

# Uganda

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Youth  
Aspiration  
Report

CHALLENGE  
FUND  
FXR  
YOUTH  
EMPLOYMENT

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<https://fundforyouthemployment.nl/>

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# 1. Executive Summary

This report presents the findings from research conducted among four categories of youth across Uganda. This research aimed to get insights from youth directly on their employment aspirations, the barriers they face to gaining employment, and their views on what is decent versus meaningful employment to them. Their answers will shape the second call for solutions of the Challenge Fund for Youth Employment (CFYE) in Uganda, which will launch in early 2022.

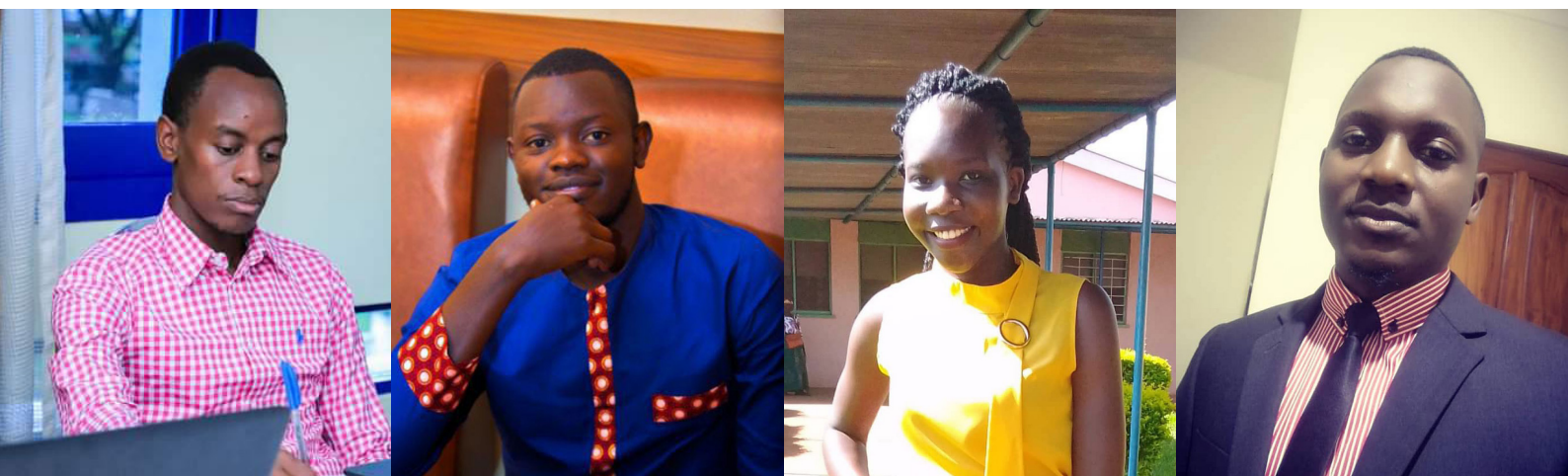
CFYE aims to create a prosperous future for 200,000 young women and men in the Middle East, North Africa, Sahel & West Africa, and the Horn of Africa. This will be achieved by supporting private sector-driven youth employment initiatives in these regions. Initiatives supported by the fund will offer youth, and particularly young women, opportunities for decent work. By decent work, we mean work that delivers better prospects for personal development, is productive, offers a stable income, social protection, and safe working conditions.

More than 75% of Uganda's population is below the age of 30, with the country having one of the highest youth unemployment rates in Sub-Saharan Africa. The share of unemployed youth among the total unemployed persons is as high as 70%. The youth bulge and high levels of unemployment call for urgent action and innovative solutions. Many young people have to become self-employed, or have to engage in jobs which they do not desire with no or few other options. Ugandan youth come up against multiple challenges when trying to get into employment; lack of the required skills and work experience, low qualifications, home and childcare responsibilities, health conditions, lack of networks. Multiple respondents shared that schools and colleges do not equip students with the skill set that match the emerging job market. Many students in Uganda graduate with an imbalance of academic knowledge (academic qualifications and training) and skills-based (vocational) training in emerging sectors such as technology and new-

age agricultural methods. This is especially worrying in such a fertile country where the majority of employment comes through agriculture. Respondents also mentioned some challenges faced once employed, in both formal and informal jobs, including harassment, long working hours, no contracts, delayed wage payments and lack of respect from employer.

The objectives of this research were threefold: (a) to find out what young people consider meaningful employment and whether decency versus meaningful are considered different (b) to understand the challenges and opportunities in youth employment, and (c) to understand youths views on the support needed to be able to access meaningful employment. The research was designed and conducted by young researchers. Data was collected through surveys and 1:1 interviews.

The research provided some valuable insights. Uganda youth define decent work as a job that allows some extra income over and above rent, basic requirements for living and family support, and where possible, medical insurance as well as the potential for saving a small amount each month. A meaningful job, on the other hand, was defined as a job that provides personal and professional development opportunities, a job that builds confidence and is rewarding and allows the young person to serve the community in some way. Respondents also gave their views on the existing opportunities for employment, with agriculture ranking the highest, followed by jobs in advocacy and the health sector. Their interest in jobs in advocacy and the health sector could be linked to respondents desire for a job that they can feel proud of, is rewarding and serves a purpose for the community. Finally, respondents gave their views on the support they would need to be able to access employment. Respondents noted employment skills training, mentorship and finance schemes would support them with access to decent and meaningful employment opportunities.



