



Working Women

A Gendered Market Analysis on economic opportunities for young women in Uganda

ONE GIRL

© One Girl, March, 2021

Published by One Girl, Melbourne.

Studio C1.17 Abbotsford Convent
1-3 Heliers Street, Abbotsford Victoria 3076

03 9913 4818 | info@onegirl.org.au | www.onegirl.org.au

Summary report: written by Tove Andersson and Veronica Lewis, March 2021. **Edited by:** Ellen Tirant and Erica Berthelsen, March 2021. **Designed by:** Ellen Tirant

Acknowledgments: One Girl would like to offer a huge thank you to everyone who helped make this piece of research possible! Thank you to Emmanuel Lutaya, Anna Nassali and Agnes Mirembe from Action for Rural Women's Empowerment (ARUWE) and Erica Berthelsen and Louise Atkins from One Girl for designing the research and providing continued support to the research team. Thank you to the research whizzes in Uganda NaNa DEVELOPMENT CONSULTANTS LIMITED, who collected the data and compiled the original report in December 2019. Last but definitely not least, a huge round of applause to ARUWE for facilitating this project, and to all the participants who gave their time and expertise to help improve the Girls Emerge project.

One Girl research reports are written and shared so that we can celebrate our successes, acknowledge our challenges, contribute to public debate, and invite feedback on development practices.

Statement of copyright: This publication is copyright but the text may be used free of charge for advocacy, campaigning, education and research, provided that the source is acknowledged in full. We request that we be notified of such use so that we can better monitor our impact. For any other circumstances, for re-use in other publications or for translation or adaptation, permission must be sought and a fee may be charged. Email info@onegirl.org.au. The information in this publication is correct at the time of publishing.

About One Girl: One Girl is an Australian not-for-profit organisation dedicated to supporting the millions of girls without access to education in two of the worst places in the world to be born a girl: Uganda and Sierra Leone.

Front and back images: Round 3 Films, October 2019.

Contents

Executive Summary	1
Introduction	4
<i>What is Gendered Market Analysis?</i>	4
The Girls Emerge Program	4
Methodology	4
Fast Facts	5
Challenging the Status Quo	6
<i>What careers currently exist for women?</i>	6
<i>What new opportunities are available to women?</i>	8
<i>Newly identified industries & vocations for Girls Emerge</i>	8
Tools to Succeed	9
<i>As many years of school as possible</i>	9
<i>Time and space to learn new skills</i>	10
<i>Decision making power</i>	12
<i>The right training, career guidance and support</i>	13
<i>Access to good opportunities</i>	15
<i>Capital to start</i>	16
Building Careers for Young Ugandan Women	17
Watch this space!	18
References	19

Executive Summary

This Gendered Market Analysis (GMA) was undertaken in 2019, in partnership with Uganda NaNa DEVELOPMENT CONSULTANTS LIMITED, and Action for Rural Women's Empowerment (ARUWE). This research aims to find out more about what the real employment opportunities are specifically for young women with a primary school education in Uganda (who did not complete secondary school); whilst also gathering information on what opportunities young Ugandan women need to enter the workforce in profitable, safe, achievable and local professions. The GMA also looks at what tools and support young women would need to grasp these opportunities, breaking down the barriers between themselves and achieving their dreams.

Methodology

The GMA consisted of surveying 1,080 young women aged between 15 - 24 years who had not completed secondary school. The survey asked respondents about what it was like to be a young woman looking for work within their communities.

Following these surveys, a series of in-depth conversations were held with 48 of the young women through focus groups; and 24 key informants¹, who were interviewed about their market preferences.

Findings

Challenging the Status Quo

The first part of the GMA analyses the current opportunities available to girls and young women. The respondents perceived the top three jobs suitable for (and dominated by) women as hairdressing, sewing and textiles and catering/bakery. A smaller number also felt that nursing/midwifery and secretarial jobs were also roles suitable for women.

Jobs identified as male dominated roles were bricklaying, mechanic/electrical work, barber, metal fabrication, water vending and pedicures/manicures.

Only three jobs were seen as for both men and women: agri-business, mobile money and art/craft/pottery.

From this information and a further analysis of the changing economic landscape due to COVID-19, six key and emerging Ugandan markets were identified to build the basis of vocational training available through Girls Emerge. Each of the six markets were identified as safe and ideal for young women, with plenty of opportunity for growth and success.

1. Commercial beekeeping
2. Clean energy briquettes and cookstoves
3. Recycled paper products
4. Computers skills
5. Phone repair
6. Baking

Tools to Succeed

The second part of the GMA explores what else the women needed, to be truly successful with both training and establishing their new careers. Through deeper conversations with the participants, it was clear that the following things are the most important for success:

- As many years of school as possible
- Time and space to learn new skills
- Decision making power
- The right training, career guidance and support
- Good opportunities
- Capital to start

Building Careers for Young Ugandan Women

The third and final part of the GMA seeks to identify opportunities for young Ugandan women to enter the workforce, maintain successful careers and break down persistent gendered barriers facing women in the working world. The findings from the GMA were used to improve One Girl's Girls Emerge program, implemented by Action for Rural Women's Empowerment (ARUWE) in two areas: an urban district called Wakiso and a rural district called Kyankwanzi. The findings allowed the vocational training to be tailored to fit the local context, whilst helping young women to challenge the status quo and smash gender stereotypes.

¹ 10 Local government officials, 10 vocational training providers and 4 NGO staff

Below, we outline how the Girls Emerge program addresses identified barriers and key opportunities, and how it supports young women to launch their careers.

As many years of school as possible

The Girls Emerge program aims to fill the gap in skills and knowledge missed when young women were not able to complete secondary school. For example, there are courses in literacy and numeracy, building on skills that are taught at the primary school level.

Time and space to learn new skills

Whilst Girls Emerge takes into consideration a woman's prior family and household commitments, allowing for women to easily manage their time around classes; the program also works with community members to challenge the conventional way of doing things, deconstructing norms and creating more space and time for women to achieve their dreams.

Decision making power

In Girls Emerge, young women develop the skills needed to move beyond the current unequal power dynamics within their households. This begins with the opportunity to participate in and lead savings groups and writing business plans, where they are supported to make decisions to build their confidence. With these opportunities, young women begin to build financial independence.

