



# BRIDGE BASELINE AND MARKET ASSESSMENT REPORT

## Introduction

This consolidated report merged results of the baseline and market assessment report to present a single report with findings. The baseline was used to collect primary data and set benchmark against which indicator progress can be measured and evaluated, whereas the market assessment was used to gather information about market, including goods, services, and labour.

## Methodology

- Baseline and market assessment used mixed methods approach to data collection.
- Primary data were collected using household survey questionnaires with out-of-school youth (15-35 years), in-depth interviews (IDIs) with Potential Employers, BTVET, MFI and SACCO staff and focus group discussions (FGDs) with out-of-school youths, accelerated education program (AEP) teachers and BTVET trainers.
- Literature review considered available data related to employment, economy, population, businesses, and technical and vocational training.
- This consolidated report relied on both qualitative and quantitative methods of data analysis.
- Quantitative data was collected from youths using mobile devices and analyzed using Stata v17 employing descriptive statistics.
- Qualitative data collected from informant interviews and focus group discussions was analyzed based on content condensation and abstraction of main themes.

## Key findings

### Socio-Economic Characteristics

- Youths aged between 15 -24 years (57.4%) constitute the largest population (with 30.5% nationals and 33.3% refugees) in the surveyed locations.
- A large economically active youth population offer a great opportunity in revitalizing the market by supplying the much needed workforce.

### Access to secondary education

- Access to education is low for both refugee and national youth as only 21% had attained secondary education.
- There is significant gender disparities in education, with higher early school dropout rates and lack of education among women (46.7%) than men (41.1%) and financial constraint was the main reason for dropout.
- Men were more educated than female, for example 27.2% men had attained secondary level of education compared to 18.1% female.

- Fewer refugee female youths (16.6%) had attained secondary level of education compared to national female (21.3%). Among male youth, 31.4% of refugees had attained secondary level education compared to 18.4% of national youth.
- Returning to school is easier for boys, while older girls face discrimination, negative perceptions, and household responsibilities.

### Access to technical and vocational training

- Skill level was low with the proportion slightly higher (22%) among refugees than host counterparts (18%) in all the surveyed areas. Similarly, more male (22.4%) had attended skills training than their female counterparts (20.5%).
- 65% are interested in enrolling for skilling (63% in Western and 66% in Northern) with similar trends seen between male and female youth
- Only 21% of sampled youth (20.5% females and 22.4% males) had ever participated in business, technical and vocational education training (BTVET).
- Among skilled female youth, tailoring and garment cutting (52.8%) and hairdressing (30.2%) were the most common skills, while bricklaying and concrete practice (23.8%), carpentry (21.3%), and motor mechanics (12.8%) were observed among male youths.
- Financial constraint, and household responsibilities, particularly among the girls or young women were the main reasons for low participation



### Alternative Education Program (AEP)

- 40% of AEP teachers had not received training in gender-responsive pedagogy and conflict-sensitive education.
- Only 21.9% trained teachers expressed confidence to deliver gender-responsive pedagogy, conflict-sensitive and imparting ICT skills to their students



### Youth involvement in shaping education, skilling and leadership

- 31% of youths (37% male and 26% female) had interacted with duty bearers, community-based organizations (CBOs), or non-governmental organizations (NGOs) regarding education and skilling.
- Primary platforms for engagement were consultative meetings organized by NGOs and CBOs at community level.
- Less than 10% of all surveyed youth felt that their opinions influenced decisions about education or skilling.
- These statistics highlight a gap in the active participation of youth in decision-making processes related to education and skilling.



### Employment opportunities

- Greatest employment opportunities (58.5%) in the surveyed locations lie in the informal sector.
- The number of nationals in employment is more than twice (53%) as high as that of refugees with employed respondents being 35%.
- Agricultural production and agro-processing was categorized as the most common types of job by 31% of youth.
- Self-employment earning profits was a main source of income for 22.8% of the youth, casual work for 19.5%, working on family business or farming activities for 10.1% and earning wage for 6.1%.



