

Capturing the Evidence of Change in the
Construction Sector through Business
Partnerships under U-Learn II

Experience paper



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Business Partnership

Case Study and Impact Stories from Wakiso (Central Uganda) and Jinja (Eastern Uganda) Districts.

Project U-Learn II

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1. Background

U-Learn Phase II is a five-year project (2016-2021) implemented in Tanzania and Uganda in partnership with Mastercard Foundation. It builds on U-Learn Phase I (2011-2016), which was part of the Foundation's 'Learn, Earn and Save' initiative.

The objective of U-Learn Phase II is to raise 7,500 young people in Uganda and 7,500 young people in Tanzania out of poverty, sustainably, by increasing their competitiveness in the job market and improving their opportunities for self-employment. This goal will be reached by demonstrating the value proposition of engaging the young women and men in business models across agriculture, hospitality and tourism, and building and construction market systems; facilitating market-relevant skills and financing mechanisms for business start-up and growth; and promoting access to business support services and learning platforms.

In the project's first year, the team facilitated the development of partnerships between the youth and various companies, to introduce inclusive business models that demonstrate a commercial advantage for both parties. These business models are called 'Shared Value Partnership Models'.

To facilitate these shared value partnerships in the building and construction market system, U-Learn Phase II pursued a series of opportunities with selected private businesses. These partnerships aimed to increase the understanding amongst the private businesses of the benefits of working with the youth; increase the skills amongst the youth to facilitate more opportunities with the businesses; and build a learning environment to stimulate part-

nerships between the youth and the private sector actors across the wider construction market system.

Two of the leading engagements from the private sector businesses involve:

- Hallmark Painting and Construction Ltd. (Hallmark)
- Miirō Electrical and Civil Engineering Services Ltd. (Miirō)

The U-Learn Project engaged the above businesses to facilitate similar shared value partnerships between the businesses and the youth, as U-Learn had successfully developed in other market systems in the project's first year. The partnerships were developed with the intention of demonstrating the potential in scaling-up business activity in the construction companies by engaging young people as market actors.

The partnership's success was measured via a combination of economic and social indicators to assess changes in the lives of the youth, their communities and businesses in the construction market system.

Details regarding the processes followed in developing the partnership have been documented in an earlier publication of Swisscontact: *Business Partnership Learning: A Synopsis of Lessons Learnt of Past Partnership and Partner Engagement Methodology*.



2. Rationale for the Partnership

Labour Market Challenge and U-Learn Approach

The construction sector in Uganda is growing with a government commitment of the largest share of the annual budget starting 2016/2017 of 30% dedicated to the construction sector¹. This investment is expected to lead to the growth in the construction sector, alongside a growth in the economy.

Furthermore, it is forecast that urbanisation and an increasing demand for housing in urban centres will require investment in the housing construction market².

According to the market survey conducted by Swisscontact, the main anticipated opportunities within the sector include construction of residential and commercial housing units, building of water reservoirs, boreholes, shallow wells and springs, dam construction (Kiira hydropower and others), solar power stations, road construction (express highways), airports and airfield construction (Kabale airport-Hoima), railway works (SGR), oil refinery, pipeline and oil wells construction, sand sales in Hoima district and the sale of construction materials.

Currently, these public and private sector projects are delivered through a combination of large international construction companies and smaller, locally-based contractors. However, in both cases companies rely on regional or international labour to deliver quality services under these contracts. Key

constraints of companies in securing local labour includes low skill levels of workers and low volumes of professional labour in the construction sector. A recent market assessment conducted by USAID found that youth are part of the emerging labour force across sectors in Uganda. Most youth are school dropouts and have very low skill levels³. This makes it difficult for them to secure and retain professional jobs.

The U-Learn Project aims to work with out-of-school and drop-out youth to increase their understanding of the professional opportunities in the construction sector in Uganda, increase the skills of these youth in specific areas of construction work that are in demand and increase the ability of the private sector companies to invest in youth to serve their labour needs, locally.

U-Learn II engages willing and able local private sector companies to develop partnerships that can enhance the skills of selected youth under a shared value partnership model, thereby creating an immediate income opportunity for the youth and reducing the cost of labour for companies.

This paper examines the benefits to two specific business partners from the shared value partnership and the social and economic impact on the lives of the young people that were engaged by the companies under these partnerships.