The right training, career guidance and support

This GMA helps to ensure that all training provided through Girls Emerge matches the actual and available opportunities within communities. All training is delivered locally and flexibly, taking into account family and household commitments, so that women can comfortably and easily commit to training schedules.

Access to good opportunities

All opportunities identified throughout this GMA are profitable, achievable and safe for young women to undertake. The Girls Emerge program has been adapted to move away from traditional, gendered career pathways. The vocations offered in the program acknowledge the very few employment opportunities available to women, offering up the alternative route of self-employment through business.

Starting in 2021, 200 young women will be trained in these new vocations, launching Uganda into their next phase of development with a cohort of creative and driven young entrepreneurs.

Capital to start

Girls Emerge provides small start up grants to women to kick start their new businesses. Women have access to training to run savings groups, where they can pool and grow their earnings. Beyond financial assistance, participants in the program are supported by local mentors, helping to link women with customers and suppliers within their chosen market, providing guidance throughout the entire process of establishing their new careers.



Girls Emerge Uganda participants. Image via Louise Atkins, October 2019.

Introduction

Young women can do anything they set their minds to! Trust us, this is something we are *absolutely* sure of here at One Girl!

What does 'anything' actually look like, especially for young women in countries like Uganda? Good question, we had the same one! We wanted to get to the bottom of this, plus find out more about what the real employment opportunities are specifically for young women with a primary school education in Uganda (who did not complete secondary school); whilst also gathering information on what exactly young women need to make their 'anything' happen.

To find out, we conducted a gendered market analysis (GMA) in 2019, specific to market and industry opportunities in Uganda. This research found gaps in the market and identified opportunities for young Ugandan women to enter the workforce in profitable, achievable and local professions. These career pathways were found to be immediately accessible, with affordable resources and materials.

The GMA also looked at what tools and support young women would need to grasp these opportunities, breaking down the barriers between themselves and achieving their dreams.

The findings from the GMA were used to improve One Girl's Girls Emerge program, delivered by Action for Rural Women's Empowerment (ARUWE) in two areas: an urban district called Wakiso and a rural district called Kyankwanzi.

The findings allowed the vocational training to be tailored to fit the local context, whilst helping young women to challenge the status quo and smash gender stereotypes!

What is Gendered Market Analysis?

A gendered market analysis (GMA) allows organisations like One Girl, to lay out all of the differing priorities, needs and constraints that face both men and women within a particular context, creating space for the identification and acknowledgement of gender differences, so that they can be addressed appropriately within a program².

Men and women have different needs, they face different barriers and encounter different challenges. This is important to consider, and to ensure all needs are catered to!

The Girls Emerge Program

Girls Emerge Uganda supports young women with the opportunity to learn critical skills, through targeted vocational training in safe, girl-friendly spaces, supporting them to find valuable and sustainable work within their communities.

In addition to learning a technical skill, young women are guided through a series of lessons and mentorship on essential life skills, such as financial literacy, leadership, business development and sexual and reproductive health and rights.

Upon completing their training, graduates of Girls Emerge will have:

- Increased knowledge and skills to find and maintain sustainable work
- Leadership skills to make informed decisions about their health, families and future
- Support and encouragement to pursue sustainable and profitable careers, moving beyond traditional pathways in Uganda
- An improved understanding of sexual reproductive health and rights, leading to increased agency to make informed choices about their bodies and rights
- Improved confidence and decision making and planning, with positive impacts on health and social well-being for themselves, their children and their families.

Methodology

The GMA consisted of surveying 1,080 young women aged between 15 - 24 years who had not completed secondary school. The survey asked respondents about what it was like to be a young woman looking for work within their communities.

Following these surveys, a series of in-depth conversations were held with 48 of the young women through focus groups; and 24 key informants³, who were interviewed about their market preferences.

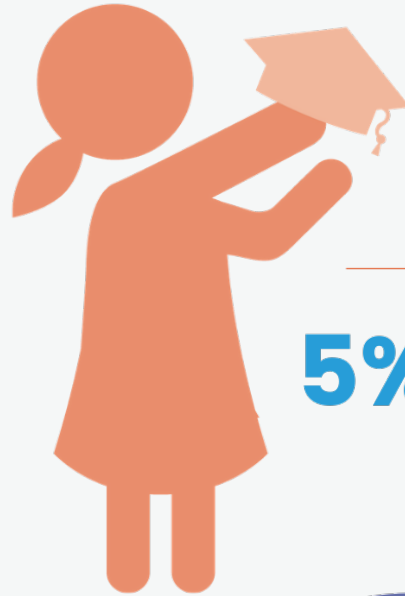
2 BEAMExchange.org, Market Analysis

3 10 Local government officials, 10 vocational training providers and 4 NGO staff

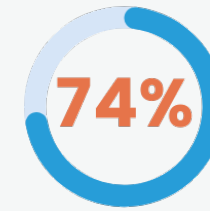
Fast Facts



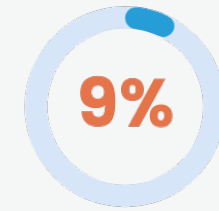
of Girls in Uganda finish their final year of high school.



YOUNG WOMEN DIDN'T FINISH HIGH SCHOOL BECAUSE →



lacked school fees



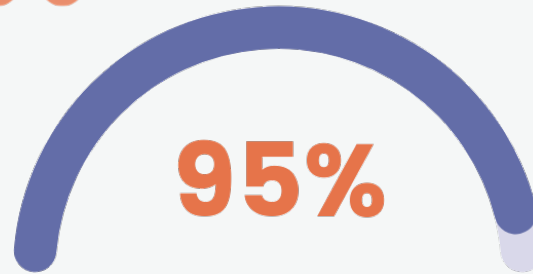
early pregnancy

5% WOMEN IN URBAN AREAS graduated from high school

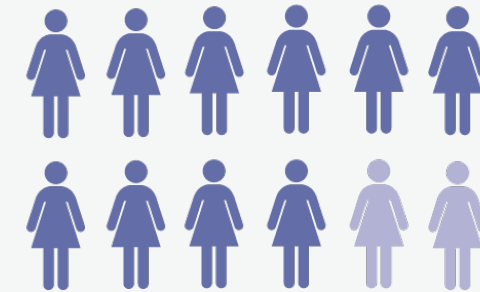
1% WOMEN IN RURAL AREAS graduated from high school



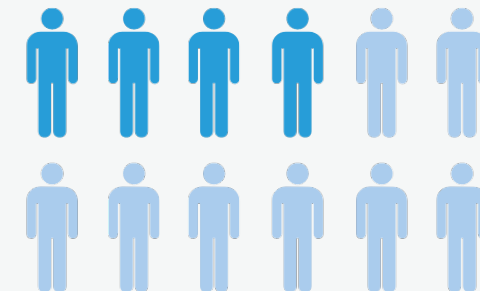
of women identified access to capital as a main barrier to starting their own business



of employed young women earn below the poverty line



Women undertake 10 out of 12 household chores, compared to men undertaking only 4 out of 12.



of women who had previously completed training identified the main barrier to getting a job as the lack of access to career guidance and support

Statistics based on survey responses of 1080 young women in Uganda.

