



**Inclusive Futures**

Promoting disability inclusion

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# Labour Market Assessment

**Inclusion Works - Uganda**

Version 01 – August 2019

## Acknowledgement

This rapid labour market assessment recognises the research and authorship of its independent consultants; Gemma Ahaibwe ([gahaibwe@gmail.com](mailto:gahaibwe@gmail.com)), Anita Ntale ([anitantale@gmail.com](mailto:anitantale@gmail.com)) and Tonny Odokonyero ([tonnie@justice.com](mailto:tonnie@justice.com))

Please note the research presented in this document may not be representative of the whole Inclusion Works consortium.

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## Executive Summary

Sightsavers, in collaboration with other partners is planning to implement a project aimed at improving the inclusion of women and men with disabilities in the formal employment sector. The overall goal of the project is to leverage increased action and investment from private, public and civil society actors in Uganda to enable economic inclusion for Persons with Disabilities through employment. To inform the implementation of the Inclusion works project, a baseline labour market assessment (LMA) has been conducted.

The LMA evaluated the economic trends and patterns and identified growth sectors and subsectors with a high propensity for job creation. Using value chain analysis, the LMA identified the kind of jobs available in the selected subsectors and the type of skills and educational qualifications required to fill them. The study also analysed the flows and stocks of education that the workforce possess to match the demand in the selected subsectors. Furthermore, the LMA assessed functionality of labour market coordination system and how existing policies and structures influence the labour market.

### Key Findings

*Macroeconomic context:* Uganda has generally been experiencing positive GDP growth over the last decade. Overall, growth of the Ugandan economy has been driven by the services sector. The services sector is dominated (in terms of output share) by trade and information technology (11.1% of GDP), followed by education, health and public administration (10.3 %) and financial and insurance activities at 3.1 percent.

Employment trends show limited structural transformation with the bulk of the workforce stuck in Agriculture. Although we observed movements in and out of Agriculture over the period reviewed, at any one point, at least six out of every 10 persons is employed in Agriculture. The formal sector accounts for the lowest proportion of the labour force while the bulk of Ugandans are engaged in semi-formal small scale and medium enterprises.

*Demand for labour:* In principle, most employers maintained that they had a no-discrimination policy and that whether disabled or not, their main concern was that their staff had the requisite technical expertise. An in-depth analysis of the opportunities, knowledge and skill sets required by function and occupation in the selected subsectors

(Agribusiness, Hotel and hospitality, Information, communication and Technology, Financial services and Education) showed that persons with disabilities have a range of job opportunities that they can easily engage in if they have the requisite qualifications. However, in addition to having the requisite technical qualifications, most of the vacancies require soft skills centred around communication, customer service and computer skills.

*Supply for labour:* The education system is still marred by challenges of early school dropout and low completion rates. The situation is even worse among persons with disabilities. Low education levels imply that most job seekers are low skilled, making their long-term transition to the labour market difficult and preventing their upward mobility towards more suitable forms of employment. However, despite the rather limited stock of the educated labour force, it still surpasses the number of available formal job opportunities. This has in part been linked to 'jobless' growth and limited structural transformation of the Ugandan economy.

*Systems and stakeholders:* There is no robust and well-coordinated labour market coordination system in Uganda for supporting formal job inclusion of persons with disabilities. What is in existence are fragmented or piecemeal efforts by different organizations and individuals that are in most cases informal and may not be in position to fully support disability inclusion in the formal labour market. The existing systems that individuals and employers use to transition job seekers from education-to-work range from use of internships, informal individual-level networks, job trials, and public as well as private sector recruitment agencies. However, persons with disabilities continue to face a number of barriers as they try to access the formal labour market. These range from attitudinal, skills/education related, physical/environmental and cost related barriers.

*Policy and regulations:* The Government of Uganda has adopted several laws and policies pertaining to people with disabilities, including their right to productive work. For instance the 2011 employment regulations call for inclusiveness right from advertising vacancies, during recruitment, during employment (providing for reasonable accommodation and accessible work spaces, equal opportunities and treatment etc.). Moreover, the 2006 Disability Act, among other things, provides for tax reductions to private employers who employ persons with disabilities either as regular employees, apprentice or learners on a full-time basis. However, the implementation of the aforementioned clauses and interventions has been inadequate. The policies are either out rightly ignored, or not being effectively implemented.

## **Recommendations**

### *Policy framework*

- Bolster implementation of existing policies on disability inclusion (accessibility, quotas, tax waivers etc.). This could be done through provision of persuasive incentives for the private sector, advocacy for quotas (where feasible) in specific workspace and sensitisation of employers regarding disability inclusion

### *Demand side*

- Encourage employers to advertise jobs widely (various avenues) and include a specific clause encouraging persons with disabilities to apply. Particularly, job adverts should be made using channels that are easily accessible by persons with disabilities.
- Employers should be sensitized to provide supportive structures at recruitment and during employment
- Establish or functionalize the Labour Market Information System (LMIS). There is need for a robust and well-coordinated labour market coordination system, for example based on a LMIS. Leveraging existing informal systems and harmonizing current disjointed initiatives is an important step to begin with.
- There is sizable number of the labour force that is semi-formal – overlap between formal and informal sectors. These people could be supported to cross to the formal sector to generate more opportunities for more inclusive employment
- Collaborate with employer organizations such as FUE, NOTU, Human Resource organisations to sensitise member organisations about eliminating barriers and facilitating inclusion of persons with disabilities in the formal labour market. This could be done through workshops and conferences organised by the umbrella organisations or through targeted meetings with these organisations. Where possible, official MOU's focusing on specific areas of collaboration on disability inclusive employment could be looked into.

### *Supply side*

- Empower persons with disabilities with vocational skills and on job trainings and upgrades in education to be able to perform well and keep their jobs
- There is a need to make existing vocational training institutions more inclusive to be able to attract persons with disabilities and retain them
- Career guidance to disabled students to encourage them to apply for available vacancies beyond the vacancies in Disability Persons Organisations (DPOs)
- IT skills were highlighted as cross cutting and applicable to most jobs across the various sectors. Subsequently there is a need to provide ICT infrastructure for persons with disabilities to boost their skills; i.e. computers at the various schools for persons with disabilities and community access points.

### *Support services*

- Advocacy (show what persons with disabilities can do), use champions of persons with disabilities who have made it to show abilities of persons with disabilities. Those with mild to moderate disability stand better chances; emphasis should be put on these. Advocacy should follow a targeted approach for increased effectiveness across-the-board; from national/central (e.g. ministry and public service as well as private sector umbrella institution level) to decentralized or local levels (e.g. District Service Commissions and Community Based Organisations including Non-Governmental Organizations).
- Lobby for internships and encourage companies to provide work experience placements for persons with disabilities. There is an existing Uganda Graduate Scheme that the Inclusion Works Project can take advantage of. Persons with disabilities are among the targeted beneficiaries under this scheme and the aim is to have 10% graduates with disabilities recruited.
- DPOs should consider signing Memorandum of Understanding (MoUs) with recruitment agencies and provide information on qualified persons with disabilities for consideration
- Create a platform where junior/mid-level managers (mainly in private sector) can interact with young people with disability and collaboratively create prototype solutions to overcome some of the organisational/attitudinal barriers identified
- There is need for massive behaviour change communication (BCC) activities for both employers and persons with disabilities to work on the negative perceptions/attitudes, stigma and discrimination. This could be achieved through a BCC strategy/sensitization plan

# 1. Introduction

## 1.1 Background and objectives

Uganda has formulated and implemented several policies geared at combating disability discrimination in the workplace and in so doing has taken leaps towards equality of opportunities. Despite the numerous legislative efforts, persons with disabilities continue to experience a multitude of challenges as they try to access services and employment in the Ugandan labour market. Although the Uganda Bureau of Statistics (UBoS) estimates that 12.4 percent of the population are persons with disabilities, they make up only 1.3 percent of the formal sector workforce and are concentrated in the arts, entertainment and recreation sectors (UBOS 2018). Existing research evidence attributes this to a number of factors including negative perceptions and attitudes towards employing persons with disabilities; the perceived additional expenses associated with making workspaces and equipment more accessible for persons with disabilities and poor career development pathways for persons with disabilities. Even when they secure formal employment, persons with disabilities are more likely to occupy lower positions (NUDIPU 2016).

In response to these challenges, Sightsavers in collaboration with a consortium of 11 partners plan to implement the 'Inclusion Works Project' to improve the inclusion of women and men with disabilities in the formal employment sector. The overall goal of the project is to leverage increased action and investment from private, public and civil society actors in Uganda to enable economic inclusion for women and men with disabilities through employment. This is in line with the UN Convention on the Rights of Persons with disabilities (UNCRPD) and Sustainable Development Goals 8 and 9. To inform the implementation of the Inclusion works project, a labour market assessment (LMA) has been conducted.

### **Objectives of the labour market assessment**

- I. To undertake a macro level analysis with the aim of understanding the overall employment situation in Uganda and sectors with the highest propensity to create jobs that would absorb labour.
- II. Identify employment opportunities and skills requirements within the target sectors; and identify potential entry points for persons with disabilities.
- III. To assess the degree to which the labour force and persons with disabilities have the capacity to meet employment demands in high potential sectors
- IV. To better understand how supply and demand of labour is coordinated i.e. the functionality of labour market coordination system.

- V. To understand how existing policies and structures influence the labour market and disability inclusion related challenges.
- VI. Provide recommendations aimed at addressing systemic exclusion of persons with disabilities in the labour market

## 1.2 Approach

The assessment utilized the FHI 360’s modular labour market assessment (LMA) framework and kicked off with researching and understanding the general macro level context to identify growth sectors that are likely to generate jobs in the near future. The selected sectors were then checked against major government policies and strategic documents (National Development Plan and Vision 2040) to ascertain the extent to which they are being prioritised on the national Agenda. Thereafter, fieldwork was conducted in seven districts (Kampala, Mbarara, Masaka, Mukono, Jinja, Iganga and Mbale) to gather perspectives from policy makers, recruitment agencies, skills providers, employers and disabled job seekers on the issue of disability inclusive employment. Table 1 provides a summary of the approach – key research questions, data sources and analysis tools used.