¹ <https://www.export.gov/article?id=Uganda-Construction>

² <http://www.worldbank.org/en/news/press-release/2015/03/03/managing-rapid-urbanization-can-help-uganda-achieve-sustainable-and-inclusive-growth>

³ USAID Assessment Youth and Agriculture in Uganda 2014



3. Shared Value Partnership and Partner Profiles

The process of engaging private sector companies began with a market scoping, which was led by a technical expert in the construction sector of Uganda. This expert is also a member of UNAB-CEC (Uganda National Association for Building Construction and Civil Engineering Contractors), and has sound knowledge of large-, medium- and small-scale construction companies involved in various construction projects across the country.

The technical expert was tasked with engaging several private sector SMEs (small and medium enterprises) and assessing the willingness and capacity of these companies to test innovative share value partnership models by engaging and investing in unemployed youth and training them to deliver high-demand services to the wider construction sector.

From a shortlist suggested by the technical expert, the U-Learn team held discussions with the companies to understand their unique business models and identify areas of opportunity that the unemployed youth could tap into. Based on the needs of the companies, U-Learn mobilised and prepared youth in the target areas and facilitated the partnership between the youth and the companies by demonstrating a win-win commercial benefit for both.

A Memorandum of Understanding (MoU) with Miiri Electrical and Civil Engineering Services Ltd. was agreed on 28th of April 2017 and subsequently an MOU with Hallmark Painting and Construction Ltd. was agreed on 30th of June 2017. Both agreements allowed engagement with the youth to begin immediately after signing the MOU. Details on both companies are given below.

Hallmark Painting and Construction Company Ltd.

Hallmark is a painting and artwork company serving the construction market sector. The company began its operations in 2005 and registered as a limited liability company in Uganda in 2008. With 13 years' experience in painting services, Hallmark is recognised as a quality service provider where accuracy and diligence is required for high quality paint work. Some of their key services include designing exteriors for building projects, renovation with wall art, and branding and signage for corporates and construction companies.

In 2014, the company began to increasingly face challenges on projects where the buildings required painting but did not have the appropriate finishing. This required Hallmark to take on additional tasks of providing last-leg finishing on buildings before they could commence their painting services. Over time, Hallmark became a key provider in this new area of

service, building credibility as a high-quality service provider. As the company grew, they identified that the market was constrained by a limited number of skilled labourers and became keen to recruit and train task-specific labour. The company has been searching for labour to meet its growing contracting needs but has thus far not been successful.

Hallmark was recommended to the U-Learn Project by the construction sector technical advisor as a potential partner with interest in building their labour capacity. The U-Learn team met with Hallmark and shared ideas on recruiting out-of-school youth, developing an in-house learning programme and creating a pool of skilled workers to execute the company's contracts. Both parties found this to be a credible venture and agreed to work together under a common interest.

4. Key Results

Miuro Electrical Services and Civil Engineering Ltd.

Miuro has a long history of providing electrical and civil engineering services to the construction sector in Uganda. It was first established in 1982 by Frank Miuro as a single member company serving Jinja and its surrounding areas. Frank's son – Patrick Frank Miuro, now the Managing Director - inherited the company and grew it to its current state. The company now employs 12 permanent staff and management, engages 20 permanent workers and engineers as well as an average of 50 temporary contract workers. While the company remains based in its hometown in Jinja, it can now serve a much larger region, due to the growing popularity as a high-quality service provider.

As an electrical services company, Miuro requires a high level of technical skill from its workers. Most of their projects are contract-driven and the company faced challenges related to low skill levels among its contract workers. In order for the company to be able to grow, Miuro needed to ensure that skills training was readily available to workers that wanted to enter the field. They found that the vocational training institutes were not able to produce

the calibre of young people required to deliver the high-quality services that the market expected from the company.

Following the same method as in case of Hallmark, Miuro was introduced to the U-Learn Project by the technical advisor for the construction sector. The U-Learn team met with Miuro, where Patrick shared the labour force challenges faced by the company and that were limiting the company's growth. Patrick and the team discussed the possibility of adopting a shared value partnership model whereby Miuro would extend its knowledge and expertise to young people while enjoying the services of skilled youth who could deliver quality work projects. U-Learn also explained the value that the project can bring with regards to career counselling, youth selection and skills development that would reduce the risk of the company in working with the youth. Upon mutual consent of this model, U-Learn and Miuro agreed to explore a shared value partnership model to set up a youth engagement platform at the company.