## 2. Quotes: Youth Perception of Employment Challenges

When asked about the challenges respondents face in their search for employment five main themes emerged: Lack of adequate experience, high job competition, corruption, lack of decent employment (including wages, working environment, safety), and lack of information on the job market and emerging sectors.

*“Young girls who work in the informal sector get to work for longer hours and do not even have time for themselves. This limits them from having a chance to rest. They are also not protected from sexual harassment while at work.”*

*“I am skilled in all aspects of my professional work but I lack at some soft skills which are important while being interviewed or during pitching.”*

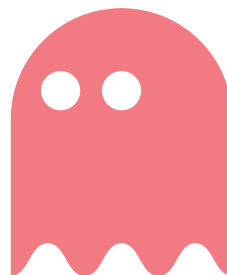
*“It is the cost of even reaching the interview location. You find that you have been called, but you end up being challenged by money to get to the interview. You are challenged in the interviews, and you don't get the job, yet you have invested time and money for transport, printouts of CVs, and also buying the data bundles for sending CVs to the recruiters.”*

*“ICT: this sector is one of the fastest growing sectors in the world. The biggest challenge especially in Uganda, is few people have ventured in it.”*

Most respondents differentiated between employment in the formal and informal sector, and although some of the barriers were shared, some were specific to only the formal or informal sector. In addition, the majority of respondents highlighted the challenges faced in the job application and interview process in the formal sector specifically.

*“Young people, especially those who did not complete a university degree, find it hard to access meaningful employment. Many job adverts you see will be requesting at least O or A level qualifications; now for me who finished school early, I am left out. As a result of this discrimination, I end up looking for jobs that are casual, such as working in bars and restaurants where the pay is less than 3000 UGX per day. Even when you work in the bar where there is some money, the society labels you as a prostitute.”*

*“I love agriculture; I feel that's where money is. If I could get all the resources I want, I would establish a pig project beyond the five pigs I have. I have been trying to visit people who own piggery units, but the challenge is, you rarely find the owners. You will find the workers who do not really know much, and the majority doesn't really want to share any knowledge because of competition or unless you pay them and the Ministry of Agriculture has no training programs for youth.”*



### 3. Quotes: Proposed Solutions

The proposed solutions to youth unemployment, put forward by youth respondents, fell into four main themes: support for young entrepreneurs, training and skills building opportunities, fair and accessible recruitment processes, policy change around wage levels and employee protection.

Respondents also showed a particular interest in making the agricultural sector more accessible as a sector with job opportunity for youth and a way to tackle unemployment levels.

*'The government and schools should offer free short courses on useful skills and graduate trainee programs, paid internship post university, volunteer opportunities.'*

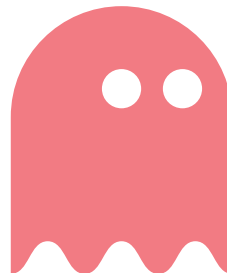
*'Through offering business development services to many start-ups and fast growing SMEs in East Africa. These in turn create more jobs.'*

*'I need to further my education so that I can grow my career path. And I also need capital in form of money to allow me grow my small business.'*

*'There are opportunities available but work is based on short term contracts. We need formal long term employment and good pay.'*

*'We need additional skills training on entrepreneur sustainability and access to financing.'*

*'We need employee protection.'*



## 4. Introduction and Approach

The Challenge Fund for Youth Employment (CFYE) program strives to ensure that the employment interventions are relevant to the lives of young people in the focus regions. CFYE has collaborated with a global network of youth champions to lead the way as an innovator in the direct inclusion of youth voices in the fund's program design, implementation, and monitoring and evaluation. For the past three months, CFYE has supported 12 youth champions to design and lead their own youth action research (YAR) pilot across three CFYE countries: Nigeria, Uganda and Ethiopia, all in different stages of the challenge fund programme cycle. YAR is an essential tool to collect and amplify youth voices helping to build employment solutions that really work for youth. YAR is also a research method used to ensure the views of youth are more representative than in traditional methods, with youth researchers using their own networks and communities to reach a larger sample size and target more marginalised youth. YAR also focuses on the lived experiences of the youth researchers. The goal of this YAR research pilot was to increase accessibility and encourage higher participation levels through peer-led activities based on previous learning, which would eventually lead to capturing and amplifying more diverse youth voices.

This report focuses on how Ugandan youth perceive employment in Uganda. Each country team, made up of four youth researchers, designed their own research questions and gathered data using methods that they felt were relevant and accessible to the youth in their countries. The findings will help shape the second Call for Solutions in Uganda.

Youth in Uganda are the youngest population in the world, with over 70% of its population being under 25 years of age. Youth unemployment rate for youth aged 18 – 30 stands at 13.3% with figures revealing that urban youth are more likely to be unemployed than rural youth. The rate is highest in Kampala, where 21% is out of work, the majority of whom are young. Figures also show young women are twice as likely to be unemployed as young men.<sup>1</sup>

The country-specific research question 'What is meaningful employment and how can young people be supported to get meaningful employment?' This was broken down into key sub-questions focusing on

youth aspirations for employment including the sectors they desire to work in, their views on what decent and/or meaningful employment is and the barriers they face when searching and applying for jobs. There was also an opportunity for respondents to share their recommendations for how to close the skills gap between current youth skills and the market demands in Uganda.