1 CHAPTER ONE

Challenging the Status Quo

What careers currently exist for women?

The process began by asking the pool of 1,080 young women what the current job market looked like in Uganda. It was found that jobs were significantly gendered across industries, acting as a barrier to women entering the workforce.

The respondents perceived the top three jobs suitable for (and dominated by) women as hairdressing, sewing and textiles and catering/bakery. A smaller number also felt that nursing/midwifery and secretarial jobs were also roles suitable for women.

Jobs identified as male dominated roles were bricklaying, mechanic/electrical work, barber, metal fabrication, water vending and pedicures/manicures. Only three jobs were seen as for both men and women: agri- business, mobile money and art/craft/ pottery.

Hairdressing, sewing and textile, were identified as key skills to have by young women from both urban and rural areas

The majority of the young women surveyed were unemployed. The young women in urban areas tended to have jobs working in casual labour, whereas young women from rural areas were undertaking farm work. It was also found to be easier to find a job on a farm than as a casual labourer in the city. None of the young women surveyed work in professions they identified as 'female roles'.

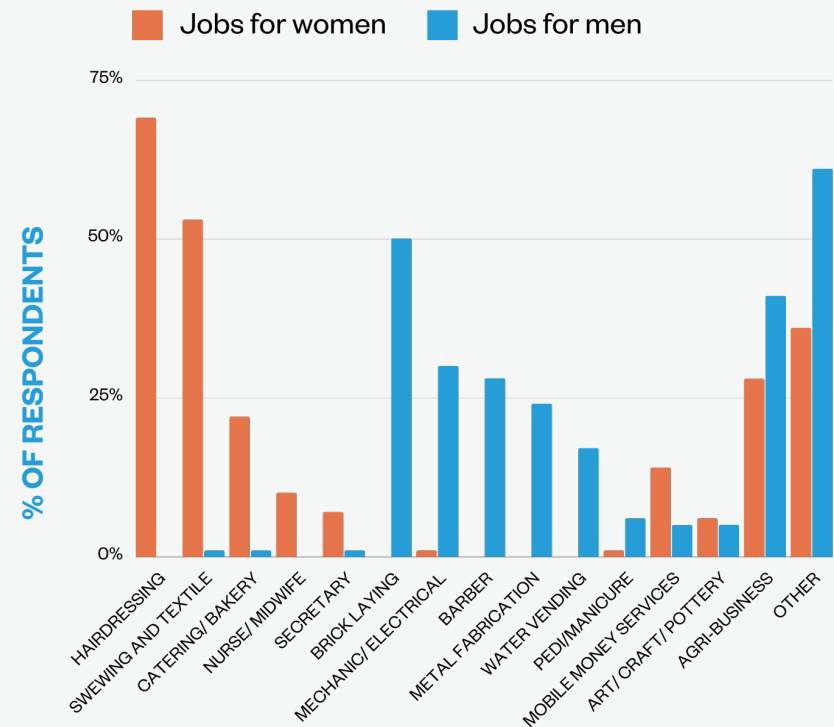
The research further engaged with other stakeholder groups including - local supermarkets, rural centres and household consumers.

Local household consumers were asked what services and products they both needed and wanted.

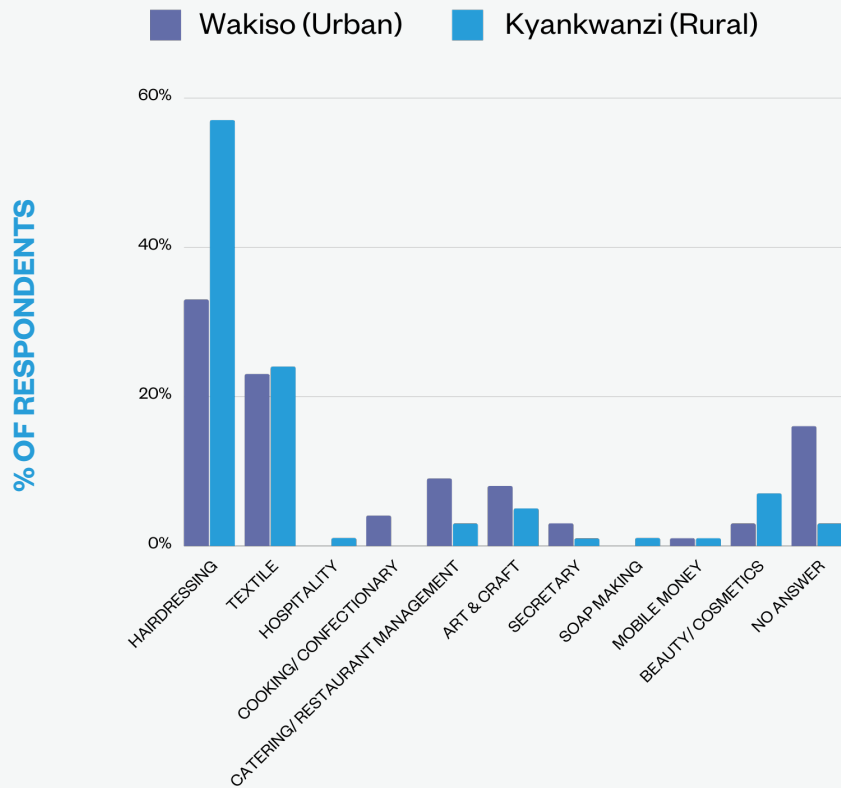
They identified: hairdressing, textile and tailoring, shop attendants, mobile money and banking services, as the skills and trades that provide an edge in the jobs market.

