who were on full sponsorship were taken care of by the relevant NGOs. The assessment fee per student was 70,000 Ugandan shillings per candidate per module, or 90,000 shillings per candidate for double modules. The material costs varied and depended on the relevant occupation or course. For full occupational assessment, the fee ranged from 80,000 shillings to 250,000 shillings per candidate for levels II to IV. The fee for the Worker's Practically Acquired Skills assessment was 150,000 shillings for double modules. It was therefore prudent for the Government and DIT to explore different avenues for subsidizing or reducing the cost of assessment fees and materials.

Certification had also been hindered by lack of occupational standards. There were many occupations in which ATPs had not been developed, and hence there was no basis for conducting assessment: some occupational standards such as that of carpenter and joiner had outlived its usefulness and its review was long overdue. A review of the ATPs that had been in place for more than eight years was still relevant to the market demands in the refugee settlements.

Another major issue that emerged from the survey was that of credit transfer, and how the certificates and accreditations brought from the country of origin of refugee youth were handled. There was no clear framework for handling this kind of situation in Uganda, though in the past years the DIT and UBTEB had been supporting credit transfers to provide the equivalent qualifications relevant to the Ugandan education system.

# ▶ 5

## Conclusions and recommendations

The conclusion drawn by the assessment is that in order for young people in the refugee settlements to benefit from quality skills training and to engage in decent employment, the TVET institutions and training centres need to work closely with the relevant government bodies such as the DIT and DLG, as well as NGOs and private sector companies which are all key in modelling the youth and helping them access jobs.

Certifications and assessments must be established promptly and at an affordable cost to enable technically skilled job-seekers to compete favourably, and to ensure they are recognized in the current competitive world of work. This was especially highlighted by private sector employers, TVET institutions and the community leaders supporting skills training for young people in the settlements.

In view of strengthening supply and demand of skills development, the following recommendations and possible actions have been made (see table 5).

▶ **Table 5. Recommendations and actions**

Recommendation	Action Approach	Potential actors
Increased engagement of the private sector in skills development	<p>Form district- or settlement-level youth skills working groups with strong participation of the private sector actors for better employment linkage.</p> <p>Organize district-level employment and skills fairs where youth, TVETs and employers are connected to each other for possible job matching, networks and mentorship or coaching.</p> <p>Involve key private sector representatives in curriculum development and reviews, training and quality assurance of skills, work-based learning and apprenticeships.</p>	NGOs, youth leaders, settlement leaders, DLG, TVETs, Chamber of Commerce, Federation of Uganda Employers, West Nile Private Sector Development Promotion Centre and Private Sector Foundation Uganda
Integration of entrepreneurship into practical skills training	<p>With an entrepreneurship ATP in place, TVETs and training centres should have a compulsory integration of entrepreneurship as a critical complementary skill.</p> <p>Madi Okollo (40) and Isingiro (20) on the new entrepreneurship ATP.</p>	Consultant, DIT, TVETs and training centres