Public Benefits (to youth)	Private Benefits (to companies)
Improved, market-focused technical training for youth beneficiaries.	Increased availability of high quality labour, which has resulted in efficiency in the local construction sector and higher long-term returns for companies.
Increased direct income for at least 200 out-of-school young people.	Through the positive marketing of its trained labour, the company has increased its visibility as a high-quality service provider.
Increased youth participation as market actors in the construction sector.	Construction companies see value in trained youth and saw a graduate retention rate of 60% as in-house labour, while the rest were successfully referred or sub-contracted to other companies in the market.
Increased retention of graduates from training programmes might lead to increased youth acceptance of construction sector opportunities.	Demonstrated the value in youth employment through the learning model and reduced the perceived risk of companies in youth engagement.
Created market linkages between private companies and district level governance bodies responsible for youth engagement for long-term placement of out-of-school youth in the construction sector.	Established linkages with district level governance bodies, created an avenue for private companies to recruit youth and enrol them in an on-the-job training programme.
Through demonstration of young women's ability to participate in the construction sector, empowered young women to access income-generating opportunities in this sector.	
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*Barbara Nakaizza
Wakiso District in Central Uganda*

5. Youth Stories

Capturing the Changes in Beneficiary's Life

To capture the stories of the young men and women that are becoming involved in the construction sector, three selected profiles of youth beneficiaries under the current business partnerships have been shared below. Women's cases have been specifically included in this paper to highlight that a high degree of empowerment and community acceptance of women in construction has been achieved through the business partnerships in the construction sector.

Barbara Nakaizza is 22 years old and lives with her parents and three of her siblings in Wakiso District in central Uganda. Barbara has been fortunate in that her family supports her decision of higher education and professional training. They are hopeful that a professional career will provide her with a regular income and that she will be able to contribute towards household expenses.

Barbara was a keen student and wished to complete her secondary education and enter a university where she could study architecture or engineering. She knew that this would not be possible from the income of her household and therefore secured a sponsor who was willing to support her secondary school education.

With one year remaining to graduate, her sponsor withdrew the support; this forced Barbara to drop out of school, which significantly reduced her chances of finding lucrative work or going to university. She was forced to take jobs that were readily available to her, including working in the neighbourhood shops and small hotels. She found these jobs to be "unclean", meaning they were irregular and unstable, with unreliable income and less dignified, where society and the community are not accepting of for young girls. She was most concerned with jobs where she could not see a

professional growth track. However, Barbara did not let this disappointment take away her courage and she continued to look for an opportunity that would enable her to pursue a professional career.

Following the profile of the three youth, the key direct economic and social impact was captured through focus group discussions and interviews with the business partnerships beneficiaries.

Career guidance from the U-Learn Project allowed her to understand the opportunity in the sector as well as open her mind to the roles that she could play as a woman. Despite the pressure from the community and rejection of her choice to work in the construction sector, Barbara was encouraged and became willing to invest in her professional development through the partnership programme.

She was given information about several skills and ultimately chose to learn about the painting of buildings. She chose this path because she enjoys art and the career guidance demonstrated an attractive income opportunity for painters who excel in their work. She hopes to master this skill to fully benefit from the market opportunity and to encourage other women in the community to join the work.

With her increase in income, Barbara aspires to one day build a home for her family. She is also keen to learn the various other sub-components of the construction sector - particularly tiling, so that she can continue to grow in the construction sector and teach others in her community.



Kakayi Bayati *Town of Jinja in Central Uganda*

Kakayi Bayati is 23 years old and lives in a small village two hours outside the town of Jinja, located in eastern Uganda. Her family has been very supportive of her decision to pursue a career that will allow her to earn enough money to care for herself and her family. However, the pressures of looking after her younger siblings forced her to drop out of school two years before completing her secondary school education. She found a job as a waitress at a small hotel in town and did some trading at the local market to make ends meet.

Kakayi struggled at these jobs and yearned for a better and more professional career. She had never considered a career in construction but was very curious about construction projects in her village and interested in understanding brick laying, masonry and painting, so she could one day fulfil her dream of building her own house.