- ▶ What does a decent job look like for you? (describe)
- ▶ What does a meaningful job look like to you? (describe)
- ▶ In your opinion, what are the challenges to you being hired? What are the challenges to the job search process?
- ▶ How is the government enabling an environment for decent jobs for young people? (For example, creating and improving youth employment policies and investing in job creation interventions)
- ▶ Share with us the 3 employment sectors you are most passionate about? Give reasons for the above answer.
- ▶ What 3 sectors are you less interested in? Give reasons for your above answer.
- ▶ What skills do you need as a young person to access decent or meaningful employment? And what support do you need to acquire these skills?

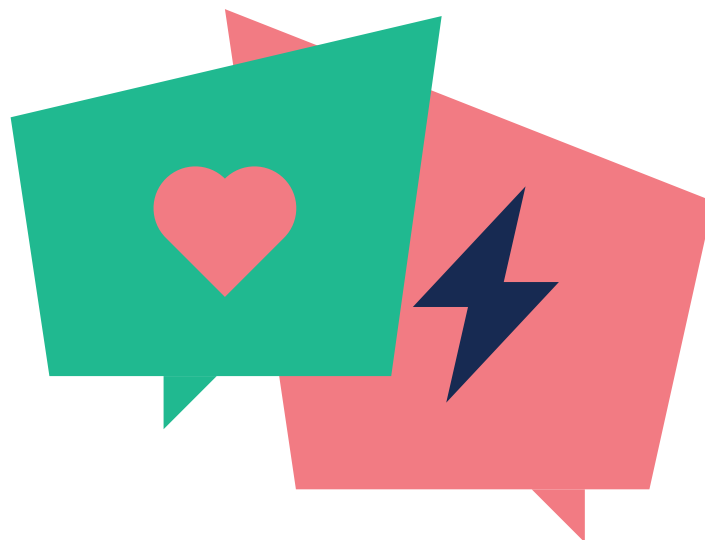
93 young people took part in the research through both quantitative and qualitative data gathering methods, ensuring statistics as well as attitudes and human experiences were captured in the research findings. Youth Researchers conducted interviews on WhatsApp, telephone and face to face, reaching a small but more diverse group of youth including more marginalised youth, for example youth from rural areas without access to internet or youth with lower levels of education. Youth Researchers also gathered data through an online google survey shared through social media platforms to reach wider groups of youth in a timely way. The data was collected from a number of regions in Uganda, mainly where the youth researchers were based, and where CFYE is focusing its call for solutions.

1 CDA, UBOS Uganda National Household Survey 2016-2017

Through these data gathering exercises, we gained direct insight into the aspirations of Ugandan youth, their views on decent versus meaningful work, and their suggestions for how to close the skills gap between youth and market demands. These insights will be used to help shape and verify the second CFYE Call for Solutions in Uganda.

There were benefits and constraints to both data gathering methods:

	<i>Physical Interview</i>	<i>Online Survey</i>
<b>Benefits in Research Method</b>	<ul style="list-style-type: none"> <li>▶ Guaranteed completion</li> <li>▶ Ability to clarify questions and responses</li> <li>▶ The gender balance could be monitored and underrepresented group could be actively targeted</li> <li>▶ Accessible to some marginalised groups with low levels of education, English abilities and/ or lack of access to internet</li> </ul>	<ul style="list-style-type: none"> <li>▶ Timely responses</li> <li>▶ Low level of commitment needed from youth e.g. quick multiple choice online survey</li> <li>▶ Reach larger groups of youth</li> <li>▶ Youth friendly &amp; accessible platforms to majority of youth</li> <li>▶ Multiple choice questions allowed for generating statistics</li> </ul>
<b>Constraints in Research Method</b>	<ul style="list-style-type: none"> <li>▶ Time intensive and higher costs e.g. for travel</li> <li>▶ Reach smaller groups of youth</li> </ul>	<ul style="list-style-type: none"> <li>▶ Lack of access to technology/ internet prevented some marginalized youths from accessing the survey</li> <li>▶ Survey was in English which also prevented some more marginalized groups of youth from accessing</li> <li>▶ Harder to actively target under represented groups of youth/gender online</li> <li>▶ Issues with different understanding of the questions asked</li> </ul>



# 5. Characteristics of Respondents

## Who are the Ugandan youth?

Uganda's National Youth Policy defines youth as those aged between 18 and 30. Of the 93 respondents who took part in the research, a majority 64.5% of respondents were between the ages of 25-29. Gender representation was reasonably balanced, with 58% male and 42% female. But just 3.2% of those youth identified as

having a disability. 42% of respondents were unemployed, the majority group, followed closely by 37% employed respondents. From the 93 respondents over 59% were unemployed, underemployed or volunteering and 39% were in formal, informal or self-employment. Just 2% were full time students.

