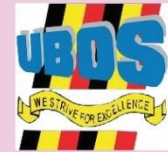




THE REPUBLIC OF UGANDA



MANPOWER SURVEY UGANDA (MAPU) 2016/2017 - REPORT

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UGANDA BUREAU OF STATISTICS



Manpower Survey Uganda (MAPU) 2016/2017

Uganda Bureau of Statistics

Kampala, Uganda

July 2018

This report presents findings from the 2016/2017 Manpower Survey Uganda (MAPU) undertaken by the Uganda Bureau of Statistics (UBOS)

Additional information about the Survey may be obtained from the Uganda Bureau of Statistics (UBOS), Plot 9 Colville Street, P.O. Box 7186, Kampala Uganda; Telephone: (256-414) 706000; Fax: (256-414) 237553/230370; Email: ubos@ubos.org; Website: www.ubos.org

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PREFACE

The 2016/17 Manpower Survey Uganda (MAPU) is the first comprehensive survey on manpower that Uganda Bureau of Statistics (UBOS) has undertaken. The first manpower survey was conducted in 1988 a period of about 20 years ago. The survey collected information on the characteristics of Uganda's workforce at both employer and employee levels in the Formal and Informal Sectors. The main objective of the survey was to collect quality data on the size and characteristics of Uganda's workforce; and information on the current and potential employment levels for the trained manpower from education Institutions. The goal was to facilitate the development of appropriate human resource policies including the Human Resource Development Plan and Externalization of labor among others. In addition, the survey provides baseline information for further research and analysis of the country's human resource profile by planners, the academia, and other data users.

The 2016/17 MAPU comprises information on the employers and employees in the Formal Sector, the Informal Sector, and Educational Institutions respectively. This report presents key highlights based on the afore-mentioned modules. Specifically, it provides indicators on employer and employee characteristics in the Formal Sector, Informal Sector, and educational Institutions at national and Sector levels. The survey collected much more information besides what has been included in this report; which is useful for informing policy formulation and overall human resource development planning.

We are grateful to the Government of Uganda for the financial assistance that enabled the survey to take place. We would also like to acknowledge the technical input provided by the Technical Working Group which comprised of various stakeholders in the labour Sector during the entire survey process. Special appreciation is extended specifically the collaboration with the National Planning Authority, the Ministry Of Gender, Labour and Social Development and the Local Governments. Our gratitude is extended to all the field staff who worked tirelessly to undertake the data collection. The survey respondents who willingly provided the information against which this report is based are greatly appreciated. We are greatly indebted to you all for the invaluable cooperation.

The UBOS calls upon all stakeholders to utilize the wealth of available data collected in the survey to undertake in-depth analysis so as to better inform policy debate. The report can be accessed on the UBOS website while the data can be obtained by request through the following email address: ubos@ubos.org.

Ben Paul Mungyereza

Executive Director

July 2018

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LIST OF ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CAPI	Computer Assisted Personal Interviews
COBE	Census of Business Establishments
EAC	East African Community
EAs	Enumeration Areas
ETIs	Educational Training Institutions
GDP	Gross Domestic Product
GoU	Government of Uganda
HIV	Human Immune Virus
ICT	Information Communication and Technology
ILO	International Labour Organization
ISCED	International Standard Classification of Education fields of Learning
ISCO	International Standard Classification of Occupations
ISIC	International Standard Industrial Classification of all Economic activities
LFS	Labor Force Survey
LGs	Local Governments
LMIS	Labour Market Information System
MAPU	Manpower Survey Uganda
MDAs	Ministries Departments and Agencies
MGLSD	Ministry of Gender, Labour, and Social Development
MoES	Ministry of Education and Sports
NCHE	National Council for Higher Education
NDP	National Development Plan
NGOs	Non-Governmental Organizations
PHC	Population and Housing Census
PhD	Doctorate of Philosophy
PPS	Probability Proportional to Size
SACCO	Savings and Credit Cooperative
SDG	Sustainable Development Goals
SE	Sampling Errors
SNA	Systems of National Accounts
STATA	Statistical Analysis Software
TCs	Teaching Colleges

TVET	Technical and Vocational Training Schools and Colleges
UBOS	Uganda Bureau of Statistics
UCE	Uganda Certificate of Education
UGX	Uganda Shillings
UNHS	Uganda National Household Survey
VCT	Voluntary Counseling and Testing
VTCs	Vocational and Technical Colleges

EXECUTIVE SUMMARY

The demand for and use of statistical information for evidence-based policy and decision making has transcended the margins of administrative boundaries to cover activities and behavior. The Uganda Bureau of Statistics (UBOS) has been conducting household surveys every year since the late 1980s. Through the 2016/17 Manpower Survey Uganda (MAPU), Uganda has added to the existing wealth of data in addition to the first Manpower Survey conducted in 1988. The 2016/17 MAPU covered all the Establishments in the districts of Uganda. Field data collection was spread over a 12-month period from January 2016 to June 2017. The Survey provides data on employers and employees in the Formal Sector, the Informal Sector, and Educational Institutions respectively.

Supply of Human Resources

Vocational and Technical Colleges (VTCs) constituted the majority (45%) followed by Health Colleges (16%) and Colleges of Commerce and Business Studies (15%). Universities constituted 8 percent of all the training Institutions visited. Close to seven in every ten training Institutions (68%) was privately owned while 32 percent were publicly owned. Overall three quarters (75%) of the training Institutions were registered with Ministry of Education and Sports (MoES), 15 percent with the National Council for Higher Education (NCHE) while 2 percent were not registered at the time of the survey. Nearly all the training Institutions catered for both male and female students.

Across the staffing categories, there were more males than females. However, we observed among teaching staff in the Tourism and Wildlife Colleges; administration staff in Health Colleges and Media and Communication Colleges; as well as among support staff in Tourism and Wildlife Colleges, and Health Colleges. Government-owned Educational Training Institutions (ETIs) employed a higher number of staff compared to the Private owned Institutions especially in Universities and Affiliated Colleges. Government-owned ETIs employed a higher number of staff compared to their Private counterparts especially the Universities and Affiliated Colleges. Ugandans comprised over 90 percent of all staff regardless of the staffing category and group of training Institution. Overall, the most common reason for staff turnover among employees was low pay followed by absconding from duty regardless of the sex of the employees. The minimum required education qualification generally increased with the level of occupation. For instance, 41 percent of managerial jobs in training Institutions required a Bachelor's Degree, 21 percent required a Master's Degree while 5 percent required a PhD as the minimum level of education. At least three-quarters of the jobs that fell vacant were advertised with exception of the jobs in the service and sales worker category (29%).