The career guidance from U-Learn was the perfect opportunity for her to explore a career in construction. At first, Kakayi was concerned because she did not have the means to move to a larger city like Jinja and was not sure if she would be able to do the job properly. She was happy to hear that the partnership model with Miiró would facilitate the move and make it easy for her to learn this new skill.

When she first started this training and took frequent trips to Jinja, leaving her family behind, the community did not accept her decision. Her family was told this was a man's job and that Kakayi would not be successful. Several months after taking part in training and gaining confidence in her work through the training programme at Miiró, she told the community what she had learned. They challenged her to go to a work site within the village and prove her skills – which of course, she did. The community remained amazed that a young woman can work in what was perceived as a man's profession and they are inspired to let other girls in the community follow a similar path as Kakayi. The community rewarded her by paying a token sum of money as appreciation for demonstrating her skills as a brick layer and working on the local construction site in the village.

This served as an example of gender competency to the community and harnessed a new spirit in Kakayi for continuing to give back to the community what she had learned through her construction training.

As more youth - including young girls - see Kakayi's success, they become more curious about the business partnership. To date, at least six other female youth (in the neighbourhood within her community) are interested in joining the programme if U-Learn rolls out another partnership in Jinja.



John Paul Bbosa
Town of Hoima in Central Uganda

John Paul Bbosa is 22 years old, one of four children in his home and has been disabled since birth. He has faced many challenges in the labour market due to his physical and mental impairments, was unable to complete a formal education and had difficulty securing any kind of job. He was however always a determined young boy and worked hard to get through early education up to the completion of primary school. After primary school, he joined his mother in casual labour but was unable to secure work for himself. His determination continued as he looked for an opportunity to generate an income for himself and his family.

John Paul heard about the U-Learn Project in his community and registered to join the programme. Hallmark Construction was interested in hiring him despite his physical and mental impairments and John Paul went through training on several sub-components of the construction sector, including brick laying, metal works and painting. He performed best and was most excited when preparing surfaces for painting and then applying paint with precision. This made Hallmark as well as John Paul

himself, confident and excited to specialise in this area of construction work. Hallmark agreed to give John Paul an opportunity to try painting as a form of income generation on a key residential housing construction project. He proved to be an asset to the site team he worked with. His patience and diligence made him a leading worker on site delivering nothing less than the standard of high-quality work that Hallmark demands.

John Paul inspires other young people by his tenacity, motivation, commitment and does not fix limits to himself and is very resilient and strongly believes that this new opening will not only support him but also his family. On site, he is very generous, shares, helps and supports others to take on tasks with dedication.

This opportunity has transformed his life by increasing his income, but more importantly his morale and confidence in becoming a productive member of his household and contributing towards educating his three siblings. His mother is extremely proud of him and hopes that his future will be bright.

6. Direct Economic and Social Impact on Youth from Business Partnerships

To measure the economic impact, we have used the indicators relating to income and professional development and to measure the social impact we have focused on youth empowerment and community engagement.

The choice of economic and social indicators was based on early focus group discussions amongst youth. Each is further explained in the respective sections below.

Economic Impact

Youth who attended the career guidance were mostly school drop-outs who had left in their final year or a maximum of two years before graduating secondary school. The main reason for dropping out was almost always a sudden shortage of income or inability to pay for school-related expenses. Prior to their engagement with U-Learn, youth were also under-employed as the opportunities for employment close to their homes were minimal. The youth also expressed their unhappiness in working as day labourers on someone else's farm, working in bars and restaurants, or in mining. They were seeking professional opportunities with a long-term prospect for progress, where the quality and dignity of work is much higher.

Youth across sectors have shown higher interest in work where they are more empowered to take control of their lives and see a long-term opportunity for income generation and professional growth. In comparing recent youth satisfaction in the agriculture sector versus that of youth in the construction sector, it is our assessment that a key distinction between the youth that opt for opportunities in the agriculture sector and those that opt for the con-

struction sector is the level of formal education attained, along with rural vs urban dynamics. On average, youth engaged in the agriculture market are primarily in rural or peri-urban areas, with an incomplete primary level education, whereas most of the youth that opted for the construction sector have almost completed their secondary level education. The higher level of education has also been valuable in enabling youth to learn the more technical skills required to become professionals in the construction sector.

Whilst the primary driver of youth engagement remains income, the youth express a keen interest in professional development and opportunity for career growth.