Recommendation	Action Approach	Potential actors
Training standards and curricula development	<p>Develop ATPs for two of the highly demanded occupations – cereal farmer and soap maker to address the training and assessment standards gaps.</p> <p>Develop ATPs for other occupations which have potential but lack the ATP including rabbit rearer, PV solar technician, tile fixer and barber.</p> <p>Review occupational standards for occupations that were developed and been in use for over eight years like electrician, bricklayer, carpenter and joiner, metal fabricator, hairdresser, among others, to make them more relevant and suitable to the current refugee market demands.</p>	Consultant, DIT, employers, TVETs, entrepreneurs
Strengthen assessments and certifications. The DIT database has 39 assessors in Arua out of which 11 have since relocated outside the district, while Isingiro has only 5 assessors. Clearly both districts are under capacitated.	<p>The additional 60 instructors recommended to be trained on the entrepreneurship ATP can also be trained by DIT on assessment which applies across all occupations.</p> <p>Map the occupations, details and numbers of graduates in Arua and Isingiro who were not assessed or certified in 2019, and work with DIT to have them assessed and certified.</p>	<p>Consultant, DIT, TVETs</p> <p>Consultant, TVETs and DIT</p>
Compulsory subscription to DIT. According to the DIT database, only 10 TVETs in Arua and 2 in Isingiro subscribe to DIT.	The Ministry of Education and DIT should work towards ensuring that all TVETs providing non-formal skills training subscribe to DIT so that all graduates are assessed and certified.	Ministry of Education and Sports, DIT, all TVETs providing non formal skills training, Uganda Association of Private Vocational Institutions
Increased focus of Government of Uganda and donors on developing and strengthening skills development infrastructure in refugee settlements.	Advocate to donors including the World Bank, ILO, EU, German Government and MasterCard Foundation to work in partnership with the Government of Uganda to support training infrastructure development for both government and private institutions providing skills training in the refugee settlements, so that they are able to provide quality skills training for young boys and girls in refugees and host community.	Ministry of Education, DIT, donors, NGOs
Improved provision of post-training support and tracer studies	<p>Intensify tracer studies and follow-ups of graduates to understand the impact of the skills training.</p> <p>TVETs and sponsoring NGOs need to provide start-up tools, strengthen linkage to coaching and mentorship, business advisory, exposure visits to well established businesses, linkage to financial services and continuous follow ups.</p>	TVETs, youth, employers, NGOs sponsoring skills training
Strengthen provision of soft skills as an integral part of the technical and vocational skills	<p>Develop a standard soft-skills curriculum that can be used uniformly across all the TVETs providing practical skills training.</p> <p>A second option is for each TVET to ensure that there is a soft-skill manual in place and that all youth receiving practical skills training receive the soft skills with an aim of improving curricula quality and enhancing the ability and capacity of the graduates to actively compete and participate in the job market and run their enterprises profitably.</p>	Ministry of Education, DIT, TVETs, Technoserve, UNICEF, WHH, NRC, Enabel, GIZ, TVETs
Explore new and effective ways of providing skills training, apprenticeships, workplace-based training and job placements	<p>Each DLG should develop a framework for internship, apprenticeship and job placement in companies and businesses that win government contracts within the district.</p> <p>Partners supporting skills training to consider workplace-based placements and apprenticeship placements with enterprises and companies that have remained operational during COVID-19.</p>	DLGs, ILO, TVETs, WHH, GIZ, Technoserve, Enabel, private sector companies

# ▶ 6

## Annexes

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### ▶ 6.1 References

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## ▶ 6.2 Tables

▶ **Table 6. Institutions interviewed**

#	Institution	District	Ownership
1	Omugo Technical School	Arua	Government
2	Siripi Youth Skills Development Centre	Arua	Private
3	Flaminio Vocational Training Centre	Arua	Private/faith-based
4	Yole Polytechnic Institute	Arua	Private
5	Palm Corps Training Centre	Imvepi	Private
6	St. Joseph Vocational Training Centre	Arua	Private/faith-based
7	Youth Alive Training centre – ANCHOR	Arua	Private
8	Arua Multi Purpose	Arua	Private
9	Nile Institute Arua	Arua	Private
10	Katrini Comprehensive Vocational Institute	Arua	Private
11	St Joseph Vocational Institute (Tika)	Madi Okollo	Private
12	Nile Farm Institute for Agriculture	Arua	Private
13	Inde Technical School	Madi Okollo	Government
14	Maecora Youth Centre	Arua	Private
15	NRC-Ocea Vocational Skills Training Centre	Arua	Private
16	Stress Free Enterprises and Skills Training	Arua	Private
17	Arua Technical Institute – Ragem	Arua	Government
18	Global College	Isingiro	Private
19	Nakivale Vocational Training Centre	Isingiro	Private
20	Gudie Leisure/Incubation Centre	Wakiso/Mbarara	Private

▶ **Table 7. Other institutions providing skills training but not interviewed**

SN	Institution	District
1	Pride Scholar Vocational Institute	Arua
2	The Uganda National Apiculture Development Organisation (Tunado)	Arua
3	Youth With A Mission Vocational Centre	Arua
4	Zobebe Memorial Vocational Institute	Arua
5	Pathways Hope for Africa skills training centre	Isingiro
6	Potiko Ltd – apprenticeship centre	Isingiro
7	Associazione Centro Aiuti Volontari (ACAV)	Madi Okollo
8	Obutava Community Vocational School	Arua
9	Innovative Training Institute	Arua
10	Okollo skills centre	Madi Okollo
11	Community Aquaculture School	Arua

**Source:** Assessment report

► **Table 8. TVET institutions registered with and subscribed to DIT**

SN	Institution	District
1.	Action Africa Help – Uganda	Arua
2.	Arua Technical Institute	Arua
3.	Community Aquaculture School	Arua
4.	Flaminio Vocational Training Centre	Arua
5.	Maecora Youth Centre	Arua
6.	NRC-Ocea Vocational Skills Training Centre	Arua
7.	Omugo Technical School	Arua
8.	Pride Scholar Vocational Institute	Arua
9.	Stress Free Enterprises and Skills Training	Arua
10.	The Uganda National Apiculture Development Organisation (Tunado)	Arua
11.	Youth With A Mission Vocational Centre	Arua
12.	Zobebe Memorial Vocational Institute	Arua
13.	Global College	Isingiro
14.	Nakivale Vocational Training Centre	Isingiro

**Source:** Directorate of Industrial Training.

## ► 6.3 Questionnaires

### Introduction of researcher

Dear respondent,

ILO is conducting an assessment of the most viable and highly demanded occupations provided by VTIs and skills training centres in selected refugee settlements with an aim of enhancing opportunities for young people to get into the world of decent employment.