**Table 1: Summary of approach used in the assessment**

Thematic area	Key research question	Data source	Analysis tool used
Macro-economic context	Which sectors currently absorb labour and which are likely to see increases in employment?	Secondary data, interviews with stakeholders	Data dashboard
Demand for skills	For the selected sectors under the macro-economic context, what are the knowledge and skill sets required: by function/occupation in the value chain.	Interviews with selected value chain actors	Value chain analysis
Supply of skills	What education and skills levels must workers and jobseekers have to meet the employment demands of the selected sectors? How is skills development for persons with disabilities delivered in preparation for transitioning into the labour market?	Secondary data, interviews with skills providers	Stock and flow diagrams, synthesis of information from skills providers



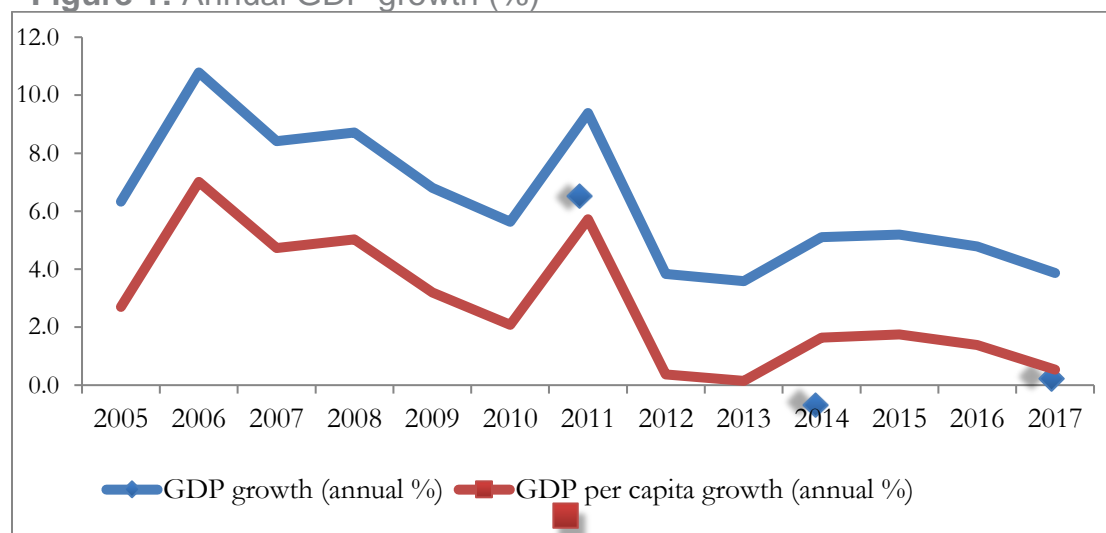
Systems and stakeholders	What coordination mechanisms exist in the labour market? What systems do individuals and employers use to transition from education-to-work. What are the barriers in disability representation in formal employment? Who are the actors and intermediaries in the system?	Interviews with key stakeholders	Synthesis, Stakeholder map and analysis
Policies and regulations	What existing policies and structures guide labour market operation? What hinders or supports the labour market to function well?	Secondary sources, interviews	Policy review
Alignment/ Conclusions	From the analysis, what gaps exist, and what could be addressed in the implementation phase of Inclusion Works program?	LMA findings	Synthesis

## 2. Macro-economic context

### 2.1 GDP growth and sectoral contributions

Uganda has generally been experiencing positive GDP growth over the last decade. The GDP growth rates averaged at 6.3 percent between 2005 and 2017 (Figure 1). The period before 2012 experienced higher growth rates averaging at 8% compared to the more recent years (2012-2017) where average annual GDP growth averaged at about 4%. Moreover, the per capita GDP grew more slowly at 3.2 percent per year, largely due to the country's high fertility rate.

**Figure 1:** Annual GDP growth (%)



**Source:** Computed using World Development Indicators data

Overall, growth of the Ugandan economy has been driven by the service sector; the contribution of services ranged between 49.5 % and 51.9% between 2010 and 2017 (Table 2). In actual values, the contribution of services has grown from \$ 10.5 billion in 2005 to \$ 16.1 billion in 2017 (Table 3). The services sector is dominated (in terms of output share) by trade and information technology (11.1 percent of GDP), followed by education, health and public administration (10.3 percent)<sup>1</sup> and financial and insurance activities at 3.1%.

<sup>1</sup> The education alone accounts for half of this contribution

**Table 2: Sector contribution to GDP (%)**

	2010	2013	2015	2016	2017	2018
<b>Agriculture, forestry and fishing</b>	<b>25.4</b>	<b>23.3</b>	<b>22.6</b>	<b>21.9</b>	<b>21.9</b>	<b>21.4</b>
Cash crops, Food crops,						
Livestock	20.2	18.1	17.5	17.0	17.1	16.8
Forestry	3.9	4.1	3.9	3.8	3.7	3.5
Fishing	1.4	1.1	1.1	1.1	1.1	1.0
<b>Industry</b>	<b>17.9</b>	<b>18.2</b>	<b>18.9</b>	<b>19.0</b>	<b>18.7</b>	<b>19.0</b>
Manufacturing	8.4	7.7	8.0	7.9	7.6	7.3
Construction	5.6	6.3	6.4	6.6	6.6	6.8
Mining & quarrying	1.2	1.3	1.6	1.5	1.6	1.9
Other industry (water and electricity)	2.7	2.8	2.9	3.0	3.1	3.0
<b>Services</b>	<b>49.5</b>	<b>50.5</b>	<b>50.0</b>	<b>50.7</b>	<b>51.3</b>	<b>51.9</b>
Transportation and Storage	2.6	2.8	2.9	2.9	2.9	2.9
Trade and Repairs	13.0	12.1	11.5	11.3	11.1	11.1
Education/Health/ Public Administration	11.0	11.1	10.6	10.5	10.4	10.3
Information and Communication	6.3	8.6	8.5	9.5	10.1	11.0
Financial and Insurance Activities	2.4	2.3	2.9	2.9	3.1	3.1
Other services	14.2	13.5	13.7	13.6	13.6	13.5
<b>Adjustments (Taxes on products)</b>	<b>7.2</b>	<b>8.0</b>	<b>8.5</b>	<b>8.3</b>	<b>8.0</b>	<b>7.7</b>
<b>GDP at market prices</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

Source: Uganda Bureau of Statistics, 2019

**Table 3: GDP by economic activity (Constant 2009/10 prices (\$ billion))**

	2010	2013	2015	2016	2017	2018
<b>Agriculture, forestry and fishing</b>	<b>5.4</b>	<b>5.7</b>	<b>6.0</b>	<b>6.0</b>	<b>6.3</b>	<b>6.6</b>
Cash crops, Food crops,						
Livestock	4.3	4.4	4.7	4.7	4.9	5.2
Forestry	0.8	1.0	1.1	1.0	1.1	1.1
Fishing	0.3	0.3	0.3	0.3	0.3	0.3
Agriculture Support Services	0.0	0.0	0.0	0.0	0.0	0.0
<b>Industry</b>	<b>3.8</b>	<b>4.4</b>	<b>5.1</b>	<b>5.2</b>	<b>5.4</b>	<b>5.9</b>
Manufacturing	1.8	1.9	2.2	2.2	2.2	2.2
Construction	1.2	1.5	1.7	1.8	1.9	2.1
Mining & quarrying	0.3	0.3	0.4	0.4	0.5	0.6
Other Industry (water and electricity)	0.6	0.7	0.8	0.8	0.9	0.9
<b>Services</b>	<b>10.5</b>	<b>12.2</b>	<b>13.4</b>	<b>14.0</b>	<b>14.8</b>	<b>16.1</b>

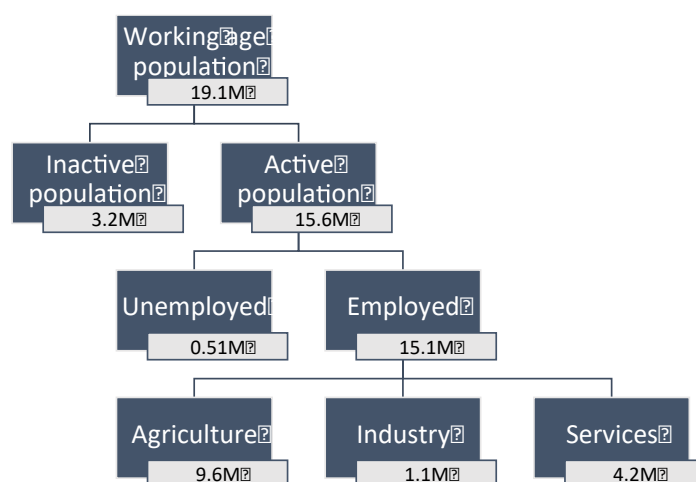
Transportation and Storage	0.6	0.7	0.8	0.8	0.8	0.9
Trade and Repairs	2.8	2.9	3.1	3.1	3.2	3.5
Education/Health/ Public						
Administration	2.3	2.7	2.8	2.9	3.0	3.2
Information and						
Communication	1.3	2.1	2.3	2.6	2.9	3.4
Financial and Insurance						
Activities	0.5	0.6	0.8	0.8	0.9	1.0
Other services	3.0	3.3	3.7	3.7	3.9	4.2
<b>Adjustments</b>						
<b>(Taxes on products)</b>	<b>1.5</b>	<b>2.0</b>	<b>2.3</b>	<b>2.3</b>	<b>2.3</b>	<b>2.4</b>
<b>GDP at market prices</b>	<b>21.2</b>	<b>24.3</b>	<b>26.8</b>	<b>27.5</b>	<b>28.8</b>	<b>31.0</b>

Source: Uganda Bureau of Statistics, 2019

## 2.2 Labour market context

Uganda's total working age population is estimated at 19.1 million— representing about 51 percent of the total population. Of these 15.7 million are in the labour force (unemployed or employed) and 15.1 million are employed. While we are aware that the current definition of employment<sup>2</sup> used by Uganda Bureau of Statistics (UBoS) excludes those in 'only subsistence agriculture', in our analysis, we treat them as employed so as to be able to make comparisons with data from surveys that were conducted before 2012/13. Employment in Agriculture stands at 9.6 million, making it a major sector of employment (Figure 2).

Figure 2: Working age (14-64 years) population by labour force status



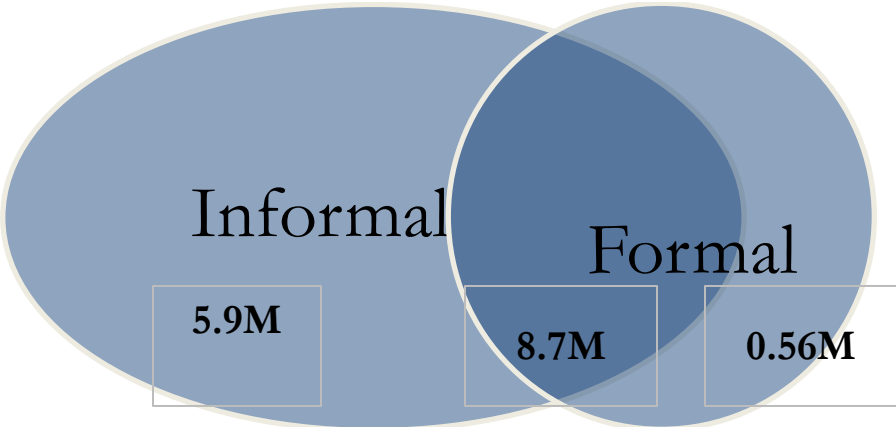
Source: Authors' computation based on UNHS 2016/17

<sup>2</sup> By UBoS definition (since 2012/13), persons in employment refers to all those of working age who, during a short reference period, were engaged in any activity to produce goods or provide services for pay or profit

However, using the new definition of employment that excludes persons engaged in ‘only’ subsistence farming, the employed population shrinks from 15.1 million to about 9 million. The unemployment figures by either definition (new or old) remain relatively low partly due to the definition used (Uganda’s employment figures have consistently remained below 10% since 1990). While UBoS applies standard international ILO definitions in measuring unemployment, they do not exactly represent the labour market situation in the local labour market. The definition of unemployment i.e. total lack of work in the 7 days preceding the survey is out of sync with people’s perception of employment.

The major challenge is thus under-employment (lack of gainful employment or lack of adequate or decent employment) and not necessarily unemployment per se. Consequently, Uganda currently suffers time-related underemployment, skill-related under-employment and wage-related under employment mainly in the informal sector. As figure 3 shows, most of the labour force is engaged in the informal sector subsistence agriculture (5.9 million) and the semi-formal sector (8.7million) mainly consisting of the micro, and small-scale enterprises.