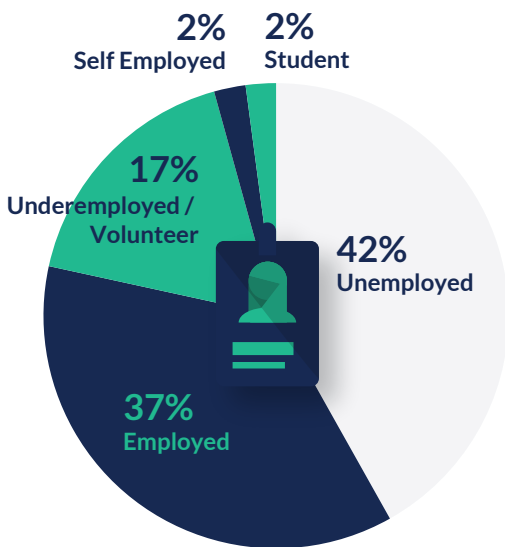


Figure 1. Employment status of respondents.

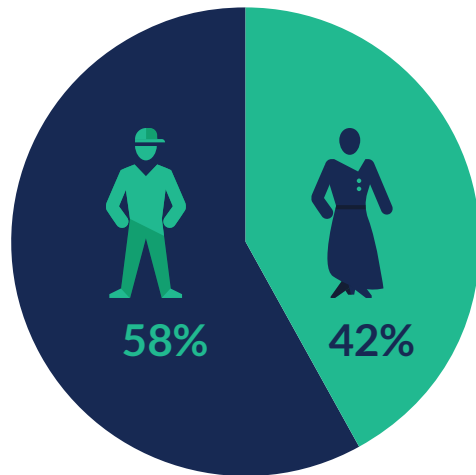


Figure 2. Age Ranges of 93 Respondents

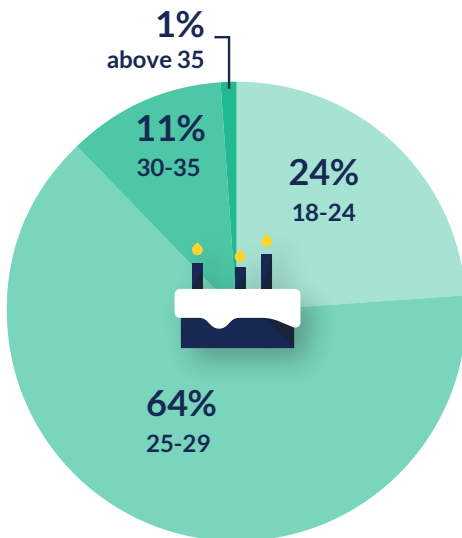


Figure 3. Gender split of respondents

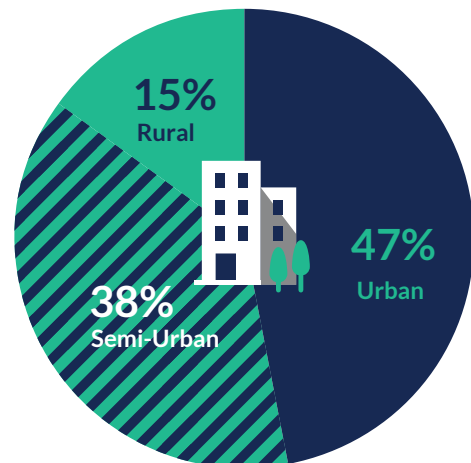


Figure 4. Residency of respondents



For the purpose of this research, the youth were grouped into four categories:



**1. Category 1 - Unemployed youths (42%)**

These young people generally live in peri-urban areas and often engage in agricultural activities. The highest level of education for most of them is either secondary school or certificate-level courses. This group would benefit from training opportunities to boost their skills and enhance access to entrepreneurship and employment opportunities.



**2. Category 2 – Underemployed and/or Volunteer (17%)**

These were youth who were either working in the informal sector with technical vocational skills they learnt at college or at home, have part time employment or volunteer work but are not usually earning enough to support their basic needs.



**3. Category 3 – Employed or Self Employed (39%)**

Some of these youth have technical educations and have formed businesses based on their vocational employment. Some have successfully managed to find employment, although it may not be in the area in which they were trained. These youth were generally living in urban areas.



**4. Category 4 – Students (2%)**

These youth are still in full time education, college, technical training institutes or university. This is a very small group within the total respondents.

