



UNITED NATIONS  
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# NATIONAL POLICY WORKSHOP

Promoting Migrant and Refugee  
Entrepreneurship in Uganda

9-10 FEBRUARY 2021

Kampala | Uganda



SUSTAINABLE  
DEVELOPMENT  
GOALS



Clothes

Learn these words:

a shirt

a shorts

a dress

# Session II: Enhancing Entrepreneurship Education and Skills Training

# **National Capacity-Building Workshop on Promoting Migrant and Refugee Entrepreneurship in Uganda**

## **Enhancing Entrepreneurship Education and Skills Training for Migrants and Refugees**

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# Setting the Context

- Migrants and refugees face a variety of challenges in the context of education and skills training: **language**, **cultural** and **financial** barriers; **physical distance/mobility**.
- There is also the specific challenge of **transferring** and **expanding** their business related human and social capital from origin country to destination country.
- Entrepreneurship education and training can help solve this challenge by developing and expanding **new skills** and **capabilities** as well as **instilling an entrepreneurship mindset**.
- To guarantee success, support/training programmes need to **understand** and **map diversity** in **needs** and **opportunities** across and within migrant/refugee entrepreneurs.
- The content should be targeted to specific conditions of entrepreneurs addressing a mixture of technical, financial, basic business and entrepreneurial skills.

## Situation in Uganda

- **Universal primary and secondary education programmes** in Uganda are great opportunities for new generations including migrant and refugee children given the non-encampment policy.
- **Challenges** remain in terms of lowering **hidden costs of education** and **quality**, **resolving language barriers** and **retaining children** and equipping them with **requisite skills** for the labor market.
- Entrepreneurship education is promoted by the Government and included in school curricula at all levels. It is not clear if entrepreneurial skills programmes are yielding their expected outcomes.
- Many stakeholders, e.g. public, private and civil society, are active in Uganda in supporting youth through skills trainings and entrepreneurship promotion. Some are successful while others fail to deliver expected outcomes.
- According to GEM, less than 20% of entrepreneurs with training prior to setting up business.

# Initiatives and Good Practices in Uganda

**YARID** provides several types of entrepreneurship training with no direct costs to migrants and refugees. There are however indirect costs for transportation and materials used during trainings. Women face additional indirect costs as well.

**Enterprise Uganda:** UNCTAD's Empretec counterpart in Uganda provides entrepreneurship skills training to mixed groups of local, migrant and refugee entrepreneurs through exercising 30 behaviors revolving around 10 entrepreneurial competencies.

**Hope of the Children & Women Victims Violence:** First tackling language barriers and then moving to vocational skills.

**Ministry of Gender, Labor and Social Development:** Through Youth Livelihood Programme and Uganda Women Entrepreneurship Programme. MoGLSD provides seed capital and business development skills to its target groups.

**KiBO Foundation:** A social enterprise that provides various skills trainings including entrepreneurship skills to disadvantaged youth including school drop-outs.

**Uganda Christian University:** In partnership with Hanze University runs entrepreneurship programme targeting start-ups.

## Results from Stakeholder Interviews

- **Interviews were held with 10 institutions including 2 public universities, one private university, 4 NGOs and 3 private sector enterprises.**
- Promoting entrepreneurship is one of the objectives of all institutions surveyed. This is also in line with the Vision 2040 of Uganda in addressing graduate and unemployment. Entrepreneurship is good for harnessing the DD.
- **Mainstream entrepreneurship programmes and work-based training programmes are provided by the higher educational institutions. Incubation centers are established within universities as well as entrepreneurship clubs.**
- Cooperation among stakeholders is evident through organization of extracurricular activities in partnership with the private sector. (UMA with CIPE).
- **University-based entrepreneurship expositions and exhibitions are organized to showcase innovations from entrepreneurship projects. Seed grants are available.**

## Results from Stakeholder Interviews

- Non-academic institutions have also pioneered training programmes on entrepreneurship. **IMUKA** is an example with its start-up bootcamps. Similarly, **Enterprise Uganda** provides interactive and experiential training programmes.
- Support by stakeholders is not only in the short term. Universities provide long-term support to business start-ups through mentorship schemes. **MAUBS-MIIC** is a case in point. Similarly, **UCU-BIH**. There is also cooperation with international actors (UCU-Hanze University).
- **Mixed content** (technical, financial, basic business, entrepreneurial and soft skills) and **blended pedagogical approaches** are used. Due to Covid-19, digital skills are also being added.
- Seed capital and financial support are integral to most entrepreneurship programmes. (ex. UCU).
- **Vulnerable groups** largely targeted by non-academic institutions.



# Recommendations on Entrepreneurship Education (1)

## **Develop entrepreneurship training for specific target groups and contexts**

- Develop tailor made entrepreneurship courses or programmes addressing the needs of migrants and refugees in specific locations addressing specific barriers.
- Include migrants and refugees in existing entrepreneurship training programmes especially in academic institutions through outreach and communication campaigns and transferability schemes.
- Differentiate entrepreneurship programmes by target groups including urban-rural settings and in-settlements and off-settlement contexts.
- Ensure that entrepreneurship training programmes cover different phases of entrepreneurial activity: ideation, business plan, established business, growth phase)

## Recommendations on Entrepreneurship Education (2)

### **Develop effective entrepreneurship curricula and content to develop an entrepreneurial mindset**

- Develop an appropriate entrepreneurship curriculum which suits the Covid-19 pandemic era, in the entrepreneur's language and enhancing the entrepreneurial mindset.
- Promote interactive educational programmes that encourage learning by doing and peer learning with bonding between locals and migrants/refugees.
- Engage skilled and experienced trainers in entrepreneurial education for vulnerable groups.
- Promote inclusive and equitable quality education at all levels of education across the country welcoming next generations of migrants and refugees.

## Recommendations on Entrepreneurship Education (3)

**Strengthen synergies between programmes of entrepreneurship training for refugees and migrants and vocational education programmes and support for basic needs**

- Encourage collaboration between training institutions and donor agencies to train and support migrant and refugee entrepreneurs.
- Complement entrepreneurship training with seed capital for vulnerable entrepreneurs.
- Monitor and evaluate entrepreneurship training programmes for in short-, medium- and long-term.

# Thank you

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