**Figure 3:** Distribution of employees in formal, semi-formal and formal sectors



**Source:** Authors’ computation based on UNHS 2016/17

Employment estimates from the last four nationally representative household surveys by UBoS, show limited structural transformation with the bulk of the workforce stuck in Agriculture (9.7 million). Although there are movements in and out of Agriculture between the surveys, at any one point, at least six out of every 10 working persons is employed in Agriculture (Table 4). This re-confirms the importance of agriculture in the transformation of Uganda. Within the agricultural sector, the crop subsector employs

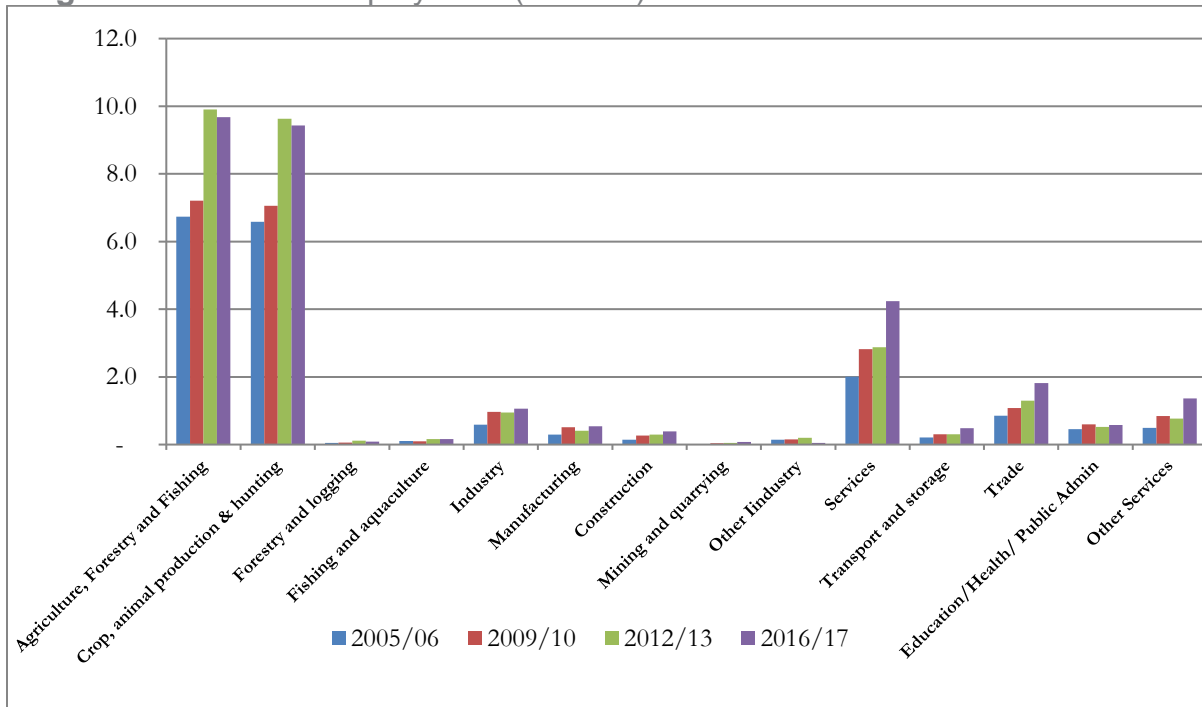
more than 95 percent of those engaged in agriculture. Despite the importance of agriculture in the economy, the sector's performance in recent years in terms of production and productivity, food and nutrition security has been poor.

The movements in and out of agriculture are mirrored by an opposite trend in the proportion of the labour force that is employed in the services sector. Put differently, the sectoral movements of the labour force are mainly between the service and agriculture sectors. Within the services sector, trade (wholesale and retail) takes the highest proportion of those engaged in the service sector. However, the services sector remains largely informal and is marred by challenges ranging from limited access to finance, inadequate technical and business skills, limited technology adaptability, among others (MoT 2015).

**Table 4:** Sector of employment (%)

	2005/06	2009/10	2012/13	2016/17
<b>Agriculture, Forestry and Fishing</b>	<b>72.1</b>	<b>65.6</b>	<b>72.1</b>	<b>64.6</b>
Crop, animal production and hunting	70.5	64.2	70.2	63.0
Forestry and logging	0.5	0.5	0.8	0.6
Fishing and aquaculture	1.1	0.9	1.2	1.1
<b>Industry</b>	<b>6.2</b>	<b>8.8</b>	<b>6.9</b>	<b>7.1</b>
Manufacturing	3.1	4.6	3.0	3.6
Construction	1.5	2.4	2.1	2.6
Mining and quarrying	0.1	0.4	0.4	0.5
Other industry	1.4	1.4	1.4	0.4
<b>Services</b>	<b>21.0</b>	<b>25.6</b>	<b>21.0</b>	<b>28.3</b>
Transport and storage	2.2	2.7	2.2	3.2
Trade	9.1	9.8	9.4	12.1
Education/Health/ Public Administration	4.9	5.4	3.8	3.9
Other Services	4.8	7.7	5.6	9.1

**Figure 4: Sector of employment (millions)**



Source: Authors' computation based on UNHS 2016/17

### 2.3 Priority subsector selection

Despite the observed mass employment in Agriculture, the foregoing analysis demonstrates that the greatest opportunity to create employment in Uganda lies in the service sector. Furthermore, estimates of elasticity of employment<sup>3</sup> show that growth in the service sector has a positive and significant causal relationship to job creation (NPA 2016).

**Table 5: Short run sector employment-growth elasticity for Uganda (1999-2011)**

Sector	(Short run) Estimated growth-employment elasticity	Approximate number of jobs induced for every 1% increase in the sector GDP <sup>4</sup>
Agriculture	0.01	100
Industry	0.65	6,500
Services	0.772*	7,720

Source: NPA estimated regressions (2016), \* statistically significant at 1%

<sup>3</sup> Elasticity of employment is the responsiveness of the labour market to changes in macroeconomic conditions –as represented by GDP growth

<sup>4</sup> GDP is measured in millions of US Dollars; Employment is measured in millions of persons.

The key message depicted from Table 5 is that a given percentage increase in sector expansion induces the highest job creation in the service sector. Growth in the service sector has a positive and significant causal relationship to job creation. A one-percentage point increase in service sector GDP growth induces approximately 7,720 jobs. Therefore, investment in the services sector would go a long way in creating employment for job seekers. Within the services sector, the subsectors that have experienced the highest growth rates over time and hence have the potential to create employment are information and communication, financial and insurance activities, transport and storage, accommodation and food service activities and the education subsector (Annex 1).

These sub-sectors were juxtaposed against priority sectors in the National Development Plan (NDP). The current NDP has a set of five priority sectors – Agriculture; Tourism; Minerals, oil and gas; infrastructure and human capital development. Out of the long list of growing sub-sectors in the previous paragraph, two (accommodation and food service activities and education subsectors) fall within the NDP priority sectors of tourism and human capital development and were automatically included in our final list of priority subsectors. Since agriculture is a major sector in terms of employment and is also a priority sector in the NDP, we included agribusiness as one of the priority subsectors. Finally, the two subsectors with the highest growth rates (ICT, financial and insurance activities) were also considered for further labour demand analysis.

### 3. Demand for Labour

This section provides an overview of employment prospects and opportunities in five subsectors that were identified in the previous section. The analysis in this section is guided by the interrogation of the knowledge and skill sets required by function and occupation in the selected value chains. The purpose of the workforce overlay on the value chain mapping is to gain a better understanding of the different industry labour structures and dynamics. This is done by identifying both the approximate occupations and the minimum education requirements at the different nodes of the value chain. This analysis can be used to identify the potential of different industries to generate employment and the potential career pathways for persons with disabilities within the growing sectors. In order to develop the value chain maps presented in this section, key informants from the selected sectors and industries were interviewed as representatives of their businesses about the labour needs and dynamics of the various actors and production stages in the value chain.



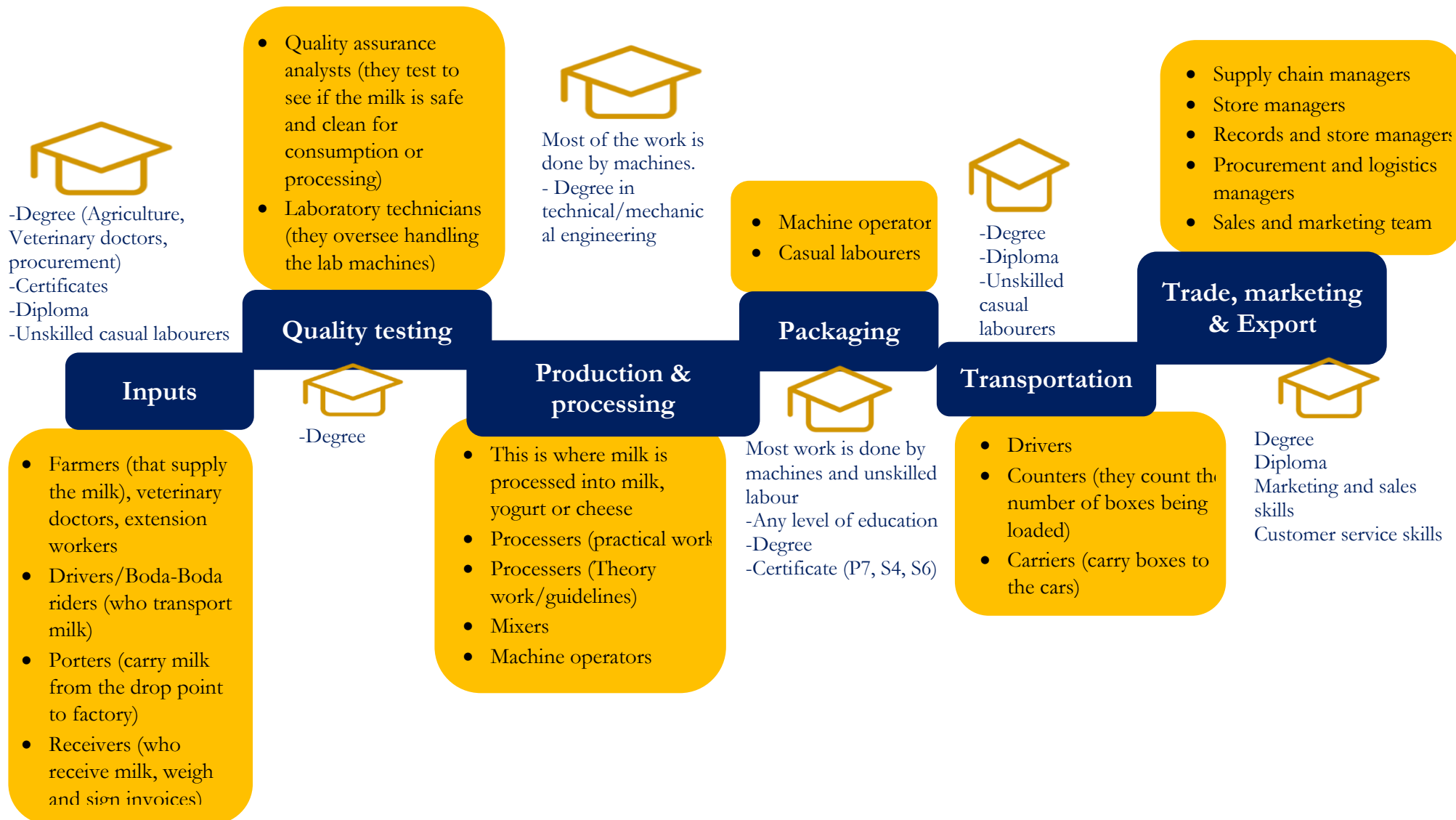
## 3.1 Agribusiness (Coffee and Dairy)

### 3.1.1 Dairy Value Chain

This value chain looks specifically at the dairy industry and excludes the other livestock income-generating activities (meat, leather). The chain can be broken down into about 6 broad stages namely Input provision; Quality testing; Production and processing; Packaging; Transportation; and Trade, Marketing and Export of the finished processed products. In dairy, opportunities for jobseekers with less than secondary or less than primary education are primarily in the less formal stages of the industry at the Input, Packaging and Transportation stages which require casual labourers. Within this, there is scope for upward movement in the value chain without necessarily needing more or further education. Jobseekers can move from casual labourer to machine operator as the casual labourers can easily be trained on how to operate the machines.