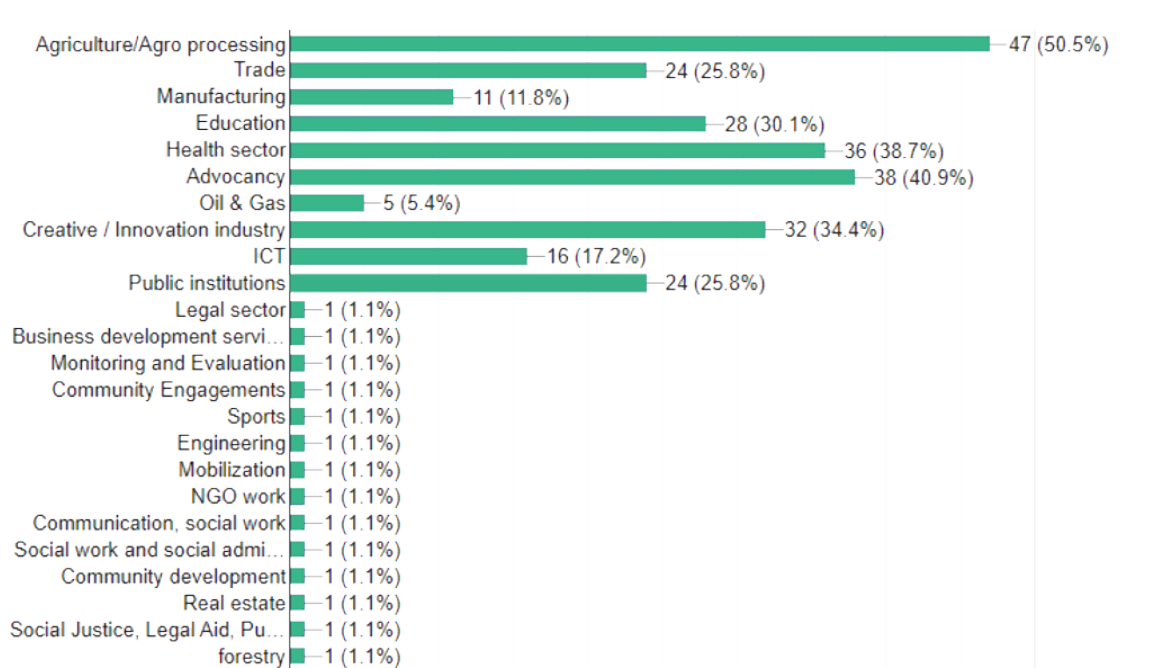
## 6. Youth Opinions of Job Sectors

Respondents were asked their views on the sectors they were most passionate about working in and least interested in working in. The most popular sector to work in, for over 50.5% of respondents was agriculture/agro-processing. This is not unexpected with underemployment a serious problem for youth in Uganda. Most simply cannot afford to be unemployed, so a large

proportion accept any job they can get. This is quite common in agriculture for example, where 41% of the working age population is engaged in subsistence farming. Followed by roles in advocacy, at 40.9% and the health sector at 38.7%. The creative industry and the education sector were also ranked highly.

### 6.1 Most passionate

Figure 5. Employment sectors that the 93 respondents are most passionate about



Youth were asked to share the reasons behind their choices of top sectors. The majority of respondents showed an understanding that agriculture is one of the top sectors in Uganda with job opportunities for youth, offering them some financial stability. Respondents also showed that they either had existing experience in agriculture or community and family ties to the sector.

*'With agriculture, it can be a source of employment'*

*'With agriculture all you need is resources and semi skill to begin.'*

*'Agriculture employs over 60% of youths in Uganda. Second comes manufacturing. With the world going digital every single day, there are many reasons to*

*immerse ourselves in ICT. Agriculture and Manufacturing done with ICT knowledge will open up many opportunities for youths. Thus the problem of unemployment will be greatly reduced.'*

*'Uganda mainly depends on agriculture produces which employs a big number of people, then those products are taken to the manufacturing company for value additions also with Alot of people working in that sector.'*

*'Agriculture is the lifeblood of my community so we can't do without it.'*

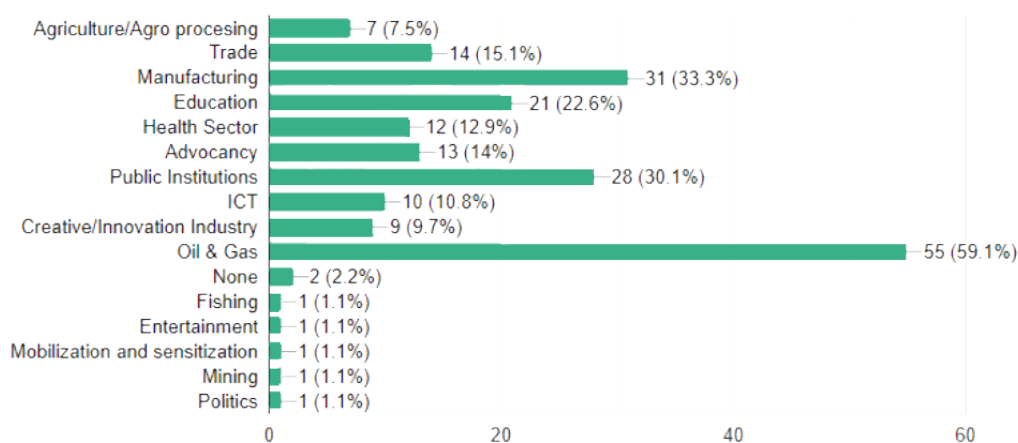
*to university. This proves that if agriculture is done at a commercial basis, it's a source of livelihood.'*

*'I grew up doing this subsistence agriculture whereby we could save little for sale and pay my school fees up*

*'Agriculture: I grew up in a family that love agriculture and its something I have to do at some point.'*

## 6.2 Least interested

Figure 6. Employment sectors that the 93 respondents are *least* interested in



Oil & Gas at a majority 59.1%, Manufacturing at 33.3% and Public Institutions at 30.1% of respondents all fell within the top three sectors that respondents were least interested in working in. Respondents reasons for the lack of interest in these sectors fell into three main themes, lack of experience needed for the sector, lack of passion for jobs within that sector and adverse environmental effects.