For this matter I have been contracted by ILO in collaboration with DIT to conduct this assessment in refugee settlements in Arua, Madi Okollo and Isingiro districts.

You have been identified as a key respondent in this survey; please provide the relevant information to facilitate an informed report for future planning of skills development for young people in refugee settlements. Please note that this information provided will be treated with utmost confidentiality.

## Questionnaire for unemployed youth

### Demographic information of respondent

Name of respondent ..... District .....

Subcounty ..... Village .....

Gender:  Male  Female Age .....

Highest level of education: ..... Occupation .....

1. What do you do for a living?  
.....
2. Do you have any technical skills for employment?  Yes  No
3. If yes, why are you not employed?  
.....
4. What skills do you need for gainful employment?  
.....
5. How long does it take to acquire the above skills?  
.....
6. If given an opportunity to be trained, can you start up and sustain a business after training?  
.....
7. What occupation would you take that can get you into a decent employment? (provide three options)  
.....
8. Apart from the occupation what other skills do you require to enable you get employed after completing this course?  
.....
9. How has the Covid-19 Pandemic affected your possibility to get skills and employment?  
.....
10. What employment opportunity do you see brought about by the Covid-19 pandemic and what skills and qualification do they require?  
.....
11. Which Institutions do you know in your settlement which is providing skills training for young boys and girls?  
.....

## Questionnaire for skilled and employed youth

### Demographic information of respondent

Name of respondent ..... District .....

Name of organization/enterprise .....

Contact address .....

Location .....

Gender:  Male  Female Age .....

1. Job title .....

2. How long have you been in this job?  
.....

3. What other economic activities do you engage in?  
.....

4. What interested you in this job/s?  
.....

5. How did you acquire the competences of this occupation?  
.....

6. How long did you take to become competent in this occupation?  
.....

7. Are you certified?  Yes  No

8. If yes, what form of certification and by who?  
.....

9. If no, why? And what form of certification are you interested in  
.....

10. Besides your occupation, what other soft skills do you need for better performance in your occupation?  
(e.g. entrepreneurship, conflict management, problem-solving, decision-making)  
.....

11. What does your community/society say about this occupation?  
.....

12. What is the average level of income from this business/occupation per month?  
.....

13. How high is the demand for labour in this occupation? .....

14. Who are the potential employers here .....

15. How has the Covid-19 Pandemic affected employment for the youth in your area?  
.....

16. How do you think the above Covid-19 related challenges can be mitigated?  
.....

17. Any other comment .....

## Questionnaire VTIs and Training Centres

1. Name of VTI/training centre .....
2. Location of centre .....
3. Ownership ..... Legal Status .....
4. Capacity of TVET Centre

a. On a scale of 1-5, rate the below

Item	01	02	03	04	05
Trainers' qualification					
Trainers' experience					
Training workshops					
Tools and Equipment					

b. List the Occupations at the Centre. (tick those that are Assessed and Certified by DIT)

	Current Occupations	Assessment status (Yes or No)	Rank the 5 most marketable
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

c. What has been your enrolment in the past three years?

Item		Total 2019	Total 2018	Total 2017	Total PWD (Persons with Disabilities)
Average number of trainees per cohort by gender	Male				
	Female				
Estimated % employed					

5. What are the challenges with assessments/certifications?

1. ....
2. ....
3. ....

6. What are the recommendations to make assessments easier and accessible to graduates who need it?

- 1. ....
- 2. ....
- 3. ....

7. What are those occupations and skills that are not being provided but you think are relevant to the local market demands in this area?

- 1. ....
- 2. ....
- 3. ....

8. Do you conduct training on entrepreneurship skills? .....

9. What challenges have you faced with the Covid-19 pandemic in regard to skills training and employment linkage?

- 1. ....
- 2. ....
- 3. ....

10. What solutions do you recommend to mitigate the challenges mentioned?

- 1. ....
- 2. ....
- 3. ....