Each of these areas can have a starting labour rate of USh25,000 (equivalent to \$7) per day. However, for wage labour to make that amount per day they need two to three years of training and advanced skills in their specific area of work.

The youth targeted for business partnership are not yet skilled enough to take advantage of the market opportunities, since they are still in the

learning process. These youths also do not have the ability to pay for further education, technical training or vocational schools that could lead to higher incomes.

Short-term income generation

Skilled labourers in the construction sector are required to have experience in at least one of the following key work areas: masonry, painting, brick making, electrical, plumbing and mechanical works.

Each of these areas can have a starting labour rate of USh25,000 (equivalent to \$7) per day. However, for wage labour to make that amount per day they need two to three years of training and advanced skills in their specific area of work.

Given this scenario, the business partnership under the U-Learn Project creates opportunities for interested youth to receive on-the-job training that will lead to higher incomes. Whilst under training, the partnership ensures that the youth have their basic expenses covered through a stipend programme provided by the companies, in addition to housing during working days.

The youth targeted for business partnership are not yet skilled enough to take advantage of the market opportunities, since they are still in the learning process. These youths also do not have the ability to pay for further education, technical training or vocational schools that could lead to higher incomes.

The youth have reported that the benefits and stipend are sufficient for them to take care of their daily needs as well as visit their families when they are not on the job.

Under the partnership programme, youth receive a standard compensation package from the company:

1. Housing = USh15,000 per day
2. Food = USh2,000 per day
3. Cash Stipend = USh10,000 per day

Long-term income opportunities

From global research⁴, we know that there is some evidence that on-the-job training programmes improve skill levels and stimulate further training or study. There is also some evidence that such learning-by-doing training can increase wages and have a positive effect on subsequent employment. Therefore, for the purposes of this assessment, we consider the long-term income opportunity for trained youth.

For direct income opportunities, it is expected that the youth will need anywhere between six months and two years to fully train as marketable skilled labour in the construction sector. During this time -and as the youth increase their skills and take on additional responsibility - the stipend is increased from an initial US\$10,000 to US\$12,000 per day.

Under the business partnership, 200 youth were assessed and qualified by the companies for employment. The companies that trained the youth retained 60% of the graduates and agreed to pay them a starting professional rate of income of US\$25,000 per day for their continued services

and an additional 10% could secure US\$30,000 – 40,000 on external projects via reference from the training company. The companies pay the youth a starting rate of US\$25,000, but the majority of them earn more per day depending on the work

Professional development

Youth interviewed described their 'pre-engagement' status as discouraged, disheartened and hopeless. They expressed that the main reason for this disappointment was associated to dropping out of school, which meant that there would be very little opportunity for them in the long run. Most youth aspired to have professional careers with the most common choice being engineering.

done, as some companies pay per square meters accomplished, something the youth prefer. For instance, a painter is paid US\$2,000 per square metre and one can do between 20-40 square metre per day.

In terms of the overall construction market, companies that have entered into business partnerships increasingly see the on-the-job training model as an additional line of business to invest in and develop high-quality, youth-led skilled labour for various jobs across the construction sector. If the businesses are strengthened to further develop the business model, it is expected that a small company with less than five permanent staff members can engage and train up to a 100 youth each year for the construction sector⁵.

Expected daily wage for trained labourers at the end of the business partnership would be:

1. Masonry = US\$25,000
2. Painting = US\$45,000
3. Brick making = US\$20,000
4. Electrical = US\$50,000
5. Plumbing = US\$25,000
6. Mechanical = US\$45,000

At the time of the interview (which was six months into the training under the business partnership), the youth expressed greater confidence and demonstrated a high commitment and dedication at work.

Youth view the on-the-job training as a pathway to a professional career. They are investing their time and working diligently to ensure that they acquire the skills they need to become leading service providers in the construction sector.

90% of the youth interviewed across the two business partnerships showed a strong inclination towards advancing their careers in a construction-related field either as professionals or as entrepreneurs. The main aspiration of the youth is to own a construction business and they believe this is achievable through their commitment to the learning programme.

Key future jobs highlighted by the youth interviewed include:

1. Owning a construction company
2. Leading a construction project in Kampala
3. Building a home for their family with their own team
4. Starting a training school to train other young women in construction
5. Becoming a famous exterior painter with a painting company



⁴ <http://blogs.worldbank.org/impactevaluations/vocational-training-vs-apprenticeships-ugandan-showdown>

⁵ This is an achievable estimate without making capital investments, calculated by small businesses partners in the construction market.