Reasons why:

*'I have a lack of expertise in this field.'*

*'This is because I don't have enough knowledge and experience in those sectors.'*

*'There are no experts in the country to equip the youths with the knowledge needed for this sector.'*

*'It's because I know nothing about oil and gas.'*

*'Oil and gas has drained the environment, thus affecting the fate of the next generation.'*

*'They are not even close to my line of passion and they require skills and knowledge that even I don't possess.'*

*'Oil and gas industry contribute greatly in destruction of natural beauty.'*

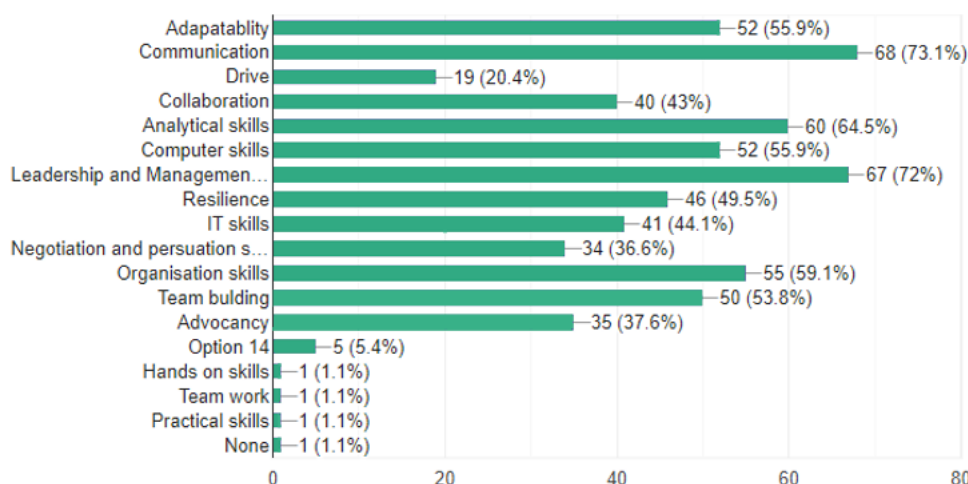
## 7. Skills and Aspirations

Respondents were asked to identify the skills needed to gain employment. The top three skills were communication, leadership and management and analytical skills (which includes logical reasoning and critical thinking). None of these skills directly relate to one sector but are soft skills that could support youth into and are useful to any employment sector.

Top six skills that would be useful to access employment

- ▶ Computer Literacy / IT skills
- ▶ Leadership and Management Skills
- ▶ Analytical Skills
- ▶ Communication Skills
- ▶ Organisation Skills
- ▶ Adaptability

Figure 7. Skills youth need to gain employment



Respondents were also asked to give their view on what support they would need to gain these skills. Emerging themes included access to skills building opportunities, internships and on the job training, mentorship and networking opportunities and access to financial support.

*'Youth need access to mentorship and role models to succeed.'*

*'Financial support as most courses and training sessions have fees.'*

*'Getting attached to some associations or youth networks to learn from each other and if possible financial aid.'*

*'Government should offering free short courses on these skills as well as graduate trainee programs, paid internships post university and more volunteering opportunities.'*

Multiple respondents highlighted that support for youth to learn the skills outlined above is low. Respondents felt that there is little government financial support, lack of access to peer learning and networking opportunities and school curriculum do not prepare youth for the skills needed to meet market demands. Youth also lack the skills or networks to find or apply for seminars, workshops, internships, mentorships, or exchange programs to build their skills needed for emerging jobs.

*'Given a chance to work because that is the only way one can learn and acquire these skills.'*

## 8. Access to Available Jobs and Decent Work

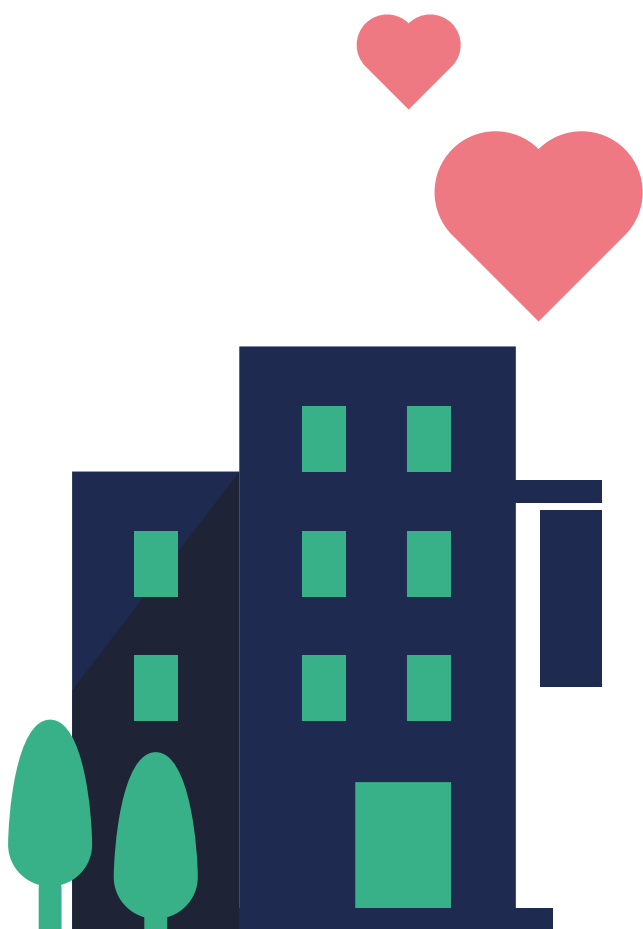
Respondents were asked to give their view of what a decent or meaningful job is to them. The words decent and meaningful ended up being used interchangeably by interview respondents but in fact have very different connotations and findings revealed this.