Overall, in 2015, about 269,380 students were enrolled in the training Institutions for different programs. The majority of the enrolled students were pursuing a Degree program, followed by Certificate and Diploma while students pursuing Doctorates of Philosophy were the least in the category of education levels. Overall seven

percent of training Institutions offered long distance Courses while 21 percent offered part-time studies. Private Universities charged higher, tuition fees for undergraduates compared to Public Universities, while Public Universities charged higher tuition fees for Master's Degree programs compared to Private Universities. The education costs increased with increasing level of education. Courses related to Engineering, Health and Agricultural fields were more expensive compared to Courses in Arts and humanity fields. Amongst male students, failure to afford tuition fees (78%) followed by high local demand for labour (5%) were the major reasons for dropping out reported by training Institutions. Failure to afford tuition fees among male students was more prevalent in Private-owned training Institutions (84%) compared to those in Public (65%).

Overall, about 130,790 students graduated in 2015 in different training Institutions across the country. The majority of the graduates were from the Universities which could be explained by the higher enrolment figures in Universities compared with other training Institutions. It is worth noting that the number graduates from the different Institutions has been increasing across the three years under review. Specifically, in 2015, about 53,700 students graduated with a Bachelors followed by 48,290 with a Certificate; while only about 490 students attained a Doctorate of Philosophy. Close to six in every ten ETIs were Private-owned (57%) reported that they conduct tracer studies compared to only 38 percent in Public Institutions. Furthermore, based on the tracer studies undertaken, overall, 55 percent of the ETIs reported that their graduates usually took up to six months to get employment while 16 percent revealed that it took more than 12 months for their students to get employment. The key issues that affected capacity utilization in training Institutions were: the lack of training materials (26%) followed by a lack of adequate physical facilities like building etc. (22%), lack of/inadequate number of qualified staff (16%) and financial/budget constraints (14%) among others.

Employers in the Formal Sector

Seventy seven percent of the Establishments were in the Formal Private Sector while 23 percent were in the Public Sector. Overall, 87 percent of Establishments in the Public Sector were engaged in Education activities while 54 percent of their counterparts in the Private Sector were in Education followed by Trade and Repairs (12%). Eight in every ten (80%) of the Formal Private Sector Establishments were legally registered with the relevant Institution /authority while only 10 percent of Formal Private Sector Establishments were Affiliated to some International organization. Largely, 80 percent of the Formal Establishments in the Private Sector were owned by only Ugandans.

The total number of employees in the Formal Establishments grew from about 700,000 in 2010 to 1,000,000 in 2015. A similar trend is observed for employees that left before the end of their contract period from about 13,000 in 2010 to 48,000 reflecting a labour turnover that increased from 2 percent in 2010 to 5 percent in 2015. In addition, the number of jobs created more than double over the six year period, from about 23,000 in 2010 to 52,000 in 2015. The Education Sector (excluding Tertiary training Institutions) had the highest share of Ugandan employees while the Manufacturing (31%), and Trade and Repairs (35%) Establishments had the larger share of Non-Ugandan employees. The Private Sector accounted for about two thirds across

all the years. Furthermore, across all the years, the share of Non-Ugandans employees was larger (about 90%) in the Private Sector while the rest were in the Public Sector. The Public Sector accounted for about one third of the Ugandan employees while the Private Sector accounted for about two thirds and the reverse is true with the share of Non-Ugandans employees larger (about 90%) in the Private Sector. The employees in the Formal Establishments were predominantly males (56%). Professionals constituted at least half of the Ugandan employees in the Formal Sector while Non-Ugandans employees in Managerial occupations comprised at least two thirds.

Overall, of the 815,500 existing permanent jobs in 2015, 91 percent were filled. In the Public Sector, 87 percent of the permanent positions were filled compared to 94 percent in the Private Sector. A third (33%) of the permanent jobs in the Formal Sector Establishments required a minimum of a Certificate. However, more than half of the available Managerial positions (51%), required a minimum of a Bachelor's Degree. An estimated 50,100 permanent positions were vacant countrywide of which two thirds (63%) were due to growth while eight percent were due to replacement. Nearly half of the Establishments revealed that the permanent posts remain vacant due to budgetary constraints (48%) followed by the issue of long internal bureaucracy (28%).

Only 13 percent of Establishments in the Formal Sector had ever heard of the Labour Management Information System; however, only one percent of Formal Sector Establishments had ever used it. One in every ten Formal Sector Establishments (10%) envisaged hiring non-nationals with a higher proportion in the Private Sector (13%) compared to only three percent in the Public Sector. Close to a third (28%) of the Establishments in the Formal Sector had experienced staff exits with a higher percentage in the Private Sector (30%) compared to the Public Sector (20%). The majority of Establishments in the Formal Sector had experienced staff exit of Managers especially in the Private Sector (47%) compared to the Public Sector (40%). Mandatory retirement was the main reason for staff exit (45%) irrespective of Sector. Overall, only a third (27%) of the Establishments had a Corporate Social Responsibility policy/programmes with a higher proportion in the Public Sector (42%) than in the Private Sector (22%).

Employees in the Formal Sector

There were more males (56%) employees in the Formal Sector compared to their female counterparts 44 percent. The majority of employees were in age group 24 – 29 years (26%) and 30 – 35 years (21%). Disability among employees was estimated at one percent with the majority in Arts, Entertainment, and Recreation (5%). Overall, 66 percent of the employees were married with a higher proportion of males (73%) compared to females (57%). The majority of employees were Ugandans (98%) compared to only two percent from other countries. Overall, 94 percent of the employees had previously attended school, 5 percent were attending at the time of the survey, while one percent had never attended school. The majority of employees had a Certificate/Diploma (47%) followed by a Bachelor's Degree (21%). Six in every ten employees (60%) had specialized in the field of Education with a higher proportion in the Public Sector (63%) compared to the Private Sector (58%). Across all fields of specialization, the share of males was higher than that of female employees. Over half of the Managers were Degree holders (55%), 70 percent of Certificate/Diploma holders

were employed as Professionals, 46 percent were employed as Technicians and Associate Professionals and 54 percent as Clerical and Support workers. The majority of the Managers were aged 30 to 41 years (41%) while employees in the other occupations were aged 24 to 35 years. The majority of employees in the Formal Sector were Professionals (56%) followed by Service and Sale workers (17%) and Managers (14%). Most of the occupations were dominated by male employees except for Personal Service workers, Cleaners and Helpers, General and Keyboard Clerks, Health Professionals, Customer Service Clerks, and Personal Care workers which had a higher share of female employees.

With respect to the terms of employment, the majority of employees had a permanent contract with their employer - this was predominant in the Public Sector (81%) compared to the Private Sector (55%). In addition, the majority of employees had written contracts with 90 percent in the Public Sector compared to 57 percent in the Private Sector. Overall, three in every four employees (75%), got their job by passing Tests and being appointed with 90 percent in the Public Sector and 61 percent in the Private Sector. Nine in every ten employees (91%) reported that their current job matched the education level acquired with 96 percent in the Public Sector compared to 89 percent in the Private Sector. Overall, only seven percent of the employees had membership to a labor union, with slightly more males (8%) than females (6%). The main reason for employees' non-membership to labor unions was lack of awareness (68%) followed by 21 percent of the employees who thought that labor unions do not help. Overall, only nine percent of the employees were members of Professional Associations with slightly more male employees (10%) than females (8%). Close to three in every ten employees (27%) revealed that their employer regularly contributed to their NSSF account with a higher proportion in the Private Sector (34%) compared to the Public Sector (16%).