As expected, jobseekers with higher education levels have a wider range of opportunities in the industry. With the relevant degree at the input stage, there are opportunities for extension workers and veterinary doctors. In addition, subsequent stages in the value chain like Quality-testing required specialised skills and necessitate a degree. At the production and processing levels although most of the work is carried out by machines, a degree in a technical discipline or in mechanical engineering would be required to ensure the maintenance and smooth running of the machines. Similarly, the final stage during which the finished processed products are retailed, traded, marketed and or exported also requires employees with at least a diploma or degree. However, in addition to these qualifications, this stage also requires soft skills centred around communication and customer service. Overall, in the dairy industry the packaging stage has the most potential to employ a variety of people from unskilled casual labours to degree holders.

**Figure 5:** Employment entry points in Dairy, by education level, disability inclusion lens



**Source:** Compiled by authors based on Key Informant Information

## **What and where are the potential job entry points for persons with disabilities in the dairy industry?**

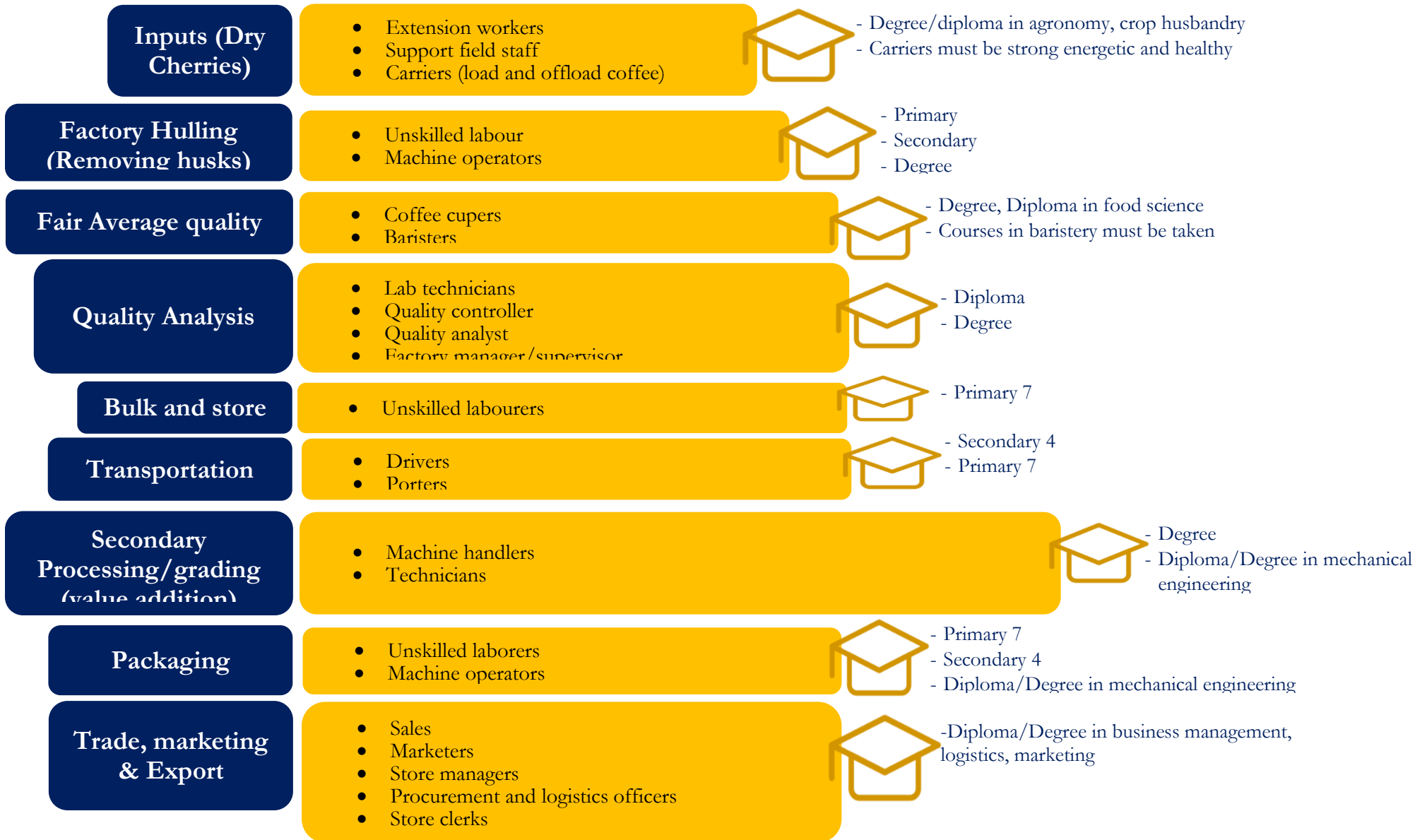
From the inclusivity point of view, the packaging stage would be the most able to absorb a diverse workforce. While the input stage may also be able to absorb employees with a range of academic qualifications- one of the required skills is “energetic” casual labourers which indicates the physical nature of some of the occupations. Depending on the type and severity of disability this alone would discourage several persons with disabilities to seek employment at this stage.

### **3.1.2 Coffee Value Chain**

For the coffee industry, two value chains are considered; one for processed coffee (Illustrated in Figure 6) and one for the less processed coffee (The Green Beans). While the two value chains share significant commonalities in the initial 5 stages, there are some slight variations towards the end in the Green Beans value chains. The reason for considering both is that the coffee sector in Uganda is defined by two unique on-farm processing methods (dry and wet processing), these in turn define the value chain pathways from the farm to the final coffee product space on the market. With up to seven stages, there are several entry points into the coffee industry for jobseekers. In both coffee value chains, those without education can find employment in the Factory Hulling (Removing husks), Bulking and storage, Transportation and Packaging stages. The occupations in these stages (like what was seen in the Dairy value chain) require unskilled casual labourers like porters and machine operators. Beyond training on using the machinery, any occupational mobility within these stages and across to other stages would however require additional academic qualifications.

For example, the occupation in the secondary processing and quality assurance stages all require a minimum of a diploma in a relevant field. In terms of inclusivity for persons with disabilities in the formal parts of this value chain, Key Informants were of the view that Field Staff officers, Farm supervisors and extension managers would be the most in demand over the next 3-5 years because of the projected increase of coffee farms. However, when quizzed on the jobs and vacancies in the industry that can be done by persons with disabilities- they highlighted Coffee sorting, (selective hand picking of foreign matter from coffee) Accountants, I.T officers, Coffee nursery workers (potting and sorting seedlings) and coffee analysis - selection of quality coffee from farmers. They also indicated that one of the main barriers to recruiting persons with disabilities was that most vacancies in the industry are in production which limits persons with disabilities in addition to the communication barrier with deaf persons.

**Figure 6: Employment entry points in Coffee, by education level**



Source: Compiled by authors based on Key Informant Information

## 3.2 Hospitality subsector

While the hospitality industry is quite broad and includes lodging, food and drinks, event planning, theme parks, transportation, conference facilities among others, for this assessment we focused on the hotel subsector. Hotels in Kampala, Iganga Mbale, Mbarara and Jinja participated in the research to provide insights into the labour dynamics in the hospitality industry and the prospects of inclusivity for persons with disabilities therein. There is a wide range of services in hospitality – especially hotel sub-sector. Given the diversity of services in this sub-sector, it presents a variety of job opportunities that can play a key role in disability inclusion in the job market.

### Box 1: Inclusivity of the hotel sector

*The hotel and tourism industry can attract and absorb a more diverse pool of talent (age, sex, disability status, education, professions) than other sectors. This is because it is wide and has roots in different sectors and can therefore accommodate a cross-section of persons and skills. These include service staff at the hotel; tour guides and drivers; company admin, management and finance staff; farmers who provide produce to the hotel; other retailers that provide goods to the hotel; service providers for maintenance i.e. mechanics, plumbers, electricians etc; crafts makers who sell their goods to tourists; dancers/performers entertaining tourists. We currently indirectly employ a group of persons with disabilities making crafts because our group tours always purchase from that group. KII Mbale*

In principle, all the hotels maintained that they had a no-discrimination policy and that whether disabled or not, their main concern was that their staff had the requisite technical expertise. However, they are quick to add that for a person with disabilities to fit in a given position, it depends on the type and severity of disability. Findings reveal that within hospitality (i.e. hotel) sub-sector, there are areas where persons with disabilities can fit well along the hospitality (hotel) value chain. Accordingly, we identified the following as job entry points for persons with disabilities - Foods and beverages production, Administration and Management (e.g. Human resource unit), Accounts, Finance, Stores, and Procurement. The educational, technical and soft skills required for absorption into such types of jobs are summarized in the table below, ranging from certificate to degree. Meanwhile in this sub-sector, it was found out that persons with disabilities may not fit well in the following areas due to the nature of work (e.g. physical and fast pace requirements for services) - Food & beverages services (since it requires quick services - very sensitive to customers), front office; housekeeping; security; sales & marketing (Table 6). It was noted that persons with disabilities might not be positioned

in jobs, which require exposure to guests/clients. Vacancies in the hospitality industry rely heavily on soft skills especially communication for the customer facing roles. Some Key Informants (KI's) expressed concern over the ability of some persons with disabilities to communicate with clients as one of the barriers to their inclusion as well as accessibility of some of their premises.

**Table 6: Key positions and skill needs in the hotel subsector**

	Level of education required	Skills (technical)	Attitudes (soft skills)	Possibility for inclusion of persons with disabilities
<b>Department</b>				
<b>Front desk</b>	Degree	Computer skills	Communication skills Customer care Must speak English and 2 other languages	Limited
<b>Foods and beverages services</b>	Degree Diploma Certificate	Cocktail making skills Hotel and hospitality management	Communication skills Customer care High speed for serving clients	Limited
<b>Foods and beverages production</b>	Degree Diploma Certificate	Cooking skills Recipes knowledge	Good hygiene	Medium
<b>Housekeeping (accommodation)</b>	Certificate, including S4 dropouts	Creative	Hardworking High self-hygiene level; maturity	Limited
<b>Administration / Management (Finance, Human resource)</b>	Degree Diploma	Hotel and hospitality management, accounting skills	Marketing Leadership Communication	High
<b>Maintenance</b>	Diploma to Bachelors degree	Plumbing, electrician, engineers, technicians/mechanics	High speed to respond to technical problems Communication	Medium (Some persons with disabilities can fit here, but depending on type of disability)
<b>Sales &amp; marketing</b>	Diploma to degree	Marketing skills	Customer relations	Limited
<b>Security</b>	Diploma to Bachelors	Communication, guarding skills	Communication	Limited
<b>Accounts/Stores/Procurement</b>	Bachelors to masters	Accounting, logistics management	Communication, customer relations	High
<b>Distribution/Tour operators/Travel agents</b>	Certificate to degree	Various – administrative to technical	Customer relations Communication	Medium: persons with disabilities can get job opportunities in tour operator offices/

administration.  
However, field-based jobs may not be fit be for some persons with disabilities.