Local supermarkets and rural centres were asked to identify high demand, high value and marketable goods and services. They identified products such as renewable energy briquettes, cosmetics using beeswax, organic fertilisers and pesticides as having high market demand from local communities.

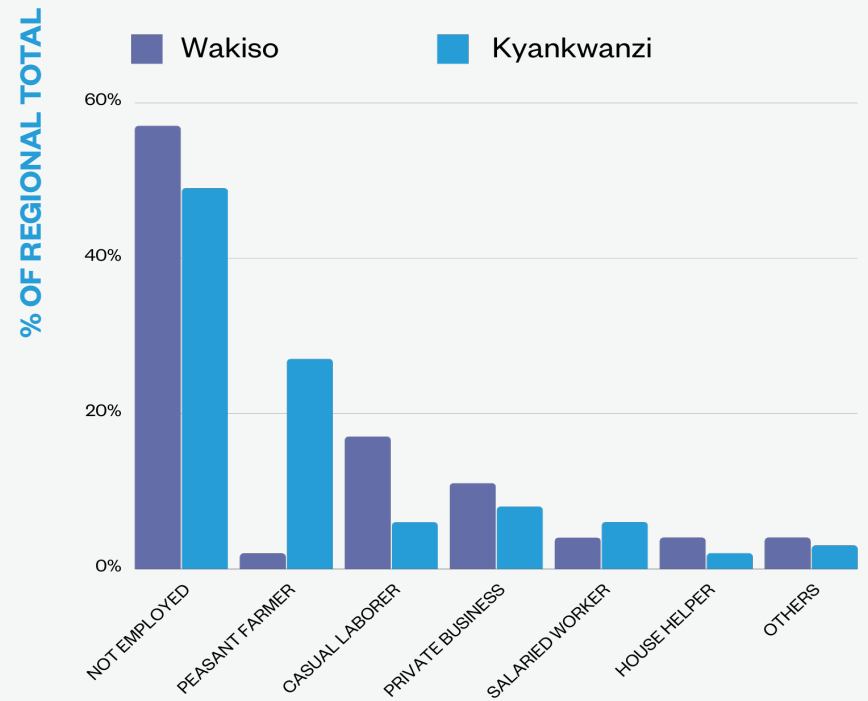
JOB ASSIGNMENT TO WOMEN VS. MEN



MOST TRADABLE SKILL LEARNED



WHERE DO YOUNG WOMEN WORK?





Girls Emerge Uganda participant. Image via ARUWE.

What new opportunities are available to women?

So, if this is what the job market looks like, how do we start challenging the status quo, and breaking down the gendered stereotypes assigned to specific roles and industries?

What exciting new careers are available for focused and ambitious young woman in Uganda to pursue any career of their choosing without any restrictions – openly and freely to be anything and anyone they choose to be?

Young women, local officials, training providers, staff at various NGOs and community members were asked what they thought about tackling these questions.

Newly identified industries & vocations for Girls Emerge

The GMA helped identify new and emerging markets where girls and women have the opportunity to organise themselves as a group or set up a business. To tap into this potential, six key and emerging Ugandan markets were identified to build the basis of vocational training available through Girls Emerge.

Each of the six markets were identified as safe and ideal for young women, challenging traditional gender stereotypes, and as having plenty of opportunity for growth and success.

1. Commercial beekeeping
2. Clean energy briquettes and cookstoves
3. Recycled paper products
4. Computer skills
5. Phone repair
6. Baking

2 CHAPTER TWO

Tools to Succeed

The information gathered helped map out the new and emerging career opportunities for young Ugandan women, where there was opportunity to invest in vocational training to help women build the necessary skills. But it takes more than just hard skills to begin breaking down gender boundaries!

The GMA took on another mission, to find out what else the women needed, to be truly successful with both training and establishing their new careers. Through deeper conversations with the participants, it became clear that the following things are the most important for success:

- As many years of school as possible
- Time and space to learn new skills
- Decision making power
- The right training, career guidance and support
- Access to good opportunities
- Capital to start

As many years of school as possible

How do our participants compare to the national averages?

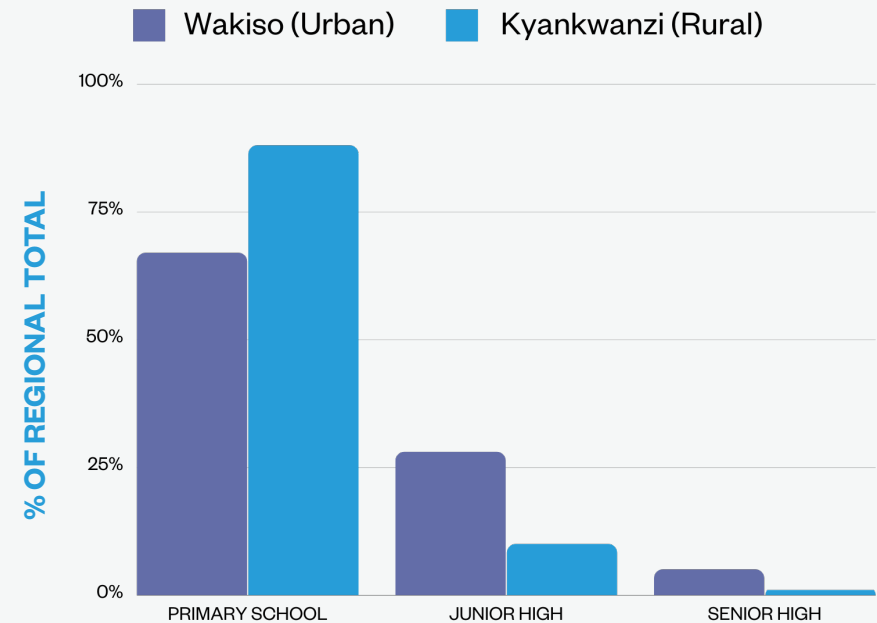
Uganda introduced universal primary education in 1997, tripling their enrolment rate to 8.2 million by 2012⁴. This is a considerable achievement, but unfortunately finishing rates are a bit lower with only 55% completing (ibid). Uganda also introduced universal secondary education in 2007, however the national completion rates are quite low.

Primary school is incredibly important for literacy, numeracy and confidence. Because of this, it is a requirement for Girls Emerge participants to have completed primary school.