About two in every ten employees (19%) stated that their Establishments/organizations had a health and safety policy; while only one in every ten employees (10%) reported that their employers had informed about the dangers at the workplace. Over half (54%) of the employees indicated that their workplace conducted safety committee meetings; while only 20 percent of the employees revealed that their workplace has a person responsible for safety and health. Overall, only 15% of the employees stated that their workplace had a practice of recording workplace accidents. Only 4 percent indicated that, the workplace accidents that occurred were reported to the Labor Officer, 16 percent of the employees revealed that the workplace accidents that occurred were investigated – internally (14%); 2 percent had been subjected to both internal and external investigations; while only 8 percent of the employees reported that accident victims had been compensated. Five percent of the employees had observed occupational diseases at their workplaces with slightly a higher percentage among the Public Sector employees (7%) compared to those in the Private Sector (4%). Overall, only 9 percent of the employees reported that their workplace had a policy for stress management with a higher percentage in the Public Sector (12%) compared to the Private Sector (8%). At least three in every ten employees (34%) revealed that their workplace had measures to control sexual harassment with slightly more males (35%) than females (33%).

About two in every ten Formal Sector employees (19%) were looking for a job with more in the Private Sector (21%) compared to those in the Public Sector (15%). The majority were using word of mouth/family/friends (45%) followed by unsolicited/passers-by applications (28%) and the internet/other media channels (22%).

One third of employees (30%) searching for a new job were willing to move away from their current area of residence with proportionally more in the Private Sector (32%) than the Public Sector (26%). Overall, the majority of employees were willing to work anywhere (45%) with more men (48%) than women (41%). In addition, about four in every ten employees preferred a new job within Uganda (42%); with more females (45%) than males (39%). Half of the employees cited family/dependents/friends (50%), followed by different cultures (27%) and high risks (18%) as the main reason for their choice of new job areas. Underpayment of salary (21%), followed by excess workload/hours (16%), fatigue (13%) and stress (11%) were the main challenges faced by employees in the workplace.

Cross Cutting Issues

Overall, 26 percent of employers indicated that the organization has a Gender policy compared to 34 percent of employees. The employers (46%) and employees (48%) in the Public-owned organizations were more likely to report the availability of a Gender policy compared to their counterparts in Private-owned Establishments (employers (20%) and employees (26%)). Overall, although 35 percent of employees indicated that the Gender policy contains Quota of management positions for women, only 17 percent of the employers reported the same. About one in every ten employers (10%) and 12 percent of employees indicated availability of the policy at their workplace. Only nine percent of employers and 17 percent of employees revealed that an HIV/AIDS workplace policy was available in their organization. Overall, 40 percent of employees compared to 37 percent of employers indicated that their HIV/AIDS workplace policy contained information on Voluntary Counseling and Testing (VCT) services while 29 percent of the employers and 22 percent of the employees revealed that it contained free condom distribution for workers. Six in every ten employees (61%) compared to five in every ten employers (54%) indicated that the organization had introduced the use of ICT. Overall, regardless of ownership, ICT was mainly used for Production, followed by Communication and Human Resource Management among others.

In the Private Sector, a General Doctor as well as a Specialist Doctor in Medicine earned a much higher salary than their counterparts in the Public Sector. A similar pattern was observed in the remuneration of Dentists in the Private Sector (1,477,000 UGX) compared to the Public Sector (1,078,000 UGX). Concerning the Nursing and Midwifery Professionals, those in the Public Sector were earning more than their Private Sector counterparts. Civil Engineers in the Private Sector (5,521,000 UGX) earn twice as much as their counterparts in the Public Sector (2,221,000 UGX). On the other hand, a different pattern was observed for the Mechanical Engineers with those in the Public Sector (2,818,000 UGX) earning two-fold higher than those in the Private Sector (1,720,000 UGX). Drivers in the Public Sector earned higher wages compared to those in the Private Sector. Police officer and security guards working in the Public Sector earned slightly more than their counterparts in the Private Sector. Lawyers, Journalists, and Mathematicians in the Public Sector earn much higher than their counterparts in the Private Sector. On the other hand, Economists, Finance and Human Resource Managers and Accountants in the Private Sector earned much more than those in the Public Sector.

The Informal Sector

The Informal Sector was predominantly run by Ugandans (99%), with more than half of the employers (51%) aged 31 to 59 years followed by those aged 18 to 30 years (44%). Most of business owners in the Informal Sector had attained primary level education (46%), while 25 percent had ordinary level secondary education (25%). Only a third of the Informal Sector Proprietors (29%) had previous working experience.

Trade (32%), Hotels, Restaurants and other eating places (26%), and Manufacturing (20%) were the most common business activities in the Informal Sector accounting for 78 percent of all the activities. Females in the Informal Sector were more likely to engage in Hotel, Restaurant and eating place activities (40%) while their male counterparts predominately engaged in Manufacturing (32%) and Trade (33%) activities. Close to seven in every ten (68%) businesses in the Informal Sector were located at a place independent from the home followed by those with a work space within or attached to the home (17%). Overall, 60 percent of the businesses had an operating license. Also, 65 percent of Informal Sector businesses used their own savings as the main source of startup capital followed by those who got contributions from others (19%) and those that took loans from friends, relatives and SACCOs (7%). In the 12 months preceding the survey, only 20 percent of Informal business owners had applied for a loan.

More than half (52%) of the employees in the Informal Sector were paid employees, followed by the self-employed (35%) and contributing family workers (13%). There were slightly more males (52%) than females (48%) employed in Informal businesses. In addition, most male employees were paid employees (54%) while females dominated the category of contributing family workers (60%). Concerning the nature of employment contract, close to nine in every ten employees (88%) had a verbal agreement; only 2 percent of employees had a written contract while the rest (10%) were working without any form of contract. On average, employees in the Informal Sector worked for 10 hours a day. In relation to the skills gaps, businesses owners reported that their employees mainly lacked Managerial skills (22%), Customer Care skills (19%), Entrepreneurial skills (18%), and Technical, skills (18%).

CHAPTER ONE

INTRODUCTION

1.0 Overview

In the last one and a half decades, the Government of Uganda (GoU) has implemented policies that have resulted in the growth of various Sectors of the economy. In order to sustain this development, matching the appropriate human resource development and planning have to be introduced in the short, medium, and long terms. This calls for coordinated action by various line ministries and Sectors of the economy since they all depend on human resource. Human resource indicators are components of the National Development Plan II, (NDP II) which is currently Uganda's overarching development framework. Among the objectives of the NDP II, enhancing the availability of gainful employment and enhancing human capital development which can be assessed by increased skilled manpower among nationals, increased Institutional capacity for relevant skills development, and the increased proportion of regional and international students trained. This role is coordinated by the Directorate of Labor within the Ministry of Gender, Labor, and Social Development.