**Source:** Compiled based on Key Informant Information in hospitality sector.

### 3.2.1 Other opportunities for inclusion of persons with disabilities in the hospitality sector

Entertainment for tourism: There are opportunities in the entertainment sub-sector of hospitality where persons with disabilities can be absorbed. For example, persons with disabilities with skills/talent can reap from dancing for entertainment of tourists/visitors. persons with disabilities can fit well and engage in entertainment if they have the talent.

Further, within the hospitality sub-sector, one of the entry points for disability inclusion was identified in distribution channels or tour operators and travel agents. Here, potential employment opportunities for persons with disabilities are in back office or administration within the tour operator or travel agent companies, with educational and soft skills requirements ranging from certificate to university degree, and customer relations and communication. Other job entry points and programmes within hospitality are; through internship programmes, for example in Serena hotel, the absorption rate of interns stands at about 80%.

Key informants revealed that there is no-discrimination policy - people with disability with the right technical skills should be favourably considered for jobs. However, in one of the hotels, only 3 persons with disabilities are employed out of 75 permanent staff, and in another (Kampala based), only one person with disabilities is employed out of a reported 539 staffing level. The extent of employment of persons with disabilities in these two examples illustrates low level of disability inclusion. In terms of education and skills, most jobs in the hospitality industry require a minimum of a certificate or diploma and beyond. Internship was highlighted as the most successful path to employment in the industry.

## 3.3 ICT subsector

The ICT subsector comprises of a variety of businesses and industries including telecom companies, radio and TV stations, IT solutions firms as well as various start-ups using computer technology to operate. For this study, interviews were carried out with radio stations and telecom companies.



The exponential growth and use of ICT was highlighted by several KI's who saw the subsector as one that will continue to grow in both the medium and long-term and thereby provide a number of jobs. In addition to this, ICT is a cross cutting sector and IT skills can and will be applied in several industries as different production, manufacturing and service providers continue to find IT solutions to their processes.

For the telecom companies, the bulk of their employees are involved in sales with the bulk of their shared service functions outsourced. Their jobs are often advertised online through social media and other websites with a bachelors' degree being the minimum requirement. However, with such a sales-heavy workforce experience may often be considered in lieu of a degree qualification. Like many other private sector actors, the telecom industry maintains that disability is not a factor in the recruitment process provided the person meets their skills and attitude requirements. *“Currently we are not employing any person with disabilities. However, we are willing to hire some on condition that they can deliver and there are no extra costs to help them perform”*, ICT employer.

**Table 7: Key positions and skill needs in ICT (Radio)**

<b>Department</b>	<b>Level of education</b>	<b>Technical skills</b>	<b>Soft skills</b>	<b>Possibility for inclusion of persons with disabilities</b>
<b>Production</b>	Degree	Graphics special training	Creativeness and good communication skills	Medium
<b>Sales and Marketing</b>	Degree & Diploma	Proposal writing skills, sales skills	Good communication skills, self-esteem, interpersonal skills	Limited
<b>Human Resource</b>	Degree	Computer skills, people management skills	Professional ethics, Good communication skills, leadership	High
<b>Finance</b>	Degree	Finance skills, computer literate	Finance ethics, trustworthy, communication	High



<b>Transport and Logistics</b>	Secondary/diploma	Mechanical skills, English speaking	Good communication skills	Limited
<b>Presenters</b>	Degree	Presenting skills	Good communication skills	High
<b>Reporters</b>	Degree	Presenting and reporting skills	Good communication skills	Limited (lots of movements required)

**Source:** Compiled based on Key Informant Information from 3 radio stations

Using Radio as a case study, most vacancies therein would require a minimum of a degree with the exception being the transport and logistics vacancies, which can be done with a secondary school certificate or a diploma.

Despite the noted importance of ICT to development, the uptake of ICTs by people with disabilities in Uganda is still low. According to UCCs' (Uganda Communications Commission) Access and Usage of Information and Communications Technologies (ICTs) by persons with disabilities study, about 70 percent of all individual persons with disabilities owned either a radio or a mobile phone, with slightly more radio ownership (70.1 percent) and 69.4 percent mobile phone ownership. Ownership of computers and laptops is very low amongst individual persons with disabilities averaging less than 2 percent with only 12 percent indicating that they used computers. The study's investigation of computer related skills for individual persons with disabilities showed that most respondents had basic skills, which they had primarily acquired through formal education. More complex skills such as writing a computer program, installing an Operating System, modifying security settings and creating a web page were not so common among the disabled (UCC 2018). Worryingly, 85 percent of disabled household members either had no access or had no awareness of what the Internet was.

### 3.4 Financial Services

The financial sector and more specifically the banking sector are currently undergoing significant transformation with the growth of digitalised banking services and the gradual decline of the traditional brick and mortar branches. This shift to digital banking is happening in tandem with the growth of agent banking, where small businesses can apply to be agents for selected commercial banks. This transformation therefore informs the job landscape in the banking industry and the recruitment profile therein. The recruitment of persons with disabilities in the banking sector is seen as an unconscious

condition, except for banks like Standard Chartered Bank (SCB) who have an explicit diversity and inclusion policy (KI interview). Beyond the banks, other financial institutions maintain that their recruitment processes are non-discriminatory although there has not been a specific effort to encourage the recruitment of persons with disabilities.

Banking is primarily perceived as a front office industry that is dominated by customer service and customer facing occupations. Banking industry respondents pointed that this perception has a role in discouraging persons with disabilities from seeking employment in banks.

*In a recent organisational capacity assessment, we reviewed the extent to which different organisations were ready to employ persons with disabilities. We worked hand in hand with persons with disabilities to understand the gaps that they saw in different workplaces; and when it came to the banks they, pointed out that they could not envision themselves on the high stools tellers sat on. We realised that banks were some of the spaces persons with disabilities felt like they could not fit in even as customers, let alone as employees. KII, Recruitment Agency, Kampala*

The “front office” perception of the banking industry ignores the opportunities in the back office, overlooking occupations in human resource, finance, IT, operations and, risk management departments, among others. KI’s in the banking industry deem this as a key factor in driving persons with disabilities towards informal and NGO employment. Looking at the finance industry beyond the banks in Kampala, Micro-Finance and credit institutions in Mbale, Masaka and Mukono shared further insight into potential gaps and opportunities in the sector. They expressed that the most in demand occupations in the financial sector in the next 3-5 years will be in credit/loans officers and cashiers. This is because financial institutions at this level are focused on credit and as financial inclusion improves across the country, there is certainly going to be more demand for employees to serve the growing clientele.

Although some KI’s were employing persons with disabilities, they noted that the potential expense of accommodating persons with disabilities with aids and interpreters or other adjustments that they may need to perform was a barrier to hiring more persons with disabilities. One KI opined that because of a lack of public sensitization, persons with disabilities such as albinos might not be hired because of concern that some clients may not be comfortable around them (KII, Masaka). This exemplifies the problematic ‘front office’ perception of the industry. Similar to the other sub-sectors profiled in the LMA, as far as interventions for the Inclusion Works initiative, the biggest

potential gap is in the demand side recruitment processes and this lies with not explicitly encouraging persons with disabilities to apply for opportunities in the sector.

The advent of agent banking could be a good opportunity for persons with disabilities to find employment in the financial sector. For persons with disabilities already running small businesses this would be a good entry point into the formal sector. However, in order to qualify, agents need to come with working capital (liquidity), which forms their suspense account. This may be a significant entry barrier for persons with disabilities who cannot realise the necessary capital requirements. Nevertheless, this does present an opportunity for Inclusion Works to collaborate with banking institutions to support and encourage businesses run and owned by persons with disabilities to qualify and apply for agent banking status.

### 3.5 Education

Throughout the LMA, several policy actors singled out the education sector as one in which persons with disabilities could find employment in the formal labour market. This view is informed by the fact that the education sector is the largest public-sector employer and the one with the least stringent minimum academic requirements particularly at primary level. The primary education sub-sector is the largest in the education sector in terms of enrolment, human resource requirements and the budget (UBOS 2017). In addition to this, the subsector is poised to expand its staffing numbers with a view to improving the pupil to teacher ratio to the ideal and targeted 1:53 (CSBAG 2018). Under the sector budget strategy for FY 2019/20, the education sector plans to fill this staffing gap with a phased recruitment of up to 22,000 primary school teachers. The large volume of students enrolling for primary education also means that the private school industry is thriving. Accordingly, this section makes a brief exploration of this situation by reviewing the occupational opportunities in the primary school sub-sector as well as the requisite skills and qualifications.

Occupations in the primary school sub-sector can be loosely broken down into about 7 categories- namely; Head Teacher, Deputy Head Teacher, Directors, Heads of Department, Teachers, Finance (Bursar), Non-teaching staff. The top three positions all require strong leadership skills and good communication skills.

The minimum qualification for the Head Teacher vacancies is a diploma or a degree preferably in an education related course. The minimum qualification for the Deputy Head Teacher, Directors, Heads of Department, and Teachers is grade three. These positions require competency in the allocated subject as well as reliability, leadership, interpersonal and communication skills. Vacancies in the finance department require certificate or diplomas in accounting and basic accounting skills. Finally, the non-teaching staff for the most part has little to do with academic requirements and simply require competency in their chosen fields.

**Table 8:** Key positions and skill needs in primary schools

<b>Department</b>	<b>Level of education</b>	<b>Technical skills</b>	<b>Soft skills</b>	<b>Possibility for inclusion of persons with disabilities</b>
<b>Head Teacher</b>	Diploma or Degree (preferably in Education related)	Leadership skills	Communication	High, but depends on type of disability

	courses)			
<b>Deputy Head Teacher</b>	Grade 3	Leadership skills	Communication	
<b>Director</b>	Grade 3	Competent in all subjects	Reliable, interpersonal skills, communication	High
<b>Head of Department</b>	Grade 3	Competent in the subject allocated to as a department. Leadership skills	Communication	High
<b>Teachers</b>	Grade 3	Teaching skills	Communication	High
<b>Finance (Bursar)</b>	Certificate / diploma in accounting	Accounting skills	Reliable, integrity, communication	High
<b>Non-teaching staff</b>	Open (Catering, Security skills, Cleaning company)	Competent in the field, basic writing and reading skills	Communication	Medium

**Source:** Compiled based on Key Informant Information from a Kampala based primary school.

Policy KIs in Mbale shared that there was a recent incident where qualified persons with disabilities applied for some teaching positions and none were shortlisted. While they tried to take their grievances to the district officials, they lacked the necessary advocacy power to resolve the situation. The KI's argued that situations like this are a missed opportunity to improve the inclusivity of persons with disabilities in the labour market and the public sector should lead by example in using affirmative action in such situations. As illustrated in Table 8 above most jobs in the sub-sector can be performed by persons with disabilities.