Only 20% of boys and 17% of girls complete their final year of school⁵.

The women who took part in our survey had lower completion rates than the national average, with 28% of young women from urban areas having finished junior secondary school with 5% having made it to full graduation. Young women from rural areas, however, only completed primary school, with a very small portion finishing junior secondary (10%) and only 1% completing full secondary school.

HIGHEST LEVEL OF EDUCATION



4 [UN Girls Education Initiative \(2012\)](#)

5 [Ugandan Bureau of Statistics \(2016\)](#)

Why don't young women finish high school?

The main barrier to girls finishing school was found to be a lack of school fees (74%). Respondents explained that while education is now free in Uganda, school supplies, food and uniforms are not. Respondents said that when families face extreme poverty and parents cannot afford to send all children to school – it's the girls who tend to miss out. Girls are also more likely than their brothers to be expected to leave school in order to take on paid work to support the family. Some young women (9%) also experienced an early pregnancy, meaning they were unable to continue with their education.

Why is finishing school important?

Having more years of school under one's belt opens up many more doors and leads to a broader range of opportunities for young women, with more advanced skills in literacy, mathematics, critical thinking and personal expression. Respondents also linked more years of education to higher confidence when looking for and applying for jobs. Plus, not having completed school affects further training and education, where Technical and vocational education and training (TVET) institutions and universities require secondary education completion.

Respondents also said that when girls leave school early, families often see marriage and having children as their best option, as parents are unlikely to have the funds for vocational training. Young women in Kyankwanzi were often still married through traditional wife negotiation.⁶ 29% of young women from urban areas were married and 49% had their own children.

This rate was higher in the rural area with 40% of young women being married and 60% having children. Some (28%) also cared for 1-3 dependants, like an elderly family member or sibling.⁷ Research shows that having children severely reduces a woman's ability to earn an income⁸, where she doesn't have a lot of spare time to plan and launch a career.

When young women have vocational pathways, their status and power in the household changes. Families begin to see the young woman as an economic contributor, reducing the pressure on young women to marry and have children so early on. These positive perceptions also extend to any younger siblings⁹, allowing them to stay in school and seek work if they choose to.

The self-perception of young women also shifts, as they are now able to make choices about their own lives and steer its direction with confidence. This is why a program like Girls Emerge is important, as doors that shut when school was cut short are re-opened as new pathways unfold!



Time and space to learn new skills

To catch up in terms of earning an income and maintaining successful, fulfilling careers, time becomes crucial. Young women need the space to learn and develop a new skill, whilst building the confidence to break into a new market.

Long hours of domestic work were found to be a barrier to completing training, where domestic work was unevenly distributed between girls and boys. When asked who undertakes a series of 12 different household roles, it was found that girls did a significant 10 out of 12, whereas boys only did 4. It was also found that there was a higher chance of women without children undertaking 'boy' jobs, but men rarely took on women's roles.

The top four chores done by most young women were labour intensive and done daily, like cooking, laundry and cleaning. Young women from rural areas did a broader range of jobs and spent longer each day doing them (6 hours) compared to young women from urban areas (4 hours)¹⁰. In short, young women, especially rural young women, do much more housework than young men, meaning they have less time for training and paid work.

6 When the family of the potential husband pay a negotiated price to the potential wife's family for the marriage.

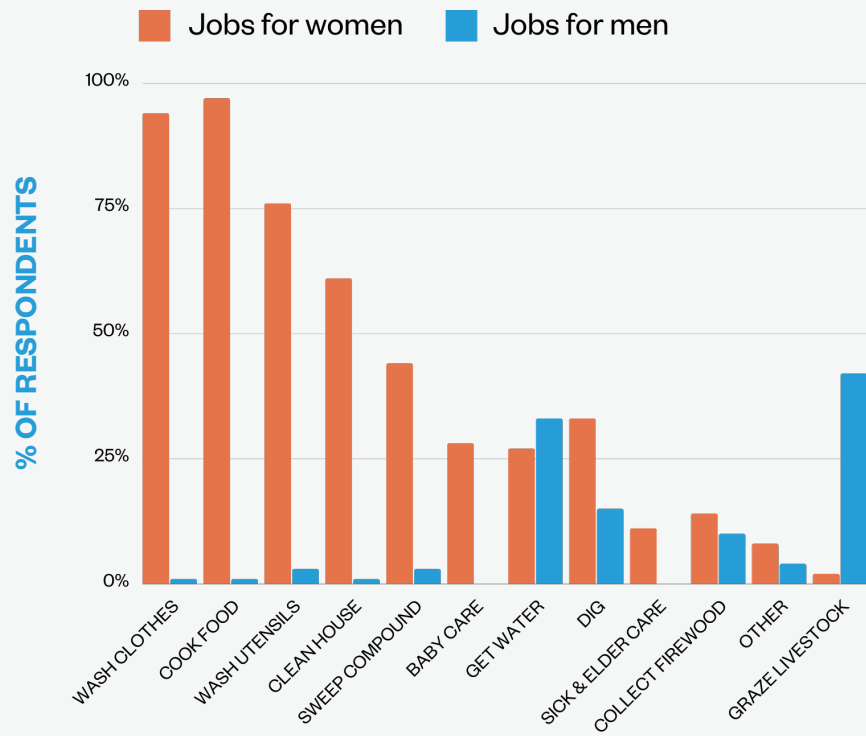
7 Results do not specify if these are in addition to their own children or not.

8 [Sivasankaran \(2014\)](#)

9 Ibid.

10 Assumes 10+ hours category as 11 hours meaning rural average may actually be higher than this.

JOBS WOMEN VS. MEN DO AT HOME



Girls Emerge Uganda participant. Image via One Girl, March 2019.

Decision making power

It's pretty standard to assume that if a woman is going to start a business, do some training or find a job, then she needs to be able to make decisions about her own fertility, time and resources.