In 1988, a comprehensive Manpower Survey was conducted in Uganda, 21 years after the 1967 survey. The 1988 survey was conducted in a stable economy and is perceived as the benchmark Manpower Survey¹. Fourteen (14) years after the 1988 Manpower Survey, a Labor Force Survey (LFS) Module was included in the 2002/03 Uganda National Household Survey (UNHS) conducted by UBOS. However, the LFS only provides statistics indicative of the country's manpower but do not give a depiction of the comprehensive national human resource. Moreover, the available data is lacking in the desired profile. This is because the primary targets for a LFS are individuals in households and it captures the labor supply (total labor force i.e. the employed, unemployed and inactive). In this measurement, the employed, only represent the met-demand for labor while the unmet demand for labor (often in form of vacancies) cannot be captured through a LFS. Against this background, there was need to establish and maintain a database on the country's human resource to facilitate planning at Local Governments, Sectoral and national levels.

1.1 Survey Objectives

The overall goal of the 2016/17 Manpower Survey Uganda (MAPU) was to provide policy makers, planners and other key stakeholders at the national, sub-national and international levels with a better understanding of the country's human resource capacity, utilization and needs. In addition, the survey provides data to allow for assessment of the human resource capacity, development, and utilization in Uganda; analysis of human

¹ Ministry of Planning and Economic Development, 1988: Manpower and Employment in Uganda, Report of National Manpower Survey, 1988, Kampala, Uganda

resource dynamics; and establishment of an accessible human resource database for policy planning in Uganda.

The specific objectives of the 2016/17 Manpower Survey were to:

1. Generate the current and potential size of Uganda's workforce as well as its characteristics;
2. Generate information on the current and potential employment levels for skilled and trained manpower in the country;
3. Provide information on the externalization of labor;

1.2 Survey Process

The 2016/17 MAPU underwent several stages before production and sharing of the final findings. These included: survey planning, consultative user needs assessment meetings, survey and sampling design, questionnaire development, pretesting and finalization of questionnaires, recruitment and training of field staff, field data collection and capture, data processing, management, editing and analysis; report writing and production; and dissemination and sharing of survey findings and data. At each of the stages, the survey conformed to the Uganda Standard (US) 942 (Code of Practice for Official Statistics) and US 493 (Guidelines for Production of Quality Statistics). In addition, all relevant international standards have been followed in the generation of the indicators.

1.3 Scope and Coverage

1.3.1 Coverage

In terms of coverage, the 2016/17 MAPU covered Establishments in both the Formal and Informal Sectors in all the 112 districts of Uganda at the time. The survey was based on information collected from the employers and employees in the Public (Ministries, Departments and Agencies (MDAs)), and Formal Private Establishments but excluded Political Institutions, and the Armed forces. Data was also collected from both employers and employees in the Informal Sector as well as those in Formal educational Institutions.

1.3.2 Scope

During the survey, the main modules were administered to both employers and employees in the Formal and the Informal Sectors. The details of each of the modules are highlighted below:

1. In the Formal Sector, information was collected using two sub-modules as follows:
 - a) The Employer questionnaire captured information on the characteristics of the establishment, staffing profile and labor turnover, workload, total number of posts, number of filled posts, total gross remuneration, number, and type of vacant posts, future manpower projections, and staff

development policy. The module also collected information on the labor cost, Labor Management Information Systems, membership to employer organizations, Gender, HIV/AIDS and disability policy at the workplace, corporate social responsibility and staff exit and exit arrangements.

- b) The Employee questionnaire collected information from employees in the Public and Formal Private Establishments which included general personal information, nature of current employment, performance appraisals and career growth, terms and conditions of work, Labor rights, challenges at the workplace, earnings; Job search and candidate preference. Data was also collected on existence of a Gender, HIV/AIDS, and disability policy at the workplace among others.
2. The Informal Sector module collected information on both employers and employees for household as well as non-household based enterprises. The Informal Sector refers to Establishments that employ less than five people and are not legally registered. However, the Informal Sector businesses engaged in agricultural enterprises were excluded from the study. The questionnaires administered for persons in this Sector were similar to those for the formal employers and employees.
3. The Educational and training Institutions module was administered to both the Public and Private Institutions including, Technical and Vocational training schools as well as Tertiary Institutions comprising Universities among others. The information collected at Institutional level was on the characteristics of the Institutions, staffing profile and labor turnover, Institutional staffing capacity, sourcing for required staff, Labor Management Information Systems, capacity utilization and relevance of training, membership to associations, existence of a Gender, HIV/AIDS and disability policy at the workplace, corporate social responsibility and staff exit and exit arrangement. The questionnaire administered for employees in educational Institutions were similar to that for other Formal employees.

The detailed questionnaires used in data collection can be seen in Appendix V.

It is worth mentioning that two other modules were planned for the MAPU including the Diaspora module and the module for Persons looking for Work. The Diaspora module was not undertaken due to the difficulty involved in gathering the data through online interviews. However, a pilot test survey for the Persons Looking for Work module was undertaken in four districts of Mbarara, Lira, Mubende, and Jinja. A report of the findings was produced and has since been used to generate coefficients of unemployment for the human resource planning model.

1.4 The Pilot Survey, Main Training and Data Collection

1.4.1 The Pilot Survey

Prior to the main fieldwork, the data collection modules and survey operation processes were pretested to ensure that the questions were clear and could be well understood by the respondents. Fifty-two (52) experienced field workers comprising both male and female adults were recruited and trained on how to administer the modules from 16th to 19th October 2014. After the training, fieldworkers were grouped into eight teams and deployed to work in different Establishments across the country. The MAPU Pilot fieldwork was done in one month (November 2014) and feedback on the flow and ease of administering questions was provided and discussed. Thereafter the tools were further refined in preparation for the main training.

1.4.2 Training of Field Staff

UBOS recruited and trained 42 field staff to serve as team supervisors and interviewers for the main survey (See Appendix III for details). The training was conducted from 29th October 2015 to 9th November 2015 and lasted for a period of eight days. The main approach of the training comprised instructions in relation to interviewing techniques and field procedures, a detailed review of the data collection modules, tests and practice using hand-held Computer Assisted Personal Interviews (CAPI) devices. The training also included classroom mock interviews and field practice in selected Establishments outside of the main survey sample. Team supervisors were further trained in data quality control procedures and coordination of fieldwork activities.

1.4.3 Data Collection

A centralized approach to data collection was employed through which eight mobile field teams grouped at the UBOS headquarters were deployed to the different sampled areas. Each team comprised one field supervisor, three or four enumerators and a driver. The field staff were recruited based on previous survey experience and education level while the supervisors were balanced between males and females.