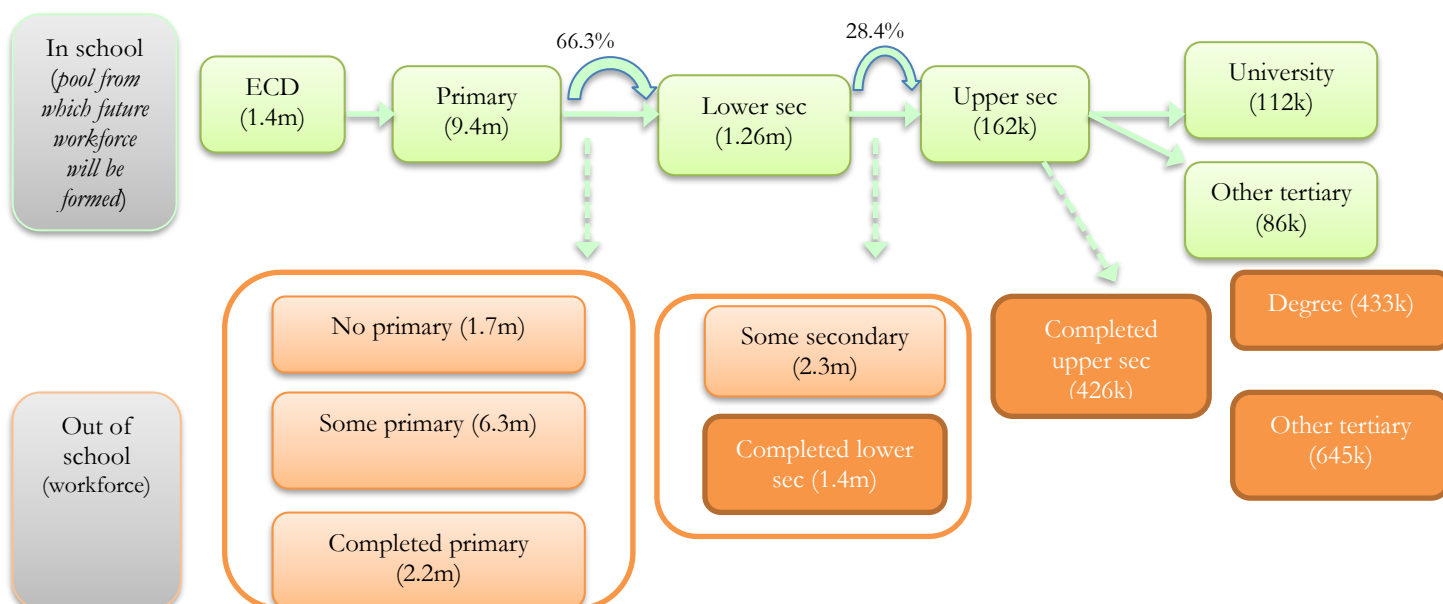
## 4. Supply of Labour

This subsection provides a summary of the education levels/skills that the current and future workforce possesses and whether they meet the employment demands of the selected sectors. It also briefly discusses the level of educational attainment among persons with disabilities.

### 4.1 Education stocks and flows

Though schooling (as represented by formal education levels) does not necessarily equate to learning, a review of educational attainment data yields a snapshot of skills supply in both the current and potential workforce, as represented by formal education levels. Despite the introduction of Universal Primary Education (UPE) in 1997 and Universal Secondary Education in 2007, the public education system is still marred by challenges of early school drop-out and low completion rates. Low education levels imply that most job seekers are low-skilled, making their long-term transition to the labour market difficult and preventing their upward mobility towards more suitable forms of employment. Figure 6 shows stocks and flows of students throughout the formal education system, based on gross enrolment rates for 2016/17.

**Figure 7: Education stocks and flows**



**Source:** Authors' compilation based on UNHS 2016/17

The top level (light green) shows “flows” representing the waves of students progressing through the system, with dropouts labelled by green dotted-line downward arrows. The bottom level (orange) depicts the workforce “stocks,” grouped by educational attainment. About 66 percent of the workforce (approx. 10 million) possess less than secondary school education. This group can be subdivided into those with no formal education (1.7 million), some primary school (6.3 million) and those who completed primary school (2.2 million). The educated work force (those who have completed at least lower secondary school) represents just 18.6% of the workforce. Large numbers of dropouts, particularly between primary and secondary level have contributed to large flows of people into the workforce with less than secondary level education.

Regarding persons with disabilities, their education attainments tend to be lower than that for persons without disability. Statistics from the 2014 National Population and Housing Census showed that net primary school completion rate for persons with disabilities is lower (6.5%) than their counterparts without disability (10%) (UBoS 2017). Similarly, the net secondary school completion rate for persons with disabilities is lower (4.1%), compared to 6.2% for those without disability. These differences between persons with disabilities and persons with disabilities in primary and secondary school completion may impede persons with disabilities to favourably compete with non-disabled persons for formal labour market jobs. Furthermore, in terms of literacy, the census data also shows that persons with disabilities have lower literacy rate than those without disability, which indicates a need for targeting literacy programmes for persons with disabilities.

The main constraints to improved access to education for persons with disabilities include but are not limited to high costs of pre-primary education for children with disabilities; limited number of teachers with special needs education (SNE) training; absence of support services for pupils/students with disabilities such as communication interpreters (sign, tactile, easy read), transcribers and translators; low levels of funding to schools and financial support to SNE pupils/students; as well as disability insensitive infrastructure (including classrooms and toilets/latrines) and environments in schools (NUDIPU 2018).

To unpack the correlation between the supply and demand for labour, Table 9 illustrates the minimum educational requirement for various activities/subsectors. By and large, most permanent jobs in the listed subsectors require either a bachelor's degree or diploma. Conversely, the minimum educational requirement for accommodation and food subsector, education, human health and social work was a certificate (Table 9).

**Table 9:** Minimum educational requirements for permanent jobs by main activity of establishment, and occupation (%)

Activity	Master's	Bachelors	Diploma	Certificate	Other	Total
Manufacturing	3.1	34.8	21.0	24.2	17.0	100
Trade and Repairs	2.5	36.7	17.5	26.4	16.8	100
Transportation and Storage	2.1	54.2	19.3	19.4	5.0	100
Accommodation and Food	0.5	15.8	20	39.9	23.8	100
Financial and Insurance	5.0	60.7	22.8	7.4	4.1	100
Professional, scientific & technical services	7.5	54.6	16.4	10.3	11.2	100
Administrative and support	1.6	53.0	24.4	17.3	3.7	100
Public Administration	6	51.4	24.5	15.2	2.9	100
Education	1.2	17.7	28.1	38.7	14.4	100
Human health and social work	2.8	18.8	31.4	39.5	7.5	100
Arts, Entertainment	1.9	28.4	27.7	22.7	19.4	100



Other service activities	2.4	43.3	22.0	15.0	17.3	100
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Source: UBoS Manpower survey 2018

While the stock of the educated labour force looks inadequate, it still surpasses the number of available formal job opportunities. For instance according to the 2013 Millennium Development Goals report by UNDP and Government of Uganda, there are about 600,000 - 700,000 new entrants into the labour market each year in Uganda, of which 95 percent are youth (NAPYE-MoGLSD, 2014), yet an average of approximately 303,250<sup>5</sup> of the labour force is absorbed into paid employment each year, lower than the annual labour supply. According to the 2018 Manpower survey, most of the vacancies that remained vacant are due to budgetary constraints (48%) followed by the issue of long internal bureaucracies (28%) and not necessarily lack of skills. Lack of qualified local personnel accounted for 8.2% (UBoS 2018).

*“The supply side is so much in excess of demand that recruitment is guaranteed to attract high quality applicants”, KI employer Kampala.*

## 4.2 Equipping persons with disabilities to supply skills for the labour market

In order to address skills gaps and employment challenges of persons with disabilities, Government of Uganda (GoU) established systems to support marketable vocational skills development for equipping persons with disabilities in the 1960s. There was establishment of Rehabilitation Centres (RC) under the institutional rehabilitation programme of the 1960s – 1970s. The programme aimed at equipping persons with disabilities with labour market skills (i.e. vocational skills). At the time (1960), there were about 650<sup>6</sup> persons with disabilities who did not have any source of livelihood and were surviving on charity due to lack of employable skills – the number is currently not known due to lack of data. The RCs include; Kireka and Lweza RCs in Kampala; Ocoko RC in West Nile (Arua); Ruti RC in Mbarara; Mpumude RC - Mpumude became dilapidated and was later relocated to Wairaka Rural Training Centre in Jinja; and Oguru RC in Lira. Oguru was bombed during civil war and is not functional. However, the MoGLSD reported that they are in the process of re-operationalizing it.

These Centres provide free training for persons with disabilities and are run by the Government. The skills provided include; carpentry, tailoring, metal fabrication, cosmetology, shoe making, leather work, handcrafts, agriculture, knitting and weaving, and computer training. Admission for training at the RCs is restricted to persons with disabilities who have some remaining ability (such as partial visual

<sup>5</sup> The figure is computed based on WB data on Uganda’s employment for the period 1992-2012.

<sup>6</sup> Reported during KII at a Rehabilitation Centre.



impairment) - those who are completely disabled (e.g. totally blind) are not admitted for training. This implies not all persons with disabilities qualify to undergo skills training at the RCs (KI interview, RC skills provider).

In the 1960s – 1970s, disabled graduates from RCs were more successful in the labour market unlike now because they were provided with the relevant tools (or resettlement/start-up kits) e.g. for carpentry after training. Today, resettlement kits are not funded and are therefore not provided. The most successful persons with disabilities in the 1960s-1970s started their own production workshops after RC training. Those who did not open their own workshops but were skilled were absorbed into the labour market through Sheltered Workshops (SWs) established by Government. However, SWs are no longer functional – they collapsed due to lack of competitiveness (in a liberalized environment) and inadequate support. They lacked competitiveness because of use of obsolete technology and skills (KI interview, RC skills provider).

Key challenges affecting skills production at RCs and absorbability for persons with disabilities into the labour market include the following:

- RCs are poorly resourced - in the 1960s – 1970s, budgets for RCs were relatively adequate unlike now. They are also associated with huge staffing gaps; for example, one RC reported staffing level of less than 35% “We have only 6 out of the required 19 instructors”.
- Limited capacity of instructors to handle persons with disabilities – e.g. staff have not been trained on how to handle the deaf and blind, including other forms of disabilities. Use of obsolete technology – technology/trainings at RCs do not match technological advancement, new machines are not procured.
- Inadequate training materials. Materials are either supplied late or sometimes not supplied at all. This hampers the quality of hand on skills acquired by the trainees. Lastly, there is lack of transport facilities – for example Kireka RC has no vehicle, even for transporting sick students to health facilities.

All these challenges - especially staffing/instructor gaps including their inability to handle students with different types of disability and use of obsolete training technology coupled with inadequate training materials makes skills development at RCs grossly lacking, and thus the RCs are unable to produce highly competitive disabled job seekers with the right skills. This seriously disrupts smooth transition of disabled graduates from training to the labour market, hence affecting their inclusion.

Apart from the RCs, the disabled have an option of developing their skills through the Business, Technical and Vocational Education and Training (BTVET) system. However, Uganda’s BTVET programme is not disability inclusive; disability is hardly represented in the mainstream BTVET system, due to inadequate facilities and

absence of special programmes and trained instructors (GoU 2011). Entry into mainstream formal BTVET training is restricted, with minimum requirement of “Ordinary” level certificate, which most persons with disabilities do not have (refer to section on supply of skills). Most BTVET institutions also charge fees, which are not affordable by persons with disabilities (KI interview).

However, with the emphasis of non-formal vocational training programme under the 10-year BTVET Strategic Plan dubbed “Skilling Uganda”, the Ministry of Education has provided an alternative to illiterate and primary school dropouts that could not previously qualify for the formal BTVET intakes. Students with no prior learning at all, but with some experience are recruited and trained; the Directorate of Industrial Training (DIT) examines them and provides qualifications under what is known as the Uganda Vocational Qualification Framework (UVQF). For those who opt to do apprenticeship, they can still be certified on job.

## 5. Systems and stakeholders

The labour market coordination system comprises nascent formal and informal networks or linkages. These range from use of internships, individual networks, job trials, and public as well as private sector agencies as discussed below.

### 5.1 What systems do individuals and employers use to transition from education-to-work?

#### 5.1.1 Internship programmes

Some organizations, both in public and private sector including DPOs contribute to labour market coordination through internship programmes. Employers tend to recruit students for internship training and those with the right job skills are identified and later retained in employment within the same organization or recommended for employment elsewhere.