The GMA aimed to find out what exactly young women were making decisions about in relation to land and finances. It was found that they were not making decisions on household purchases or land, but were making decisions about savings.¹¹

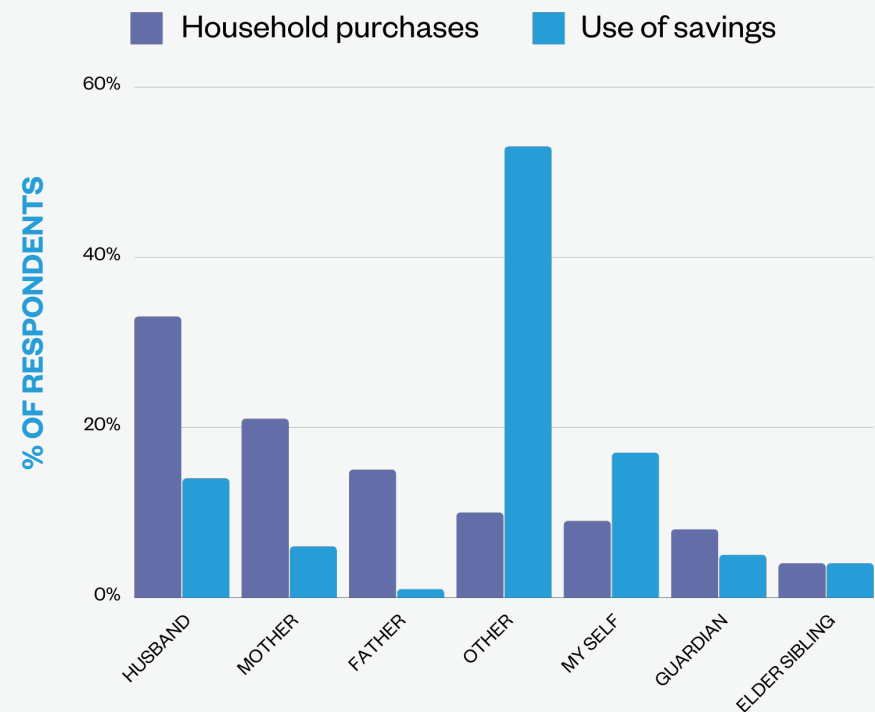
Young women said that they made decisions about their savings if they were small amounts, but once this got to above \$USD50, their husband would make the decisions. For example, women are not allowed to decide how to spend money even when it comes from a women's microfinance program.¹²

“Women don't have control over our own resources especially if you [get] married. You can receive money ... from your saving group and your man tells you to give him the money to plan for it. But when [the time] comes for paying he starts giving you stories”.

- Kyankwanzi focus group discussion (FGD) participant

Women also need permission to use land. This is reinforced by the predominant customary laws that govern land rights, meaning that women can only access land through their relationship with a man and cannot inherit¹³. Therefore, although women may have the power to spend their own small savings (below USD\$50), the overall low decision-making power and resource control prevents women from grasping opportunities that will affect change in their lives.

WHO DECIDES ON SPENDING MONEY?



¹¹ 38% reporting no spending and 50% spending less than USD2.70 per month.

¹² Another micro finance program (not Girls Emerge).

¹³ [Land Act \(1998\)](#), [Nakayi \(2017\)](#)



The right training, career guidance and support

In order for young women to succeed in their careers, they need access to the right training. Some of the young women (22%) had already done some training. The most popular courses were hairdressing and textiles and they were mostly learning through apprenticeships. These young women had been motivated to do the training in the hope of getting a job or to start their own business.

However, when looking at where young women are currently employed, almost none had found a job or started a business using the skill set gained through their training.

35% of the young women who had done training said one of the main reasons they had not transitioned from training into work was the lack of career guidance and support. Respondents felt that young women tend to complete courses when they are free, without really knowing or understanding where the opportunities will be when they finish, and how to make the most of them.

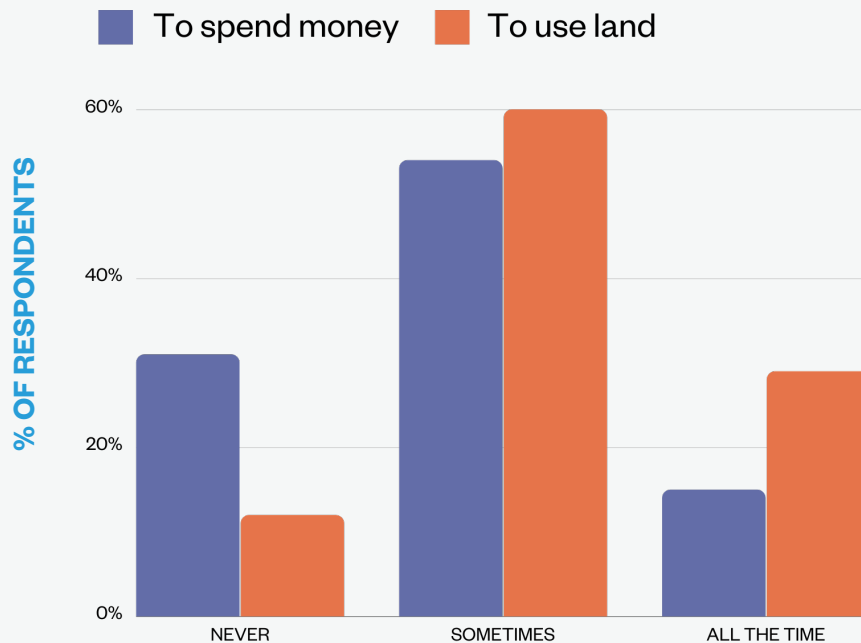
“You can attend a skills course, especially those brought about by NGOs and the churches, and you are all convinced that this is the Magic bullet to all your unemployment problems but to your surprise, you can spend a year not even seeing a single opportunity, but as the saying goes, [Okusoma tekulimba] loosely translated Education doesn't lie, One day an opportunity for which you studied for will come and you will never regret again”

- FGD participant

Respondents also felt that parents were not giving their daughters the best advice regarding work and career pathways. A key informant noted that:

“Some parents and AGW don't know what is good for their children due to lack of career guidance, you can tell someone that if you don't have money to see your daughter through A-Level, it is better to stop in O-level and take her for the course than persisting to take her through A level and fail along the way”.

WHEN DO YOUNG WOMEN NEED PERMISSION?





Girls Emerge Uganda participants. Image via One Girl, March 2019.

The GMA identified three main challenges standing in the way of young women accessing the right training. The most important was unaffordable tuition fees and access to materials. Following this, distance to institutions, especially in rural areas acted as a key barrier. Kyankwanzi has only 3 institutions for training and Wakiso has 7. This means travelling to undertake training is often a 5-10km journey, which is too far to walk, and most women do not have access to private transport. Lastly, it was found that there was low awareness about various training opportunities available to young women.