At the headquarters, a team of regional and senior supervisors undertook several other survey activities in line with the survey including data scrutiny, field monitoring, coordination, and supervision among others. The field data collection commenced at the end of June 2016 and was completed in June 2017. Fieldwork was carried out over a 12 - month period, between which teams met at the headquarters for refresher training and debriefing sessions after every field trip. During the meetings, the main issues discussed included logistical and data collection challenges which were resolved instantly.

1.5 Data Processing and Management

The 2016/17 MAPU data was collected and captured electronically using Computer Assisted Personal Interviews (CAPI). Prior to field data collection, Applications were designed for each module and field staff

were trained on how to use the application in CAPI. The hardware used included Tablets (Samsung Model – SMT 231) and Power Banks for Interviewers; while Field Supervisors were provided with Laptops and Internet Modems. On the other hand, the software used was Survey Solutions version 5.21 - a free tool developed by the World Bank to improve survey data collection. The Survey Solutions facilitates better communication between the Interviewers and Supervisors; provides more reliable statistics due to checks performed during the interview; and timely statistics due to a reduced time lag between data collection and data analysis.

The data processing largely involved: the design of questionnaires in the Survey Solution's Designer Interface as well as inclusion of consistency checks, skip patterns, and validation rules. The application was then tested for the flow of questions and entries before training of the field staff. During the training, field staff were familiarized with use of the Application and field practice was undertaken to ensure validity and reliability of the data. In the field, data was captured by Interviewers then transferred to Field Supervisors then UBOS headquarters in real time for further scrutiny and quality assurance. In cases where clarification or re-interviews were required, Interviewers were sent back to the target population.

With the advent of CAPI for the 2016/17 MAPU, data management started in the field with scrutiny of the captured data. This was first undertaken by the supervisors who then transferred the data to the headquarters on the Survey Solution's Server. Data was converted and exported to STATA format for further checks and quality assurance as well as for generation of statistical tables.

UBOS has seen gains in the use of the CAPI in terms of costs, quality of data produced, and growth in staff capacity to handle data collected electronically. In terms of costs, the use of CAPI eliminated the need for printing of paper questionnaires and recruiting of data entry clerks. With regard to quality, the data is received in real time thus allowing for checking, scrutiny, and feedback to data collectors in time resulting into timely production of survey results and reduction of item non-response. The use of CAPI at UBOS started in 2009/10, and has improved over time due to the ever advancing technology in terms of software and hardware used. In addition, the capacity of UBOS staff to process, manage, and analyze the data has further been enhanced.

1.6 Funding

The 2016/17 MAPU was fully funded with financial resources from the Government of Uganda.

1.7 Institutional Collaboration

Several Institutions participated in the various activities at different stages of the MAPU survey to ensure its successful completion. The National Planning Authority (NPA), the Ministry of Gender Labour and Social Development (MGLSD), the Ministry of East African Community Affairs (MEACA), Kampala City Council Authority (KCCA), the Ministry of Public Service (MPS), Bank of Uganda (BOU), the Private Sector Foundation Uganda (PSFU), Insurance Regulatory Authority (IRA) and Uganda Communications Commission (UCC) comprised the Technical Working Committees while UBOS was the coordinating and

implementing agency.

1.8 Reliability of Estimates

The estimates from a sample survey are affected by two types of errors: non-sampling errors and sampling errors. Non-sampling errors usually result from mistakes made during data collection and capture and those include misunderstanding of the questions, either by the respondent or by the interviewer and by capture of wrong entries. Such errors were controlled through thorough training of the data collectors and through field spot-checks undertaken by the Supervisors.

On the other hand, sampling errors (SE) were evaluated statistically. The 2016/17 MAPU sample is just one of the many possible samples that could have been selected using the same sampling design. Sampling errors are a measure of the variability between all possible samples that would yield different results from the selected sample. Sampling errors are usually measured in terms of the standard error for a particular statistic such as the mean, percentages, etc. The Tables in Appendix III present Standard Errors and Coefficients of Variations (CVs) for selected indicators for the findings from the Informal Sector only at national level.

1.9 The Structure of the Report

In addition to this chapter, the report comprises of other seven Chapters. The chapters are on Survey Methodology, Supply of Skilled Human Resources, Employers in the Formal Sector, Employees in the Formal Sector, Cross-Cutting issues for Employers and Employees; the Informal Sector; and Lessons Learnt.

2 CHAPTER TWO

SURVEY METHODOLOGY

2.0 Introduction

Survey methodology studies the sampling of individual units from a population and associated techniques of survey data collection, such as questionnaire construction and methods for improving the number and accuracy of responses to surveys. Survey methodology includes instruments or procedures that ask one or more questions that may or may not be answered among others.

This Chapter focuses on the procedures used for sampling, weighting, and estimation of variance for the different modules covered in the 2016/17 MAPU. The survey used different sampling procedure for each of the four modules covered for both Formal and Informal Establishments. The Formal Establishments included Government and its parastatal Institutions as well as the Private businesses. The Informal Establishments are those that are both unregistered as legal entities and employ less than five (5) persons.

In order to meet the survey objectives highlighted in Chapter One, the Formal Sector module was administered to all Formal Private and Public entities. The Public entities included: Ministries, Departments and Agencies (MDAs), Local Governments (LGs) and Public Parastatals with exception of Political Institutions and the Armed Forces in Barracks. Considering the large size of the Private Sector, a representative sample was selected based on the classification in the International Standard Classification of Industry (ISIC) to ensure representation of the whole economy.

2.1 Survey Design

Different survey designs were adopted for the different modules to take into account the characteristics of the Establishments/Institutions. The 2016/17 MAPU sample was designed to allow for reliable estimation of key indicators at the national and Sector levels.

2.1.1 Sampling Frame and Stratification for the 2016/17 MAPU

The sampling frame used for the Formal Establishments was the updated 2016 Census of Business Establishments (COBE) which comprised a total of 22,694 business Establishments. The frame was reviewed and updated before Establishments were selected to ensure completeness. Information from the Ministry of Education and Sports was also used to update the frame with new records for pre-primary, primary, secondary schools; and other educational training Establishments. A one-stage stratified sampling design was used, whereby Establishments were selected from the updated sampling frame. The other information on Establishments in the sampling frame included: the name and location, the 4-digit activity code as per the International Standard Industrial Classification (ISIC), the description of the establishment's

main activity, major industry, total number of employees, classification based on size (total number of employees), and categorization based on turnover.

Establishments in the frame were stratified by size (total number of employees) by the different industry to improve the sampling efficiency (the level of precision for estimates) for the survey. The stratification by employment size was done as follows:

1. <=10 employees (micro/small)
2. 11-29 employees (middle)
3. 30+ employees (large)

All Establishments with 30 or more employees were selected with certainty (i.e. with a probability of 1); given the important contribution of the larger Establishments to employment. The frame comprised a total of 1,674 Establishments with 30 or more employees in all economic Sectors that contribute about 45 percent to the total employment. In order to limit the survey to the Formal economy, only Establishments with one permanent or more employees in the sampling frame were included. All fully owned Government firms were also included.