Social Impact

Lack of funds and the inability to complete their education has severely impacted the confidence and hope for a better future amongst the youth. U-Learn believes that through career guidance and bringing opportunities to the youth, the programme can

empower them to become champions of change in their lives as well as within their communities. The study therefore measures the social impact of business partnerships against youth empowerment and community engagement.

Youth empowerment

The construction sector engagement was a unique process, whereby youth were expected to leave their homes and move to semi-urban and urban locations where construction projects were being delivered. The career guidance process empowered them to become more confident in the opportunity and more independent and enabled them to take charge of the economic well-being of their families.

As the young women tell it, several faced their first challenge from within the companies that they had joined. Initially, supervisors and managers (always male) were hesitant and unsure of the ability of the women to work with the precision required in construction work. Some youth reported that supervisors discriminated against the females, particularly when high cost tasks were to be assigned. The female youth reported that fortunately, this changed significantly after they began working.

These lessons and feedback from U-Learn have enabled companies like Hallmark to actively develop tools to integrate female workers into their business activities and harness acceptance. There is however room for companies to improve, for instance by running sensitisation sessions with supervisors and site managers to enable a more inclusive platform for female youth that would like to join such a training programme in the future.

At the six-month mark, the supervisors and managers were reporting that the females were among their best workers. They are considered diligent, detail-oriented and accurate in their performance. This process of learning and changing policy has made a significant contribution to the empowerment of female youth through the business partnerships⁶.

Community development

Further to showing leadership and strength on the job, youth (especially females) did not receive support from their community members. Most of the concerns were regarding their safety and the potential income from these jobs. When interviewed after four to six months under training and on-the-job learning, youth reported that they felt more accepted in their communities and that other youth - including their friends - now look up to them for advice and counsel.

As a result, youth employed under business partnerships between U-Learn and construction companies feel more confident, secure and motivated.

Several women have shown leadership attributes when confronted by the community. The story of Kakayi Bayati earlier in this report is an example of how female youth are positively influencing communities and changing mindsets.

Similar stories have been shared through focus group discussions where in particular female youth have motivated other young women to explore income opportunities in the construction sector by demonstrating success through career guidance and on-the-job training programmes.

Quality of life improvement

The growing confidence among the youth has empowered them to improve their community engagement.

The focus group discussions highlighted that female youth in particular were averse to joining the labour force in the construction sector, largely because of a perception that construction was strenuous, and that opportunities were limited to unskilled wage labour carrying brick, stone and construction materials on sites where buildings or roads were being built.