- Only 32.8% of employed youth considered their work fulfilling and dignified, while the majority earned below the poverty line of \$1.9 per capita per day.
- Female youth identified employment opportunities in fields such as agricultural production and agro-processing (31.1%), tailoring (11.7%), leisure and hospitality services (10.8%), food stalls (7.7%), market vending (6.8%), hairdressing (5.4%), secretarial work, baking and catering.
- Male youth identified opportunities mainly in agricultural production and agro-processing (29%), transport (16.1%), bricklaying (14.8%), tailoring (3.2%), plumbing, and carpentry.

### Market opportunities

- Agricultural led livelihood (crop farming and livestock rearing) is the main stay of communities living in the surveyed areas.
- Markets exist for agricultural products in regional towns and cities. The common crop enterprises included maize, beans and cassava. Ground nuts and sweet potatoes were highly ranked in Obongi, sunflower in Yumbe and bananas in Isingiro.
- Majority (94%) of businesses are primarily supported by local customers, including individuals, households, institutions, hotels or restaurants, and NGOs.
- The local markets in refugee settlements are still evolving, most of them operate on daily basis supplying basic household commodities.
- Major business challenges included competition, limited stock, weather effects, rent costs, increasing costs, bad debts, theft, and unreliable power supply



### Youth wellbeing and livelihoods

- Self-employment earning profits from business was main source of income for 22.8% of youth, casual work (19.5%), working on family business (10.1%) and earning wage (6.1%).
- Only 36.8% of businesses were registered and 13.9% of youth considered their businesses resilient.
- Remittances contributed 7% of their income, while 40% relied on family support.
- Average monthly incomes were low, with households earning less than UGX 100,000 (\$1.3 per capita per day). Male youth earned an average of UGX 139,000, while females earned UGX 124,000.
- Personal savings (63%) were the primary source of start-up capital, followed by support from NGOs or relatives (20.3%) and loans (11.8%) mainly obtained from informal sources.



### Access to financial services

- Most enterprises (63.0%) were started using personal savings, 20.3% with support from NGOs or relatives, and 11.8% with loans. Only 12.5% of the youth reported ever obtaining loans from formal financial institutions for their businesses.
- The most common financial product given by financial institutions business loans for an already existing business for expansion and less for business startups.



- A gender gap exists in access to credit with men twice (69%) more likely to access loans through financial institutions than women (31%).
- A number of factors such as collateral required by financial institution, for example title deeds and vehicle logbooks which most youth and women don't have.
- 57% of MFIs revealed they would not offer loans to refugees and 65% indicated they would not issue loans to vocational training graduates for new businesses.
- An opportunity exists in risk-sharing mechanisms where youths could form marketing groups or IGA groups to access loans or alternatively get guaranteed by a local

## Summary of Baseline Indicator Performance

Project indicators	Gender		Status		Region		Overall
	Female	Male	Refugee	Host	Western	Northern	
<b>Goal: Improve the quality and relevance of education by placing a strong focus on teacher capacity and formal, non-formal and alternative education and learning opportunities.</b>							
<b>Goal Indicator 1:</b> Percentage of targeted youth reporting dignified and fulfilling work.	31.4%	35.1 %	33.9%	31.6%	24.4%	37.1%	<b>32.8%</b>
<b>Goal Indicator 2:</b> Percentage of supported youth who rate themselves and /or their <i>businesses as resilient</i> (capacities to survive, thrive or cope) to shocks & stresses).	16.4%	22.8 %	19.3%	18.4%	18.2%	19.2%	<b>18.9%</b>
<b>Goal Indicator 3:</b> Percentage of targeted youth who <i>report actively influencing</i> decision(s) that effect changes in the education sector.	6.1%	7.4%	6.8%	8.7%	7.6%	6.4%	<b>6.8%</b>
<b>Goal Indicator 4:</b> Percentage of targeted youth who <i>report positive changes in accessing resources</i> (income, social networks, political).	23.3%	31.0 %	24.4%	29.5%	17.9%	25.8%	<b>26.0%</b>
<b>Goal Indicator 5:</b> Percentage of targeted youth reporting improvements in their own well-being (access to services, life satisfaction, food security and safety).	36.5%	41.6 %	37.3%	40.2%	40.1%	37.3%	<b>38.3%</b>
<b>Outcome 1: Increased access to market relevant secondary and tertiary education and skills for refugee and host community youth</b>							
<b>Outcome Indicator 1:</b> Number of youths in work (YIW)	56.8%	61.7 %	56.1%	63.6%	58.0%	59.1%	<b>58.5%</b>
<b>Outcome 2: Improved capacity of education institutions and teachers to offer quality and relevant education and skills for refugee and host community youth</b>							
<b>Outcome indicator 1:</b> Percentage of teachers knowledgeable in gender equality, gender-responsive pedagogy, conflict-sensitive education, entrepreneurship and 21 <sup>st</sup> Century skills	13.5%	22.6 %	NA	NA	19.4%	18.6%	<b>18.9%</b>