Table 2.1 presents the distribution of the Establishments in the updated 2016 COBE sampling frame by the major industry and employment size. Overall, about 26 percent of the Establishments were engaged in the Pre-primary and Primary education activities followed by wholesale and retail (19%) and accommodation (10%).

Table 2.1: Establishments in the 2016 COBE Sampling Frame by Industry and Employment Size

Industry	Employment Size Category (Number of Employees)			Total	share of employees by Industry (%)
	<=10	11 - 29	30+		
Agriculture	33	28	10	71	0.3
Forestry	1	1	-	2	0.01
Fishing	3	1	1	5	0.02
Mining & quarrying	6	1	4	11	0.05
Manufacturing	557	261	196	1,014	4.5
Repairs	21	8	1	30	0.1
Electricity	12	14	8	34	0.1
Construction	120	80	60	260	1.1
Wholesale and Retail	3,351	714	137	4,202	18.5
Transport	249	135	40	424	1.9
Accommodation	1,628	551	112	2,291	10.1
Information & communication	195	102	34	331	1.5
Financial	578	466	30	1,074	4.7
Insurance	72	23	16	111	0.5
Real estate	112	23	8	143	0.6
Professional	856	197	46	1,099	4.8
Administrative work	285	87	39	411	1.8
Pre-primary and primary	2,357	3,406	239	6,002	26.4
Secondary	173	910	407	1,490	6.6
TVET	118	96	34	248	1.1
Tertiary Institutions	49	104	55	208	0.9
Other educational activities	116	94	14	224	1.0
Health	1,214	381	94	1,689	7.4
Other service activities	945	295	60	1,300	5.7
Water	8	10	2	20	0.1
Total	13,059	7,988	1,647	22,694	100

2.1.2 Sample Size and Allocation of the 2016/17 MAPU

The sample size for the 2016/17 MAPU depended on the budget as well as the required precision of key indicators for the domains defined for the survey. Given that the overall survey objective is to determine the current and potential employment levels for skilled and trained manpower in the country, effective sample size (number of Establishments with completed interviews) targeted was 4,000 responding units. This effective sample size is required to ensure a sufficient level of precision for skilled and trained human resources in key professionals in the country including Medical Doctors, Pharmacists, Dentists, Nurses and Midwifery, professional Engineers, professional Teachers, Business professionals (Accountants, Business Analysts etc.), Science professionals and semi-professionals whose critical skills are assumed to be insufficient. Previous experience from business surveys conducted by UBOS indicates a response rate of about 70 percent. In a bid to decrease the potential bias from a low response rate, the 2016/17 MAPU undertook comprehensive sensitization of the respondents at the different level through various media channels and regulatory authorities. The initial sample size for the 2016/17 MAPU was increased to about 6,800 Establishments to ensure efficiency of the sample.

Across all the economic activity domains, the sample of the 2016/17 MAPU was distributed using the Neyman Optimal Allocation by the stratum (employment size). The formula used to calculate the approximate number of Establishments allocated to each stratum is as follows:

$$n_h = n \times \frac{N_h \times S_h}{\sum_h N_h \times S_h},$$

Where:

- n_h = number of sample Establishments allocated to employment size stratum h
- n = number of sample Establishments allocated to all non-certainty employment size strata
- N_h = total number of Establishments in employment size stratum h
- S_h = Standard deviation for number of employees per establishment in employment size Stratum h

The Neyman Optimal Allocation was applied to the sampling frame of Establishments after excluding Establishments with 30 or more employees (1,647) – the part of the sample with certainty. Out of the assumed overall sample size of 6,800 Establishments, the remaining sample (n) of 5,153 (the non-certainty size) was selected.

2.1.3 Sampling Procedures for Selecting Establishments in the 2016/17 MAPU

This sub-section presents the different sampling procedures by the various categories of Establishments covered in the survey:

2.1.3.1 Educational Training Institutions

The training Institutions covered in the 2016/17 MAPU comprised of Technical and Vocational Educational Institutions (TVET) as well as Tertiary Institutions excluding Kampala University. A comprehensive sampling frame for training Institutions was generated from the list of Institutions accredited by the National Council for Higher Education, the list of Institutions in the Education Management Information System from the Ministry of Education and Sports as well as the list of training Institutions provided by the District Education office. The frame generated was verified during the updating of the 2016 COBE list of Establishments.

2.1.3.2 Ministries, Departments and Agencies (MDAs)

All Government Ministries, Departments, and Agencies (MDAs) were covered with certainty (i.e. there was complete enumeration for all MDAs). This included, all staff in line ministries, autonomous and semi – autonomous organizations, Local authorities (Districts Local Administrations, Municipalities, and Urban Authorities). However, staff who were not available at the duty station at the time of the survey visits, those who refused to participate in the survey as well as employees of Uganda Embassies, High Commissions, and Consulates abroad were not covered during the survey. One national authority declined to participate in the survey and were thus excluded.

2.1.3.3 Banks and Insurance Establishments

All the Banks (24), Credit Institutions (3), and Deposit Taking Institutions (4) were covered with certainty since they majorly employ skilled and trained manpower.

2.1.3.4 Hospitals and Health Centers

All Government Hospitals, Health Center IV, and HC III facilities were fully covered and all the staff interviewed with exception of those who were not available at the duty station at the survey time as well as those who refused to participate. All Private health facilities employing 50+ persons were covered with certainty since they employ the majority of the health professionals in the country.

2.1.3.5 Other Private Formal Establishments

These constituted Formal Establishments engaged in Agriculture, Mining and Quarrying, Manufacturing, Repairs, Electricity and Gas, Construction, Wholesale and retail trade, Transport, Information and Communication, Real Estate, Professional organizations, Pre-primary, Primary and secondary educational Institutions, Private Health Establishments and Social work activities including other services not elsewhere classified. A two-stage stratified sampling was used in the selection of the Establishments in the aforementioned industry categories as follows:

At the first stage, the stratification of the Formal Private Establishments was done according to the three (3) strata: Large Establishments (30+ employees); Medium sized Establishments (11-29 employees) and Micro/Small Establishments (<=10 employees). The sampling rate for the large Establishments' strata was

100%, while the sampling rate was 50% and 20% for the middle and small Establishments' strata respectively. In addition to stratifying by employment size, the administrative district was utilized as the second explicit stratifying variable whereby the same sampling rate was applied to all districts. The employer questionnaire was administered to each sampled establishment with the head of the establishment (the Manager) or any official designated by the manager as the key respondent.

Based on the findings from the pilot manpower survey, employers in the Private Sector generally did not allow all their employees be interviewed. The pilot MAPU also revealed that an individual interview with an employee took between 10 to 20 minutes. Furthermore, the findings from the updated 2016 COBE showed that, the 95th percentile was 38 employees. The second stage of sampling was designed to select employees from the Establishments sampled in the first stage.