#### Box 2: Hotel recruitment

*Although the hotels interviewed varied in size (by customers and net worth); clientele and location they all highlighted similar patterns in their recruitment processes and in their approach to labour market inclusivity of persons with disabilities. The main talent pipeline through which they attract and recruit staff is through internship programs. Internships span anywhere from three months to six months. Renowned training institutes looking to get work experience for their students typically provide interns. From these interns, in some cases, about half are retained as full time staff while several others continue to work with the hotels on an ad hoc basis when needed for events*

*etc. As a result, whenever the hotels get any vacancies their first port call is the large database of former interns who already have experience working with them. This eliminates the need to advertise and interview in the recruitment process*

Some persons with disabilities get connected to the labour market through working as interns in DPOs, private and public institutions. However, there is no specific guideline that specifies internship quotas for persons with disabilities. Some of the institutions known for providing internship opportunities for persons with disabilities include: DPOs such as NUWUDU and NUDIPU and UMEME. In the banking sector for example, Opportunity bank has instituted an initiative that requires any new bank branch to employ a person with disabilities.

### 5.1.2 Trial job placement programmes.

Through a project for supporting persons with disabilities, there are organizations (e.g. Restless Development) that encourage other entities/institutions to employ persons with disabilities on trial and subsequently the disabled can be absorbed as employees of the organization. Here, the organization (e.g. Restless Development) requests other institutions to hire persons with disabilities on trial and it pays the employed persons with disabilities (for instance over a period of 6 months), as the employer vets the employed persons with disabilities to understand the skills and ability that they possess. This initiative is pronounced in urban areas such as Kampala – not much is being done upcountry.

### 5.1.3 Internationalisation and externalisation of labour market.

Internalization is not currently vibrant like externalization. Externalization of labour market is being done through registered companies at MoGLSD, where most of the companies are exporting labour to Arab countries. However, both internalization and externalization functions do not have very clear modes of operation. There is no special consideration for persons with disabilities under both internalization and externalization. For externalization, it is purely business driven by profit motives and inclusion of persons with disabilities is not a priority to them, for example, a key informant reported that linking persons with disabilities to Arab countries for jobs is not something they have been doing – “*a person with disabilities cannot be taken to Arab countries for work*” because the recruitment agencies fear recruiting them, thinking they are not able.

*Efficiency is key; what a non-disabled candidate can do in one day, it might take a person with disabilities to finish the same task in one and a half days, which has an effect on the organisations' performance. KII Recruitment*

### 5.1.4 Private recruitment agencies

Private recruitment agencies coordinate or link potential employers and job seekers. They mainly operate in the central region – especially Kampala. Major towns such as Mbarara also have private recruitment (about one). The existing private recruitment agencies are general recruiters. There is none that focuses on persons with disabilities. The private agencies respond to their client's (employer's) needs.

*"The recruitment is competency based; it is open competition as long as people have the required competencies. The process is primarily driven by the clients- they sometimes ask specifically for women or may ask to be presented with CVs where 80% are women. I have never had a client ask for a focus on persons with disabilities. Although when a qualified person with disabilities has been presented to a client, it has not been an issue", KII Recruitment Agency*

The Agencies sometimes make weekly radio adverts for both persons with disabilities and able-bodied job seekers. They also use technology such as WhatsApp groups and use recommendations through their networks to link job seekers and employers. In an upcountry setting (e.g. Mbarara), the private agency reported that local radio advertisement is the most effective mechanism for informing and attracting persons with disabilities into the labour market. However, this may be a hindrance to some forms of disability. Other hindrances are; lack of self-esteem among persons with disabilities, and some employers do not accommodate persons with disabilities. They also reported that some persons with disabilities are ignorant and not ready for the job market – they need to be trained in CV writing and interview preparation.

### 5.1.5 Public service

The most utilized labour market coordination platform by the public service is through media advertisements and use of notice boards. Although the public service employs some persons with disabilities, the public service recruitment system is not very sensitive to disability. This is reflected in terms of labour market coordination especially job advertisements. Most of the public service jobs are advertised in Newspapers or notice boards which are hard to access by persons with disabilities. Also, the public service job application forms do not provide for information on disability. Moreover, some recruitment processes may include physical fitness tests even if unrelated to the job function (KII Public sector).

Employment in public sectors is regulated through numerous commissions;

- Education service commission for secondary and tertiary.
- District service commission for primary, health workers and local government jobs.
- Public service commission for higher-level government jobs.
- Judicial service commission, excluding appointment of judges.
- Health service commission.

### 5.1.6 Coordination efforts at MoGLSD

There is a desk for coordination at labour department - MoGLSD, but it serves the general public. It is not specifically for serving/coordinating persons with disabilities. The department tries to coordinate job seekers and employers. Job seekers submit their documents and register at the desk, and potential employers submit job vacancies and requirements. However, some foreign private companies are reportedly abusing the system<sup>7</sup>. They get job seekers through the coordination arrangement, but they do not offer contracts for the job seekers. They also do not want to spend on recruitment. However, the desk has been redundant and is trying to become active due to externalization – a few persons with disabilities are taken abroad to work – but mainly for high level jobs. There is no specific coordination mechanism for persons with disabilities. While there is no evident plan to establish a specific coordination mechanism focusing on persons with disabilities, the MoGLSD is generally sensitive to issues of persons with disabilities. For example, there is affirmative action to employ persons with disabilities in certain job positions. For instance, the gender officer has a disability.

### 5.1.7 Labour Market Information System (LMIS)

While the MoGLSD is trying to pilot a LMIS, not much has been done. It has mainly concentrated on registering those who are going out/abroad for jobs (mainly casual). Potential local employers are not recorded in the system; it is only employers abroad that are recorded. Job seekers (i.e. the general public not only persons with disabilities) go to MoGLSD and are registered – this is mainly being done for jobs that are abroad e.g. in Arab countries. The system is demand driven, without any special consideration for persons with disabilities. The system does not also capture disability status.

### 5.1.8 Rehabilitation Centres (RCs)

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<sup>7</sup> Reported by a Key Informant

Sheltered workshop linkage system: In the 1960s, disabled graduates from RCs were linked into SWs established in Masaka, Jinja, Mbale, and Kampala, for jobs. This job or labour market linkage system for persons with disabilities has collapsed and is not functional. RCs do not currently have a formal initiative for linking persons with disabilities to jobs. However, there are cases of linkage that are own initiatives of the Rehabilitation Officers (informal) – e.g. in 2017, through informal efforts by Rehabilitation Officer of Kireka RC, two tailoring girls were linked to NYTIL and Omega and Alpha industries in Jinja. In Kampala, some girls were linked to Fine Spinners. At institutional level, no linkages are done because government does not provide start up kits and resources to follow up persons with disabilities after training.

### **5.1.9 Referrals and informal networks**

One recurring finding across most of the focus group discussions held with persons with disabilities is the tendency to use referrals to join the labour market. Given the negative perceptions about their capacities and ability to perform in the workplace, Persons with disabilities tend to get hired only if they have been recommended or referred by some influential persons such as previous employers, teachers who can ably give testimonies about their capability to perform.

## **5.2 Key challenges to labour market coordination system**

Lack of data for labour market planning and coordination: For example, Government sponsors 60 students who are persons with disabilities every year through affirmative action in public universities. However, no DPOs or other organizations are following up on how the 60 persons with disabilities enrolled every year are progressing and whether they are graduating or not (KI interview). DPOs neither collect nor track persons with disabilities in the universities, including their post-university training activities.

Manpower planning gaps at Ministry of Public Service. There is no data on demographics e.g. how many persons with disabilities are enrolled into Universities, and how many are graduating with which skills. Disability statistics are grossly inadequate in Uganda. There are no actual data; most of what is used are estimates and projections.

Discriminatory job requirements: For example, there are job adverts which spell out that applicants must have a valid driving permit. A blind person, for instance, cannot get such jobs because they may never get a driving permit as per requirements of driving permit, and yet he/she may be competent for the job and in position to deliver the technical results required for a given position or job.



In summary, there is no robust and well-coordinated labour market coordination system in Uganda for supporting formal job inclusion of persons with disabilities. What is in existence are fragmented or piecemeal efforts by different organizations and individuals that are in most cases informal and may not be in position to fully support disability inclusion in the formal labour market. Efforts by government (through MoGLSD) to establish an effective LMIS is yet to materialize. However, any initiative that can leverage on the informal setting to formalize it and harmonize the disjointed efforts can create a lasting impact on labour market coordination and inclusion of persons with disabilities.

### 5.3 What are the barriers in disability representation in formal employment?

Persons with disabilities face a myriad of barriers as they try to access the formal labour market. A summary of the research findings from interactions with employers, job seekers, policy makers and recruitment agencies are presented in Table 10.

**Table 10: Barriers to disability inclusive formal labour market**

<p>Attitudinal barriers</p> <ul style="list-style-type: none"> <li>• Low self-esteem among persons with disabilities; they have been made to believe that they cannot do certain jobs; in most cases they do not even apply</li> <li>• The employers and community are sceptical about the ability of persons with disabilities to perform as far as employment is concerned</li> <li>• Persons with disabilities are believed to be slow and unable to multitask yet the work environment demands so</li> <li>• Heavy entitlement/expectation among some persons with disabilities which discourages employers from taking them on</li> </ul> <p>Skill related /Education barriers</p> <ul style="list-style-type: none"> <li>• Most persons with disabilities do not have the requisite skills to compete favourably in the labour market</li> <li>• Persons with disabilities have limited experience because they have not been given a chance, yet job opportunities require experienced people</li> <li>• Most persons with disabilities attended informal trainings so they lack qualifications needed for formal jobs</li> </ul> <p>Physical/environmental barriers</p> <ul style="list-style-type: none"> <li>• Poor accessibility of buildings/potential places of work</li> <li>• Communication barrier; not many people understand sign language. For instance, it would be difficult for a person with a hearing impairment to fit in such a work environment where he/she is less understood</li> </ul> <p>Cost related barriers</p>
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- Hiring persons with disabilities may come with additional costs (e.g. making workspaces accessible or buying assistive devices, guides) which discourages employers from hiring them
- Some employers look at persons with disabilities as an extra burden at the workplace; they earn same salaries as able bodied persons for less output (at times)

#### Other barriers

- Employers rarely provide interpreters for sign language at the interview panel and hence communication between the deaf and hiring managers becomes impossible
- Persons with disabilities in rural areas lack information about available vacancies; even the platforms used to advertise are sometimes not favourable to some persons with disabilities
- Some recruitment methods do not consider various disabilities; for instance, aptitude tests do not favour visually impaired persons – no reading and writing aid is provided.
- Some clients request for employees from recruitment agencies at short notice leaving them with limited time to make the necessary arrangements/preparations to interview qualifying persons with disabilities

**Source:** Author's compilation based on interviews with employers, jobseekers and recruitment agencies

## 6. Policies and Regulations

The Government of Uganda has adopted several laws and policies pertaining to people with disabilities, including their right to productive work. The table below summarizes the policy content of selected policies and regulations in relation to inclusion of persons with disabilities in employment.