Only 5% of young women were aware of any vocational training in their community. In Kyankwanzi, none of the girls could name any institutions.

Access to good opportunities

For young women to achieve their career goals, there needs to be profitable and safe opportunities available, and they need to know where to find them. Finding opportunities is a big challenge in Uganda, especially in rural areas. Young people, aged 15-30, make up a big chunk of the population (70%) with 30% unemployed.¹⁴

With such high unemployment, competition for jobs increases, and it's especially hard for young women. Respondents felt that there are few opportunities, and that young women struggle to find out about new or existing jobs.

“...these places are remote, the girls are born here, study here, and get married here. Many of them never go outside their sub-county for the entire life except those with relatives outside the district who usually take them for house girl (domestic workers) jobs. How then do you expect them to know about these opportunities outside their sub-county?”

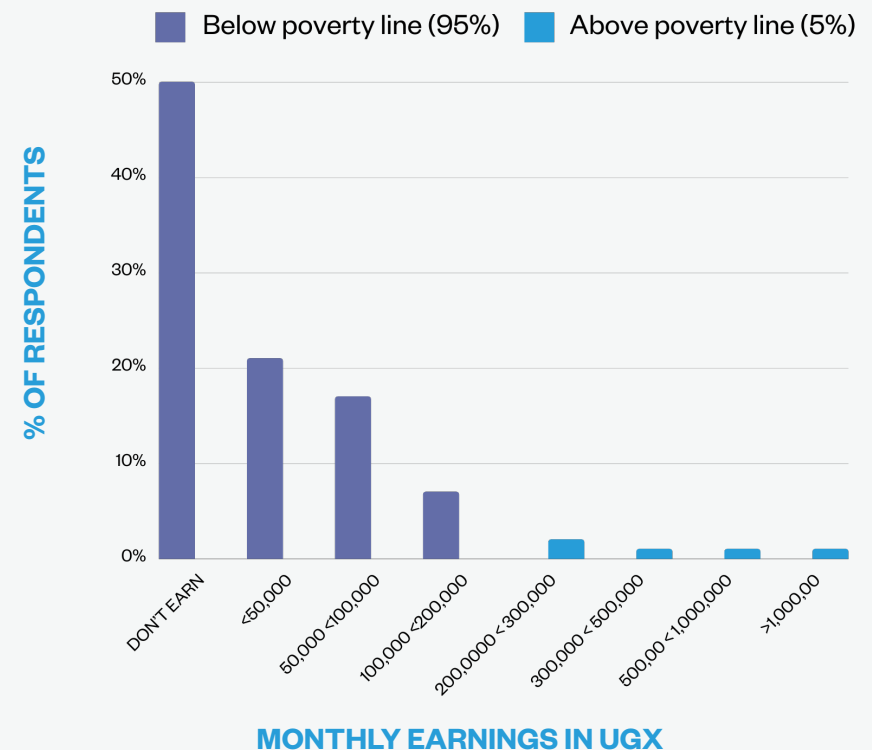
- Vocational trainer

The opportunities available also have to pay a decent wage. Currently this is not the case with 95% of employed young women earning under the poverty line.

Approximately 20% of young women are completely reliant on transfer earnings from relatives and non-relatives, often coming from their partners.

This is concerning, as when young women are financially dependent, the power dynamic in the relationship is not equal and it limits agency to make decisions about their own rights and body.

HOW MUCH DO YOUNG WOMEN EARN PER MONTH?



The opportunities also need to be safe. 35% of young women reported that sexual harassment and assault were a barrier to young women finding employment. This was more prevalent in urban than rural areas. Respondents reported that some employers ask for sexual acts as precondition for employment. This is especially prevalent for those involved in large contracts like road construction, factory workers and overseas domestic work.

Young women also need fair access to apply for and hold jobs that are available. Nepotism was a barrier that was not included in the survey but was mentioned by respondents. It was found that employers tend to give jobs to friends and family or partake in 'influence peddling'.¹⁵ Respondents felt that in order to get a job, young women have to know someone in the sector, belong to the right ethnic group or have a "godfather".

“Almost all petty jobs at the district and sub-county such as working as polling assistants and other short term employment whose qualifications are in passion of many of these adolescent girls and young women are given to friends and relatives of those in power”

- Local Government Official, Kyankwanzi

Capital to start

Once young women have all of the above tools in their toolbox, they need capital for rent (especially in urban areas), materials and equipment. 90% of young women said that access to capital was the main challenge they faced in starting their own businesses. To start a business, you need a business loan, and access to loans was found to be particularly hard for respondents, as half were rated as 'poor' on the property index¹⁶ and 90% had no collateral to access the credit. The informal loans that they could access had interest rates¹⁷ that were too high for small and medium enterprises, which take a considerably long time to get.

¹⁵ The use of position or political influence on someone's behalf in exchange for money or favours.

¹⁶ Wealth is measured using list of 15 items as poor (<5), moderate (6-8) or wealthy (>9) (UBOS 2018)

¹⁷ Average is 4% per month compared to the commercial bank rates of 2%



Girls Emerge Uganda participant. Image via ARUWE.

CHAPTER THREE

Building Careers for Young Ugandan Women

The purpose of this GMA was to identify opportunities for young Ugandan women to enter the workforce, maintain successful careers and break down persistent gendered barriers facing women in the working world. The opportunities informed the design of Girls Emerge, a vocational skills training program for young women in Uganda.

Below, we outline how the Girls Emerge program addresses identified barriers and key opportunities, and how it supports young women to launch their careers.

As many years of school as possible

The Girls Emerge program aims to fill the gap in skills and knowledge missed when young women were not able to complete secondary school. For example, there are courses in literacy and numeracy, building on skills that are taught at the primary school level. The program provides free vocational training for young women, offering them an alternative route beyond school and early marriage. This helps build and strengthen confidence for young women, whilst raising their status within the home and increasing their bargaining power when it comes to decision making.

Time and space to learn new skills

Girls Emerge is designed to increase the status of young women as higher income earners, and positively impact their participation and ownership over tasks within the home. With a successful career, steady income and confidence, a woman's paid work becomes more valuable, their decision-making power increases and unrealistic expectations of undertaking unpaid domestic labour decreases.