At the second stage, employees were first grouped into four strata based on their skill levels as presented in the International Standard Classification of Occupation (ISCO, 2008) to ensure that all employee categories were represented as follows:

1. Managers and Professionals
2. Technicians and Associate Professionals
3. Clerical support workers, Service and Sales workers, Skilled agricultural, forestry and fishery workers, Craft and related trade workers, Plant and machine operators, and assemblers
4. Elementary occupations.

Considering the field team composition, the duration of an individual employee interview and the employment size of an establishment; a decision was made to cover all employees in Establishments employing less than 40 employees. In Establishments with more than 40 employees, 10 employees were sampled from each of the four skill categories. If the result was not an integer the common rounding principles apply. Field supervisors were adequately trained on the procedure for selecting employees by skill category using the simple systematic sample technique.

2.2 Calculation of Basic Weights for the 2016/17 MAPU

The basic weights for the sample Establishments selected for the 2016/17 MAPU was calculated as the inverse of the probability of selection (sampling rate) for each stratum.

2.2.1 Basic Weights for the Establishment/Employer Sample

The probability of selection for a sample establishment in each stratum was expressed as follows:

$$P_{hj} = \frac{n_h}{N_h},$$

Where:

- p_{hj} = probability of selection for sample Establishments in economic activity domain by Employment size stratum h
- n_h = number of sample Establishments selected in stratum h
- N_h = total number of Establishments in stratum h from the updated 2015 COBE frame

The basic weight or expansion factor for the Establishments in each stratum is calculated as the inverse of the probability of selection, as follows:

$$W_h = \frac{1}{p_{hj}} = \frac{N_h}{n_h},$$

where:

- W_h = basic weight for sample Establishments in economic activity domain by Employment size stratum h

It should be noted that, for the Establishments in the strata selected with certainty (those with 30 or more employees), $n_h = N_h$, so the basic weight is equal to 1 hence they are self-representing Establishments. The basic weights were also adjusted for non-response based on the final interview result of all questionnaires.

2.2.2 Basic Weights for the Employee Sample

The employee sample in the Formal Sector was selected in two stages in all sub-populations (skill categories) of the survey. However, for the Informal Sector, all employees in the selected Establishments were surveyed with certainty as the sample at the second-stage. The probability of selection of an employee in a given establishment and stratum was expressed as follows:

$$P_{hj}^1 = \frac{n_h}{N_h}$$

Where:

- P_{hj}^1 = probability of selection for sample Establishments in economic activity domain by Employment size stratum h
- n_h = number of sample Establishments selected in stratum h
- N_h = total number of Establishments in stratum h from the updated 2016 COBE frame

$$P_{hji}^2 = \frac{n_{hj}}{N_{hj}}$$

Where:

- P_{hji}^2 = probability of selecting an employee in the j^{th} Establishments of economic activity domain by Employment size stratum h
- n_{hj} = number of sampled employees in the j^{th} Establishments selected in stratum h
- N_{hj} = total number of employees in the j^{th} Establishments from the updated 2016 COBE frame

The overall selection probability of an employee $p_{hji} = p^1_{hj} \cdot p^2_{hji}$

The basic weight for the sampled employees in each stratum is the inverse of this probability of selection, be expressed as follows:

$$w_{hji} = \frac{1}{P_{hji}}$$

The basic weights took into account the non-response rate within each stratum, including the strata selected with certainty.

2.3 Informal Sector Module

The survey is designed to produce nationally representative estimates for the key indicators for the country as a whole, and by enterprise wherever possible. The Informal Sector module was part of the 2016/17 MAPU and focused on the skill levels, remuneration, training and working conditions of persons in the Sector among others. The Informal Sector component in the MAPU supplements the few questions that were included in the 2016/17 UNHS that focused on household based enterprises.

2.3.1 Target Population

The Informal Sector targeted households with household based enterprises as well as the non-household based enterprises identified within the selected Enumeration Areas (EAs). The enterprises were identified during a listing exercise undertaken prior to the survey.

2.3.2 Sampling Frame

The sampling frame for the Informal Sector module in the 2016/17 MAPU was the 2014 Uganda Population and Housing Census (PHC) list of EAs. The sampling frame is a complete list of 79,042 Enumeration Areas (EA) covering the whole country. The frame also contains detailed location information on the administrative units for each EA, the number of households at the time of the 2014 census and the type of residence (urban or rural) among others. The 2014 census also collected data on whether the household owns any enterprise. The Measure of Size (MoS) used for the Informal Sector module was the households that reported owning an enterprise in the 2014 census.

In order to increase the efficiency of the sample for the Informal Sector module, the sampling frame was divided into three strata which are as homogeneous as possible. The first level of stratification generally corresponds to the geographic domains of analysis that is Greater Kampala, Other urban and rural areas

2.3.3 Sampling Procedure and Sample Allocation

2.3.3.1 Sample Size Determination

The sample size for a given survey is determined by the level of precision required for the survey estimates in each domain, as well as by the resource and operational constraints. The accuracy of the survey results depends on both the sampling error, which can be measured through variance estimation, and the non-sampling error from all other sources, such as response and other measurement errors, coding and data entry errors. The sampling error is inversely proportional to the square root of the sample size. On the other hand, the non-sampling error may increase with the sample size, since it is more difficult to control the quality of a larger operation. It is therefore important that the overall sample size be manageable for quality and operational control purposes. The sample size also depends on cost considerations and logistical issues related to the organization of the teams of enumerators and the workload for the data collection.

In the sampling design of the Informal Sector in the 2016/17 MAPU, UBOS used a mixed approach in determining the sample size i.e. enumeration areas were selected and a complete list of households with Informal business were identified and selected based on the industry classification for purposes of the survey. The total sample size was finalized after reviewing the existing information on the number of businesses and the categories for which estimates are required. A total of 6,800 business Establishments employing less than five persons were targeted as was the case for the Formal Establishments' survey.

2.3.3.2 Selection of EAs with Probability Proportional to Size (PPS) - Systematic Sampling Procedure

A two-stage stratified sample was selected from the sampling frame. The sample of EAs was selected using Probability Proportional to Size (PPS) sampling technique. First, the sampling frame was sorted within each stratum (Greater Kampala, Other Urban, and Rural) by District, sub-county, parish, village, and EA code. Implicit stratification was achieved through sorting the frame by the type of strata and using the PPS sampling procedure. The measure of size (MoS) for selecting EAs was households with an enterprise and the selection of the households was based on those households with enterprises.

The sample for the non-household based enterprises was based on the total number of such enterprises listed by type of industry. All industry types with one enterprise were selected with certainty while the rest were proportionally allocated to by the type of industry.

After the first stage selection of EAs, a comprehensive household/enterprise listing exercise was conducted in all the 300 selected EA in order to have the most up-to-date list and number of households/enterprises. The listing exercise comprised visiting each of the selected EAs; drawing a location map and a detailed sketch map; and generating a list for all household and non-household based enterprises found in the EA as well as the physical address and the name of the owner or the person managing the enterprise. Separate listing forms were used for the household and non-household based enterprise and served as the sampling frame for the selection of the two categories of enterprises in the second stage.