### Most respondents defined a decent job as:

- ▶ A job that earns between 600,000 – 1 million UGX a month
- ▶ A job that allows some extra income over and above rent, basic requirements for living and family support, and where possible, medical insurance
- ▶ A job with security and respect
- ▶ A job that allows saving 20,000 UGX a day
- ▶ A job where you receive wages that match the proportion of work done
- ▶ A job that allows savings in money and the building of experience and other skills

### A meaningful job, on the other hand, was defined as:

- ▶ A job that builds confidence, allows one to be proud, allows skill-building and self-improvement
- ▶ A job that solves a challenge in a community, is a needed service, has a significance or purpose to that community, and earns respect from that same community
- ▶ A job with flexibility that allows for the exploring and finding of opportunities to grow new skills and to develop both professionally and personally
- ▶ A job where one is entitled to perform a task/ provide a service or carry out duties and obligations that are rewarding.
- ▶ A job where colleagues respect each other and where one can align their skills with the work, and where there is room for growth and learning



## 9. Barriers to Finding Aspired Employment

Respondents were asked to share their personal experiences of challenges they have faced while trying to gain employment with specific reference to the job search

process. The barriers respondents faced fell into three main categories: personal, structural and specific gender related barriers.

<i>Personal Barriers</i>	<i>Structural Barriers</i>	<i>Gender-related Barriers</i>
<ul style="list-style-type: none"> <li>▶ Graduating school or college without the qualifications required in the job market</li> <li>▶ Lack of work experience needed to gain employment</li> <li>▶ Finishing school without any formal qualifications/ leaving school early</li> <li>▶ Lack of hard/technical skills and soft skills required in the job market</li> <li>▶ Unrealistic aspirations for employment that don't match the job market</li> <li>▶ Poor physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>▶ Access to and cost of transportation to job interviews</li> <li>▶ People with disabilities seen as unable to work effectively in employment</li> <li>▶ Available funds to cover rent and/or transport if the job requires relocation</li> <li>▶ Limited formal employment opportunities</li> <li>▶ State curriculum does not prepare youth for skills needed in the job market</li> </ul>	<ul style="list-style-type: none"> <li>▶ Unfriendly working hours for mothers</li> <li>▶ Limited access to and high cost of childcare</li> <li>▶ Duties in the home</li> <li>▶ Sexual harassment in the workplace</li> </ul>



## Shared Challenges Across the Formal and Informal Employment Sectors

- ▶ Sexual harassment
- ▶ Long hours of work with no negotiating power
- ▶ Limited personal growth opportunities
- ▶ Unfair payment
- ▶ Delayed wages
- ▶ Job Insecurity/ no formal contract

## Challenges in the skills needed to apply for work in the formal sector

- ▶ Limited skills in CV writing
- ▶ Limited knowledge of the existing job opportunities because of the current platforms used for job advertising
- ▶ The costs incurred when it comes to going for interviews
- ▶ Too much competition per job role
- ▶ Lack of knowledge on the different sectors of employment/job opportunities in these sectors
- ▶ Limited access to the internet for job search because most of the jobs are posted online. Access to the internet is limited because of the 12% internet tax in Uganda
- ▶ Discrimination based on disability or HIV (Human Immunodeficiency Virus) status
- ▶ Lack of career guidance/mentorship available

## Challenges Across the Formal Employment Sector

- ▶ Most advertised jobs already have someone hired
- ▶ Corruption in hiring
- ▶ Money requests to be recruited
- ▶ Poor working conditions and gender imbalances
- ▶ Job discrimination based on disability status
- ▶ The minimum wage is hard to negotiate
- ▶ Unfair payment based on academic level rather than the skills/experience
- ▶ Hiring academic qualification holders

## Challenges Across the Informal Employment Sector

- ▶ Limited land for urban out-of-school youth to practice agriculture
- ▶ Nepotism
- ▶ Long working hours (especially for women with children)
- ▶ Lack of start-up capital
- ▶ Language barriers
- ▶ Lack of vocational skills
- ▶ Limited support for small start-up initiatives set up by the youth, and especially those with no academic background

## 10. Stories

*“After the university, my immediate urge was to look for jobs. I tried my best, and I wrote and submitted over 78 applications in 8 months; however, I was never called for any interview. What helped me get a volunteering opportunity was my profile and posts on Facebook, showing what I was doing. 78 CVs did not get me a job, but the small things I was posting on social media did. Now when I am looking for someone to work with, I look for someone already doing something because I know people lie a lot in CVs. I now have ten volunteers and two full-time staff supporting me, and they are paid a reasonable amount of money monthly and receive mentorship from me; I am also sure that their incomes will increase in due course. Based on their experience, I am sure they will be able to start up their own social entrepreneurship ventures. I am personally (freely) mentoring them as a way to create more jobs because I just hate to see a fellow youth unemployed. Through capacity building and sharing my positive journey in social entrepreneurship, I have inspired young people, those with informal education and university graduates, to appreciate their roles.*

– Isaac Ndyamuakyi

Youth Researcher’s Response: I was personally inspired by Isaac’s journey of entrepreneurship. He discovered there was a challenge, and this is how he ended up in the entrepreneurship field to create a solution. “I do not like my current situation; what can I do?” - he asked. Isaac has been able to offer up-skilling to young people in terms of an internship graduate scheme. Forty university students have been trained, and ten other young people who are out of school have been trained in starting up their own employment opportunities. I feel if we had 1000 Isaacs in Uganda, we would be able to reduce the challenge of unemployment ourselves.