Whilst Girls Emerge takes into consideration a woman's prior family and household commitments, allowing for women to easily manage their time around classes; the program also works with community members to challenge the conventional way of doing things, deconstructing norms and creating more space and time for women to achieve their dreams.

Decision making power

In Girls Emerge, young women develop the skills needed to move beyond the current unequal power dynamics within their households. This begins with the opportunity to participate in and lead savings groups and writing business plans, where they are supported to make decisions to build their confidence. With opportunities like this, young women begin to build financial independence, and no longer need to ask permission or defer decision-making when it comes to allocating their earnings.

The right training, career guidance and support

Girls Emerge overcomes the barriers currently faced when it comes to skills training for women. This GMA helps to ensure that all training provided through Girls Emerge matches the actual and available opportunities within communities. All training is delivered locally and flexibly, taking into account family and household commitments, so that women can comfortably and easily commit to training schedules.

Access to good opportunities

All opportunities identified throughout this GMA are profitable, achievable and safe for young women to undertake. The Girls Emerge program has been adapted to move away from traditional, gendered career pathways like hairdressing and tailoring. The vocations offered in the program acknowledge the very few employment opportunities available to women, offering up the alternative route of self-employment through business. The program also provides education to young women about their rights, supporting them with tools to safely respond when experiencing violence and harassment in the workplace.



Girls Emerge Uganda participant. Image via One Girl, March 2019.

Starting in 2021, 200 young women will be trained in these new vocations, launching Uganda into their next phase of development with a cohort of creative and driven young entrepreneurs.

Capital to start

Girls Emerge provides small start up grants to women to kick start their new businesses. Women have access to training to run savings groups, where they can pool and grow their earnings. Beyond financial assistance, participants in the program are supported by local mentors, helping to link women with customers and suppliers within their chosen market, providing guidance throughout the entire process of establishing their new careers!

Watch this space!

We cannot wait to share with you what the next cohort of young women achieve. One Girl is working to build a wave of unstoppable, motivated young women who will employ and mentor more young women, who will change their futures and the futures imagined by other girls.

Woman by woman, this wave will grow and transform the gender landscape in Uganda.

This research shows that 'dream big' doesn't start with a brain surgeon or president, it starts with a group of driven young female beekeepers in Kyankwanzi, working together to create their own economic opportunities and an environmentally sustainable future.

References

- BEAMExchange.org, Market Analysis: <https://beamexchange.org/guidance/analysis/gendered-market-analysis/>
- Uganda Bureau of Statistics (UBOS) (2016), National Population and Housing Census 2014 - Main Report, <https://unstats.un.org/unsd/demographic/sources/census/wphc/Uganda/UGA-2016-05-23.pdf>
- UNGEI, Formative Evaluation of the United Nations Girls' Education Initiative Uganda Report, 2012, <https://www.yumpu.com/en/document/read/27547785/uganda-evaluation-united-nations-girls-education-initiative>
- Uganda Bureau of Statistics, UNHS Final Report, 2018, https://www.ubos.org/wp-content/uploads/publications/03_20182016_UNHS_FINAL_REPORT.pdf
- Uganda Legal Information Institute, Constitution of the Republic of Uganda, 1995, <https://ulii.org/ug/legislation/consolidated-act/0>
- Uganda Legal Information Institute, Equal Opportunities Commission Act, 2007, <https://ulii.org/ug/legislation/act/2015/2-1>
- UN Women Global Database on Violence Against Women, National Gender Policy, 2007, 2016, <https://evaw-global-database.unwomen.org/en/countries/africa/uganda/2007/national-gender-policy--2007->
- Uganda Legal Information Institute, Domestic Violence Act, 2010, <https://ulii.org/ug/legislation/act/2015/3-9>
- Uganda Legal Information Institute, Prohibition of Female Genital Mutilation Act, 2010, <https://ulii.org/ug/legislation/act/2015/5-5>
- Ministry of Gender, Labour and Social Development, The National Social Protection Policy: Income security and dignified lives for all, 2015, <http://socialprotection.go.ug/newwebsite2/wp-content/uploads/2016/07/National-Social-Protection-Policy-uganda.pdf>
- Godiva Akullo Monica, How Long Shall We Wait? An Analysis of the Marriage and Divorce Bill, 2009, Centre for Policy Analysis, 2015, <https://cepa.or.ug/wp-content/uploads/2018/06/270900389-HOW-LONG-SHALL-WE-WAIT-AN-ANALYSIS-OF-THE-MARRIAGE-AND-DIVORCE-BILL-2009.pdf>
- Patricia Twasiima Bigirwa, An Analysis of the Sexual Offences Bill, 2015: A Possible End to the Increasing Sexual Offences in Uganda, Centre for Policy Analysis, 2016, <https://cepa.or.ug/analysis/an-analysis-of-the-sexual-offences-bill-2015-a-possible-end-to-the-increasing-sexual-offences-in-uganda/>
- Uganda Legal Information Institute, Land Act, 1998, <https://ulii.org/ug/legislation/consolidated-act/227>
- Rose Nakayi, The Legal, Policy and Institutional Framework of Land Governance in Uganda: A Critical Analysis, Makerere University, 2017, https://www.researchgate.net/publication/321361625_The_Legal_Policy_and_Institutional_Framework_of_Land_Governance_in_Uganda_A_critical_Analysis
- Anitha Sivasankaran, Work and Women's Marriage, Fertility and Empowerment: Evidence from Textile Mill Employment in India, Harvard University, 2014, https://scholar.harvard.edu/files/asivasankaran/files/jobmarketpaper_anithasivasankaran.pdf
- Based on World Bank poverty line (US\$1.90 per day /UGX76145), the Ugandan 2016 monthly poverty line was USD 57.8/ UGX197,500: World Bank, Poverty Calculator, 2016, http://iresearch.worldbank.org/PovcalNet/Detail.aspx?Format=Detail&CO=UGA_3&PPPO=944.256&PLO=1.90&YO=2016&NumOfCountries=1
- Uganda Bureau of Statistics, Uganda Demographic and Health Survey 2016, 2018, <https://dhsprogram.com/pubs/pdf/FR333/FR333.pdf>



HBCK'S COUNTY
BLUES SOCIETY
AIDS RIBBON

www.onegirl.org.au / info@onegirl.org.au

ONE GIRL