## Key Gaps Identified

1. The number of nationals in employment is more than twice (53%) as high as that of refugees with employed respondents being 35%.
2. Significant gender disparities were noted in education, (46.7%) of female respondents had attained secondary education compared to 41.1%. Similarly, more male (22.4%) had attended skills training than their female counterparts (20.5%).
3. 57% of female respondents had only attained basic education (lower and upper primary level) and over 20% of female respondent were without any education at all and only 13% female has attained high school education certificate.
4. Consumption and expenditure patterns were also seen to vary with the majority of females (64%) than male (53%) reporting to spend greater percentage of their income on food and health implying low income elasticity and diminished ability to invest in livelihood opportunities.
5. Nearly 80% of youth reported inability to start businesses due to insufficient capital and 52% of vocational training graduates reported limited capital as challenges in applying their skills.
6. Access to financial services, female clients of MFIs stood at 31% in comparison to 69% of male. From this data alone, men are twice as likely as women to access loans and financial services
7. Lengthy business registration process which hinder to harness market opportunities. Only 36.8% of businesses (25.0% owned by female and 39.8% by male) were registered with local government.
8. Difficulties in accessing land for farming for agricultural production especially in the West Nile.



## Key recommendations

### 1. Vocational skills development enhancement

- a) Encourage skill development, by concentrating on sectors with highest potential for employment.
- b) Foster skill development in green economy as the greatest market opportunities lie in informal sector (self-employment).
- c) Combine technical training with training in soft skills to enable youth engage and harness market opportunities.
- d) BTVETs should establish system of apprenticeships, making them a central part of skills training engaging both large and small employers.
- e) Use employment outcome oriented incentives to expand and subsidize vocational trainings.

### 2. Strengthen training Institutions

- a) Strengthen existing technical institutes (public and private), to offer adequate courses and technical training.
- b) VTIs should explore opportunities for commercial initiatives connecting institutions to markets, enhance understanding of market demand and create employment prospects for trainees.

- c) Training institutions should regularly evaluate the effectiveness of training programs through feedback from employers, trainers and learners to inform improvement.
- d) Provide conducive learning environment to enhance learner engagement, mind-set and attitude.

### **3. Private sector enhancement**

- a) Support districts in their integrated and spatial planning efforts, to ensure the development of realistic plans and better use of scarce resources.
- b) Promote the establishment of public-private forums to encourage private investments, primarily small and medium enterprises.
- c) Training institutions and skilling projects should promote partnership and connecting trainees with existing networks and structures, such as local business forums and VTI networks like UGAPRIVI.

### **4. Expand opportunity for self-employment**

- a) Cottage industries is important in diversifying income sources, plays crucial role in creating employment opportunities and improving wellbeing for households including women and youths.
- b) Provide start-up kits and other requirements for business establishment in the different vocations to youths for self-employment.
- c) Develop a system of competitions and awards to encourage innovation and entrepreneurship among trainees and young business people.

### **5. Expand financial inclusion for youth and women**

- a) Support access to affordable credit for youths to unlock their economic potential.
- b) Support youth to start or expand saving groups to lower barriers to financial inclusion experienced in formal financial institutions, and advocate for regulatory frameworks which support their needs.
- c) Support saving groups to digitalize their records and stabilize operations by offering better and faster service to members

### **6. Promote value chains for youth and women**

- a) Promote training in agriculture to address poverty by ensuring youths are empowered along the most valuable value chains.

### **7. Ensure gender inclusion in program interventions**

- a) Training institutions should provide adequate space for breastfeeding mothers and support Day-care services for their children to enable them concentrate on studies.
- b) Adopt community based training programs especially for mothers and youth whose spouses may not permit them move away from home to attend institution based trainings.
- c) Develop comprehensive support programs for girls returning to study, including career guidance, mentorship, counselling and financial assistance