11. Which occupations do you think have been most affected by the Covid-19 pandemic?

- 1. ....
- 2. ....
- 3. ....

12. What is the perception of employers regarding provision of internships/Job placements?

- 1. ....
- 2. ....
- 3. ....

13. How can linkages be strengthened between employers and TVET graduates to match skills gaps?

- 1. ....
- 2. ....
- 3. ....



## Interview guide for employers

### Demographic information of respondent

Name of respondent ..... District .....

Name of organization/enterprise .....

Contact address .....

Location .....

Gender:  Male  Female Age .....

1. Job title/position in this organization? .....

2. What are the occupations/trades/ specialty areas in this organization?  
.....

3. What are the five most popular occupations in this organization? And why?  
.....

4. What competences do you consider when recruiting employees in this organization/ enterprise  
.....

5. How do you keep your workers abreast with the competence requirements in the jobs they are in?  
.....

6. How many workers do you employ?

Sex	Skilled	Unskilled
Male		
Female		
Total		

7. How many of these are certified by DIT? .....

8. How many of the skilled are not certified? .....

9. What are some of the certifications they have .....

10. What form of assistance would you want in regard to certification?

11. Do you conduct industrial training in your Organization/Enterprise? Yes No

12. What challenges do you face in employing young graduates?  
.....

13. How has the Covid-19 Pandemic affected your enterprise and particularly engagement with young men and women?  
.....

14. What employment opportunities do you see brought about by the Covid-19 pandemic and what skills and qualification do they require?  
.....

15. Any other comment .....

## Interview guide for NGOs and partners

### Demographic information of respondent

Name of respondent ..... Location .....

Name of organization .....

Contact address .....

Location .....

Gender:  Male  Female

1. What is your view/ experience on skills development and Employment opportunities for young people in the refugee settlements?  
.....  
.....

2. Please share with me any common and marketable occupations/courses you see youth engaged in in the course of doing your work.  
.....

3. What is your opinion about certification of youth after skills training and relevance to the world of work?  
.....

4. What Collaboration/ partnership opportunities do you see between your organization and the ILO?  
.....

5. What skills development or youth employment engagement opportunities do you see coming for refugee youth in the near future?  
.....

6. What are those occupations and skills that are not being provided but you think are relevant to the local market demands?  
.....

7. How has the Covid-19 Pandemic affected skills provision and employment for young men and women?  
.....

8. How do you think the above Covid-19 related challenges can be mitigated?  
.....

9. Any other comment  
.....

## ► 6.4 Enrolment numbers per institution

Training Centre	Trainers' qualification	Trainers' experience	Training W/ Shops	Tools & equipment	2019			2018			2017			PWDS		Total enrolment over 3 years
					M	F	Total	M	F	Total	M	F	Total	M	F	
Omugo Technical School	Qualified	Highly Experienced	Very Good	4	610	311	921	500	200	700	300	100	400	3	4	2021
Siripi Youth Skills Development Centre	Qualified	Experienced	Sufficient	4	49	36	85	58	33	91	61	39	100			276
Flaminio Vocational Training Centre	Highly qualified	Experienced	Good	4	15	385	400	45	245	290	18	270	288		5	978
Yole Polytechnic Institute	Qualified	Experienced	Sufficient	3	103	64	167	83	28	111	89	30	119	2		397
Palm Corps	Qualified	Experienced	Good	4	20	80	100			0	36	38	74	1	1	174
St Joseph Vocational Training Centre	Qualified	Highly Experienced	Good	5	208	25	233	189	36	225	187	50	237	4	1	695
Youth Alive Uganda	Highly qualified	Experienced					0			0			0			0
Arua Multi Purpose	Qualified	Moderately experienced	Good	4	46	40	86	34	22	56	32	16	48	2	3	190
Nile Institute	Highly qualified	Highly Experienced	Good	4	80	21	101	52	21	73	63	33	96	3	2	270
Katrina Comprehensive Vocational Institute	Qualified	Highly Experienced	Insufficient	4	89	75	164	112	77	189			0			353
St Joseph Vocational Institute (Tika)	Highly qualified	Highly Experienced	Very Good	5			0			0			0			0
Inde Technical School	Highly qualified	Highly Experienced	Very Good	2	169	6	175	168	6	174			0			349
Gudie Leisure Farm	Qualified	Experienced	Good	3	15	25	40	16	24	40	20	20	40			120
Maecora Youth Centre	Qualified	Experienced	Sufficient	2	180	40	220	140	108	248	180	100	280			748



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