**Table 11:** Policies and regulation related to disability inclusive employment

Policy Document	Content in relation to disability inclusive employment
Disability related legislation and policies	
Disability Act 2006 (No.12 & 13)	Makes provisions for the elimination of all forms of discrimination against people with disabilities and towards equal opportunities, including in relation to employment. Provides for tax reductions to private employers who employ persons with disabilities either as regular employees, apprentice or learner on a full-time basis. Empowers the Minister for labour to determine the quota of persons with disabilities workforce and shall use statutory instruments to publish the agreed quota
Disability policy 2006	Provides a human based framework for responding to the



	needs of persons with disabilities
National Council for Disability Act (No.14), 2003	Monitors and evaluates the rights of persons with disabilities as set out in the international conventions and legal instrument, the Constitutions and other laws
Employment related policies	
Equal opportunity Act, 2007; Employment Act 2006	Both prohibit discrimination of persons within employment based on disability
National employment policy (2011)	One of the policy priority areas is to improve employment of vulnerable groups including persons with disabilities. Some of the strategies there in include; collection and disaggregation of data by disability, implementing provisions of the disability policy (such as recruitment, accessibility, participation and enhancement of their capabilities), designing programs that benefit persons with disabilities, including persons with disabilities in decision making processes, provision of tax incentives on any costs incurred by the private sector organizations as a result of employing and facilitating persons with disabilities at the work place, sensitization on the needs and capacities of persons with disabilities
Employment regulations 2011 (page 16)	The regulations stipulate that employers shall: when advertising vacancies, encourage persons with disabilities to apply; shall not, while conducting interviews for employment use screening methods which have the effect of discriminating persons on grounds of disability, provide assistive devices and necessary assistance during the interviews; ensure work places are accessible and assistive devices; equal opportunities and treatment at the place of work; re-deploy, re-orient and re-align employees who become disabled in the course of his/her employment. The Ministry responsible for labour is required to provide information on persons with disabilities, provide (to employers) information on necessary assistance and devices regarding the nature or categories of disabilities.
The Workers compensation Act, 2000	Provides for compensation to workers who are injured or disabled through industrial accidents
Education related policies	
Business, Technical and Vocational Training Act, No. 12, 2008	Promotes equitable access to education and training for all disadvantaged groups including persons with disabilities

Despite the existence of the policies, only a handful of employers (10%) and employees (12%) indicated the availability of a disability policy at their workplace (UBoS 2018). Comparison by ownership shows that, more employers (28%) and employees (22%) in the Public organization reported availability of a Disability policy at the workplace while it was only 4 percent and 6 percent of employers and employees in Private organizations respectively.

### **6.1 Challenges related to policies, regulations, and programmes for supporting disability inclusive employment.**

Across the different sectors, finance, ICT, Agribusiness, tourism and hospitality and even the recruitment companies there seems to be either little or no awareness of the tax waiver or in some cases no interest in it. The 2 percent tax waiver given to firms that employ persons with disabilities to the tune of at least 5 percent of total employees (staffing) does not seem to be providing the intended incentive for the formal sector companies to try and employ more persons with disabilities. Others are just not aware of this provision; when informed of the tax waiver policy, some recruitment firms were interested to get more information about it since they felt that it is something they could easily present to their clients in a bid to improve the inclusivity of their recruitments.

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#### **Box 3: Respondent voices towards tax waiver**

*“The tax waiver for those employing a considerable number of persons with disabilities used to be 15%, but this led to poor employment behaviours and it was reduced to 2%”, KI Public sector*

*“Some employers just take on persons with disabilities for the sake of getting a tax waiver, but their workspaces aren’t disability friendly and persons with disabilities end up being frustrated” FGD participant, Jinja*

Lack of clarity on handling employees who get disabled during work. Some people get disabled in the course of work, however, most of them are retrenched when they become disabled, instead of being redeployed. DPOs and/or key informants reported that this is a serious policy gap that must be addressed, because being disabled while working should not translate to automatic retrenchment.

Lack of provision for job and technical aids for persons with disabilities. Existing policies do not have provision for supporting persons with disabilities who are employed with job aids. These include; jaws and braille for the blind, wheelchair, hearing aids, and personal aides among others. Once employed, a person with disabilities has to suffer looking for job aids in order to perform their duties.

According to the respondents, most of these gadgets are quite expensive and unaffordable to persons with disabilities. In addition, the policies do not have special provision such as accommodation (at or nearby workplaces) and transport facilities for persons with disabilities. Due to such hindrances, some persons with disabilities have resigned after getting employment because of failure to cope (KI interview, Public sector).

Policy vagueness. Most of the policies and regulatory framework are too generic, without specific actions for supporting persons with disabilities. For example, there are not specified quotas (e.g. proportion of persons with disabilities) that have to be recruited in public service (Public Service Act) or district service commissions, other government agencies, and private sector. The Equal Opportunities Commission (EOC) Act is also not very specific on disabilities. Furthermore, the Public Finance Management (PFM) Act has a requirement for certificate of equity, which allows for assessment of how budget appropriation is done in totality, but it does not bring out labour actions clearly.

The Disability Act (2006) compels public service to specify how many persons with disabilities are recruited. However, no report or information related to compliance to the specification/requirement has been produced since it was established. This makes it hard to assess or understand implementation progress.

Weak disability representation and insufficient or no participation of persons with disabilities in policy development. Most of the policies and programmes are designed and implemented with no or very low level of involvement of persons with disabilities in the processes. At policy or decision-making levels, persons with disabilities are also weakly represented. Some of the representatives of persons with disabilities have gotten jobs for persons with disabilities e.g. in Universities and tertiary institutions. However, this depends on the extent and quality of advocacy as well as representation in the institutions. With weak representation and advocacy, there are less jobs created for persons with disabilities. Another example is in districts - where there is strong disability representation in District Service Commissions (DSC), persons with disabilities are employed in the formal sector (for example as teachers).

Non-functional Disability Advisory Board: Government established this Board, but it has collapsed. The Board has been changed to Community Based Rehabilitation (CBR) Steering Committee housed at the MoGLSD. The committee has a multi-sectoral composition to address issues of disability holistically. However, it is not resourced, so it is not fully functional.

Lack of awareness: Many legislators and policy makers are not fully aware of disability issues in the labour market hence they cannot advocate and plan well in order to push for disability inclusiveness.

Limited choice of courses for persons with disabilities in University education. For example, in Kyambogo University, most persons with disabilities pursue Community Based Rehabilitation course. In Makerere University, most of them pursue Community Psychology course. Persons with disabilities tend to think that these are the only courses they can undertake yet there are other courses, which produce more marketable graduates. They end up not pursuing marketable courses, hence affecting their absorption in the job market. Policy implementers tend to think that Community Based Rehabilitation is the only course that persons with disabilities should take in Universities. This mindset must change to ensure that persons with disabilities can pursue marketable courses that make them to transition smoothly from universities to formal employment.

## 7. Emerging Issues and Recommendations

### 7.1 Emerging issues

- Although Government has formulated a range of policies, they are out rightly ignored, or not being effectively implemented.
- Most employers are ignorant about the existing incentives of employing persons with disabilities as stipulated in the policies. For instance, many employers are either unaware of the 2 percent tax waiver given to firms that employ at least 5 percent persons with disabilities among their full-time staff. Even those who know about are hardly interested in pursuing it
- The value chain analysis in different subsectors shows that persons with disabilities have a range of job opportunities that they can easily engage in if they have the requisite skills
- Although employers claim to have a no-discrimination policy, they are still biased, with negative perceptions regarding the capacities of persons with disabilities and their ability to deliver
- The persons with disabilities do not have the required support to participate fully in the labour market. They lack assistive devices, accessibility remains a challenge and some recruitment methods are not accommodative
- Persons with disabilities have less access to education, life skills and vocational training
- There is no robust and well-coordinated labour market coordination system in Uganda for supporting formal job inclusion of persons with disabilities.

### 7.2 Recommendations

### *Policy framework*

- Bolster implementation of existing policies on disability inclusion (accessibility, quotas, tax waivers etc.). This could be done through provision of persuasive incentives for the private sector, advocacy for quotas (where feasible) in specific workspace and sensitisation of employers regarding disability inclusion

### *Demand side*

- Encourage employers to advertise jobs widely (various avenues) and include a specific clause encouraging persons with disabilities to apply. Particularly, job adverts should be made using channels that are easily accessible by persons with disabilities.
- Employers should be sensitized to provide supportive structures at recruitment and during employment
- Establish or functionalize the Labour Market Information System (LMIS). There is need for a robust and well-coordinated labour market coordination system, for example based on a LMIS. Leveraging existing informal systems and harmonizing current disjointed initiatives is an important step to begin with.
- There is sizable number of the labour force that is semi-formal – overlap between formal and informal sectors. These people could be supported to cross to the formal sector to generate more opportunities for more inclusive employment
- Collaborate with employer organizations such as FUE, NOTU, Human Resource organisations to sensitise member organisations about eliminating barriers and facilitating inclusion of persons with disabilities in the formal labour market. This could be done through workshops and conferences organised by the umbrella organisations or through targeting meetings with these organisations. Where possible, official MOU's focusing on specific areas of collaboration on disability inclusive employment could be looked into.

### *Supply side*

- Empower persons with disabilities with vocational skills and on job trainings and upgrades in education to be able to perform well and keep their jobs
- There is a need to make existing vocational training institutions more inclusive to be able to attract persons with disabilities and retain them
- Career guidance to disabled students to encourage them to apply for available vacancies beyond the vacancies in Disability Persons Organisations (DPOs)
- IT skills were highlighted as cross cutting and applicable to most jobs across the various sectors. Subsequently there is a need to provide ICT infrastructure for persons with disabilities to boost their skills; i.e. computers at the various schools for persons with disabilities and community access points.

### *Support services*

- Advocacy (show what persons with disabilities can do), use champions of persons with disabilities who have made it to show abilities of persons with disabilities. Those with mild to moderate disability stand better chances; emphasis should be put on these. Advocacy should follow a targeted approach for increased effectiveness across-the-board; from national/central (e.g. ministry and public service as well as private sector umbrella institution level) to lower levels (e.g. District Service Commissions and Community Based including Non-Governmental Organizations).
- Lobby for internships and encourage companies to provide work experience placements for persons with disabilities. There is already an existing Uganda Graduate Scheme that the Inclusion Works Project can take advantage of; persons with disabilities are target beneficiaries under this Scheme and the aim is to have 10% graduates with disabilities recruited.
- DPOs should consider signing memorandum of understanding (MoUs) with recruitment agencies and provide information on qualified persons with disabilities for consideration
- Create a platform where junior/mid-level managers (mainly in private sector) can interact with young people with disability and collaboratively create prototype solutions to overcome some of the organisational/attitudinal barriers identified
- There is need for massive behaviour change communication (BCC) activities for both employers and persons with disabilities to work on the negative perceptions/attitudes, stigma and discrimination. This could be achieved through a BCC strategy/sensitization plan

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## Annexure 1: Average GDP %change (2010-2018)

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<b>GDP at market prices</b>	<b>5.2</b>
<b>Agriculture, forestry and fishing</b>	<b>2.6</b>
Cash crops	3.4
Food crops	2.3
Livestock	2.4
Agriculture Support Services	3.3
Forestry	4.0
Fishing	1.4
<b>Industry</b>	<b>5.8</b>
Mining & quarrying	12.2
Manufacturing	3.4
Electricity	7.1
Water	6.2
Construction	7.4
<b>Services</b>	<b>6.2</b>
Trade and Repairs	3.3
Transportation and Storage	6.8
Accommodation and food service activities	6.3
Information and Communication	15.4
Financial and Insurance Activities	8.9
Real Estate Activities	5.5
Professional, scientific and technical activities	1.6
Administrative and support service activities	5.7
Public Administration	1.0
Education	6.1
Human Health and social work activities	5.0
Arts, Entertainment and Recreation	4.4
Other Service Activities	9.1
Activities of Households as Employers	3.2
<b>Adjustments (Taxes on products)</b>	<b>5.7</b>

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Source: UBoS 2019