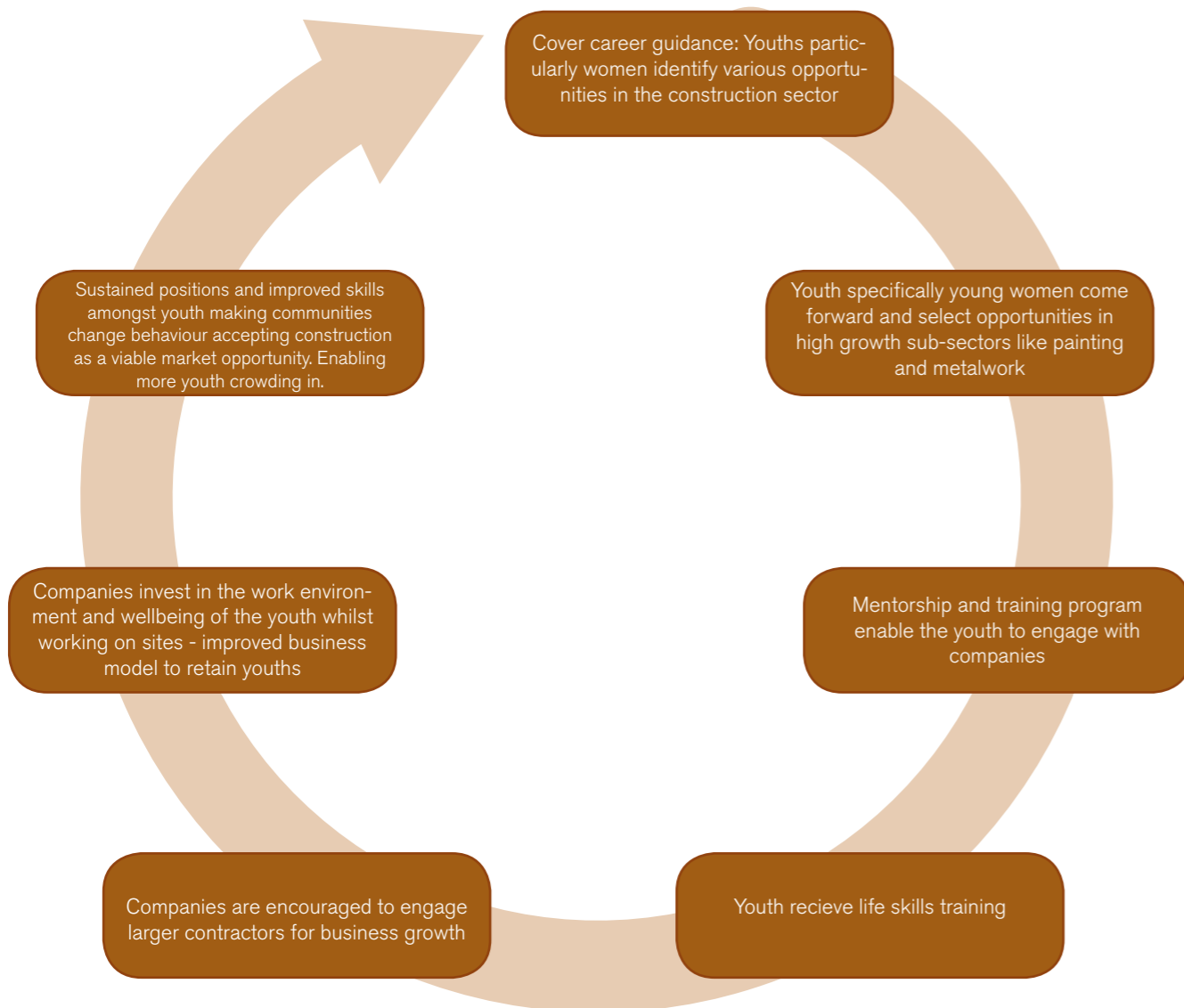
Since discovering the breadth of learning opportunities in the sector and joining the workforce with varying skills, the young men and women aspire to use their newly-developed skills to improve the infrastructure in their communities as well as their family homes at a fraction of the previous costs, by saving on expensive materials and labour.

Skilled youth would like to help local municipalities to make improvements to the local infrastructure for water and sanitation for their communities. This is expected to contribute to improvements in the places where they live and the quality of life of the youth and their communities.



⁶ Quotes from Hallmark site managers and C.E.O.n

7. Success Factors



8. Lessons Learned and Considerations for Future Partnerships

Lessons	Considerations
Specific areas of the construction industry require varying degrees of training and mentoring. Some fields could require youth engagement and skills upgrading for up to two years before being able to maximise on the business opportunity.	Partnerships should consider availing opportunities to youth for experiential skills upgrading. As youth continue to engage in the construction sector, they need to upgrade their technical skills to cope with new technologies and designs. This should be considered as part of the partnership.
Business partners are seeing a business case opportunity in becoming construction resource providers through skilled labour outsourcing.	Consider developing and piloting this as a business model for human resource development.
Materials loss is the biggest risk in engaging unskilled youth labour. Materials are expensive and therefore this can be a deterrent to engaging the youth.	Consider additional avenues for youth capacity-building, for example some theoretical learning on concrete mixing. Construction companies can also separately consider engaging youth in the production of construction materials that will help familiarise them with these materials prior to joining any sites.
Youth continue to prefer electrical technician training; however, the market demand is clearly lowest for this sub-sector.	Consider additional market information for the youth to understand the opportunities that exist in other sub-sectors.
Some youth see themselves as having the potential to be supervisors and managers on sites.	Explore the opportunity for some high performing youth to train as supervisors and managers on construction sites.
The demand for the workers'PAS certification is growing and young people are interested in contributing for their certification. However, within the construction sector, there are some trades where the assessment and training packages have not yet been developed.	The project can explore possibilities of engaging with private construction companies and the Directorate of Industrial Training (DIT) to develop additional Assessment and Training Packages (ATPs) required for certification of new trades.





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