*“I wish I went to school like others. You go to a salon asking for a job, you find university graduates speaking English and just walk away”*

– Najemba,

*“I would love to get more knowledge on agriculture and fertilizer application because those are the modern ways of farming nowadays, but I know so little, so I do not get high yields.”*

– Apio Dolly

*“Ever since I finished the tailoring training, I have failed to start up because I lack the capital to buy my own machine and materials.”*

– Akidi Suzan

*“Young people who are not privileged to complete at least O level have difficulties in writing CVs and application letters, they even lack enough exposure to the existing employment sectors and jobs which they are qualified for. I will never forget the day I failed to get a waitress job at Equatorial mall. They wanted all of us to write application letters. I did not even know what that meant. I went to someone who asked me 50,000 UGX to do it for me, but I did not have it; that’s how I lost my job.”*

– Esther





# 11. Conclusions and Recommendations

The main theme of this report was to identify how young people in Uganda experience and relate to employment, their views of what meaningful employment is and support required to obtain this employment. The Ugandan youth did this by sharing their personal employment stories and providing insight through survey responses. Respondents described meaningful employment as a job that allows you to grow personally and professionally, where you are respected as an individual and a job that solves a challenge in a community, is a needed service or has a significance or purpose to that community. Whereas respondents focused more on fair wages, opportunities for saving each month and medical insurance when asked to define

decent work. Similar to studies in Nigeria and Ethiopia, respondents also expressed their disappointment in the government's seeming inability to match skills and workplaces, to provide training to the youth, or to work with schools to create curricula that allow youth to graduate with skills that will be useful, and especially specific hard skills needed in emerging job sectors. Some respondents also desired financial support to start their own business. The research led to a series of recommendations, shown below in six categories/themes, that have then been grouped into three overarching recommendations:

## Social

- ▶ Empowerment of young people starting up their own income-generating activities
- ▶ More awareness and advocacy sensitization at workplaces and in communities to shift the perceptions of employers/parents/recruiters of young people living with disabilities. Focus on creating work that is inclusive for all.
- ▶ Mentorship programs where youth can gain guidance and support from professionals in sectors where there are job opportunities. This can help applicants overcome fear while applying for a job, help them to map out a career path and to consider other sectors for employment.

## Procedural

- ▶ Transparency and fairness in employment advertising and recruitment processes.
- ▶ There is a need to link the government vocational and other accredited skills training institutions to support the local and community institutes that offer informal skills training opportunities to out-of-school youths. These institutions should also be able to issue certificates of completion.

## Financial

- ▶ Loan provision schemes providing young people with start-up capital to found their own enterprises.
- ▶ Financial support and guidance on building teams so that students can share skills.

## Training

- ▶ Skills training programs (practice and confidence in using them) that enable young people to smoothly enter the employment market.
- ▶ Training on social networking and personal image branding (benefits, risks, and ethics).
- ▶ Workshops in finding employment, application processes, and follow-up procedures.
- ▶ Workshops on using the internet for job searching, answering interview questions, CV writing, and internet-based fraudulence and sexual abuse.
- ▶ Creativity and innovation funding for non-degree holders: Workshops that train youth to look at challenges/problems in the community, explore these challenges and identify opportunities.
- ▶ Training in financial literacy and business start-up and sustainability.

## Policy Changes

- ✦ There is a need to put policies and regulations in place surrounding salary levels and wage payments in the informal sector for youth. This will help to prevent financial exploitation.
- ✦ Informal jobs have a lack of support/protection from the authorities - need for protective policies.



## Agriculture

- ✦ Building capacities of the young people in agriculture, as most youth understand the job opportunities in the agricultural sector.
- ✦ More support in training the youth on agriculture and the impact of climate change on agriculture.
- ✦ Awareness raising activities with successful young entrepreneurs in agriculture should be conducted to encourage other youth into the sector
- ✦ Young entrepreneurs in the agricultural sector should be supported with training and loan schemes to encourage start ups and business growth.
- ✦ More emphasis should be put on agricultural vocational training where the youths will get to attain more hands-on skills training that will help self-sustain themselves.
- ✦ Access to agricultural internships/work experience

## The three overarching recommendations are:

Awareness raising activities on the opportunities in the agricultural sector need to be conducted among young people as well as capacity building through vocational training and internships.

Young people from as early as primary school should have access to skills training that will support them to access employment, particularly on the job search, application and recruitment process as well as mentorships to inspire and guide young people through different career pathways. These capacity building activities should be built into curriculum from primary school to ensure young people have time to develop confidence in these employability skills.

Capacity building of young entrepreneurs should be prioritised, through school and government support for training activities, setting up of entrepreneur networks and loan schemes, encouraging start-ups and new business growth.