At the second stage, a fixed number of 10 non-household based enterprises and 10 household based enterprises was selected from the listings for each selected EA with equal probability. In order to ensure that the sample is representative by the economic activities, enterprises were grouped into six sampling strata namely; Manufacturing, Trading and Services, Hotels, bars and restaurants, Agriculture and Forestry, Mining and quarrying, and Construction. Stratification was achieved by separating the enterprise by type and selecting a minimum of one from each of the categories listed.

The procedures used for selecting the 10 sample enterprises from the listing for each sample EA was follows:

1. All the enterprises listed in the sampled EA were assigned a serial number from 1 to M'_{ei} .
2. To obtain the sampling interval for the selection of enterprises within the sample EA (I_{ei}), divide M'_{ei} by 10, and maintain 2 decimal places.
3. Select a random number (R_{ei}) with 2 decimal places, between 0.01 and I_{ei} . The sample enterprises within the EA were identified by the following selection numbers:

$$S_{eij} = R_{ei} [I_{ei} \times (j-1)], \text{ rounded up,}$$

Where $j = 1, 2, 3 \dots 10$

The j^{th} selected enterprise is the one with a serial number equal to S_{eij} .

An Excel spreadsheet was developed to facilitate selection of the 10 sampled household enterprises in each sample EA on entry of the total number of the enterprises listed. The spreadsheet also included identification particulars of the sampled EA, and formulae for the systematic selection of enterprises. During the survey data collection stage, only the pre-selected enterprises were interviewed i.e. no replacements or changes of the pre-selected enterprise were allowed in order to avoid bias.

3 CHAPTER THREE

SUPPLY OF HUMAN RESOURCES

3.0 Introduction

Training Institutions play a dual role both as employers of skilled manpower and as suppliers of skilled manpower. The survey covered Technical and Vocational Institutes, Universities and Affiliated Colleges, Theological Colleges and other training Institutions involved in teaching students at Post - Primary and Post-Secondary school levels of education. The purpose of the training Institutions module was to provide information to assess the supply of trained manpower from Educational Training Institutions (ETIs). Maintaining a sustainable supply of manpower with an appropriate mix of education attainment is critical in supporting long-term economic growth. This Chapter presents information on the capacity of the ETIs to generate manpower of various skills levels as well as the issues that the Institutions face as employers.

3.1 Characteristics of Educational Training Institutions

For purposes of the analysis in this chapter, an ETIs was categorized as Public if it was owned by Government and Parastatals while those that were owned by Sole Proprietors, Partnerships, Private Limited Companies, Public limited Companies, Statutory Corporations, Co-operatives, Religious Organizations, and any other Non-Government Organizations (NGOs) were grouped as Privately owned. In addition, the categorization of training Institutions followed that used by the National Council of Higher Education (NCHE) i.e. Universities and Affiliated Colleges, Health Colleges, Theological Colleges, Agricultural Colleges, Colleges of Commerce and Business Studies, Teacher Colleges, Technical and Vocational Colleges, Media and communication Colleges among others.

3.1.1 Training Institutions by Type and Selected Characteristics

Table 3.1 presents the distribution of training Institutions by selected characteristics and the category of training Institution. Vocational and Technical Colleges (VTCs) constituted the majority (45%) followed by Health Colleges (16%) and Colleges of Commerce and Business Studies (15%). Universities constituted eight percent of all the training Institutions visited. Overall, a third of the Institutions were located in the Central region (31%) followed by the Northern region (27%). Universities and Affiliated Colleges were predominant in the Central region (52%), Agricultural Colleges in the Western (43%), while Teacher Colleges (TCs) (43%) and VTCs (34%) were mostly located in the Northern region. Regarding registration status, overall three quarters (75%) of the training Institutions were registered with Ministry of Education and Sports (MoES), 15 percent with the National Council for Higher Education (NCHE) while two percent were not registered at the time of the survey.

In terms of ownership, close to seven in every ten training Institutions (68%) was privately owned while 32 percent are publicly owned. Regardless of the training category, the majority of Training Institutions are privately owned except for Teacher Colleges that are largely publicly owned (68%) compared to those owned privately (32%). The findings on the type of services offered by ETIs indicated that, over half (52%) offer both day and boarding services. Furthermore, it was almost universal that the Training Institutions catered for both male and female students.

Table 3.1: Distribution of Training Institutions by Selected Characteristics (%)

Characteristics	Universities	Health	Theological	Colleges of Commerce	Teachers	Vocational &	Total
	and Affiliated					Colleges	
	Colleges	Colleges	Colleges	and Business Studies	Colleges	Colleges	
Location							
Central	51.5	31.2	38.9	45.3	12.3	26.5	31.2
Eastern	19.5	26.6	22.8	12.8	22.5	19.3	19.8
Northern	13.0	26.6	22.8	8.0	42.6	33.6	26.8
Western	16.0	15.6	15.6	33.9	22.5	20.6	22.1
Ownership							
Public	29.2	29.7	0.0	13.0	67.6	34.7	31.9
Private	70.8	70.3	100.0	87.0	32.4	65.3	68.1
Registration							
MOES	48.5	82.9	22.8	56.4	97.5	81.4	74.7
NCHE	51.5	7.8	54.5	32.3	2.5	4.8	14.9
Not Registered	0.0	3.1	0.0	1.6	0.0	3.8	2.4
Others	0.0	6.1	22.8	9.7	0.0	10.1	7.9
Services offered							
Day Only	35.5	7.8	22.8	51.4	10.0	12.7	19.7
Boarding Only	0.0	62.6	38.9	4.9	72.6	20.8	28.8
Both	64.5	29.6	38.3	43.8	17.3	66.5	51.5
Students catered for							
Male Only	0.0	0.0	0.0	0.0	0.0	0.5	0.2
Female Only	0.0	6.3	0.0	1.6	7.5	3.2	3.4
Both	100.0	93.7	100.0	98.4	92.5	96.2	96.4
Total	7.5	15.5	3.1	15.0	9.7	45.2	100.0

3.2 Staffing Profiles in Educational Training Institutions

The staffing levels in training Institutions is key for ensuring that there exist adequate/recommended teacher-student ratios even at the higher levels of learning. In addition, the outcomes of learning of students is largely influenced by the quality of teaching staff available in ETIs alongside those who handle administrative and other support roles.

Information was collected on the staffing profiles of persons employed in ETIs by the sex, origin, and category of staff i.e. teaching, administration, and support staff as of 31st December for a given year. Table 3.2 presents the share of staff in ETIs by the category, sex of staff and type of training Institutions as of 31st December 2015. The results show that, across the staffing categories, there were more males than females. Exceptions were observed among teaching staff in Tourism and Wildlife; administration staff in Health Colleges and Media and Communication College; as well as among support staff in Tourism and Wildlife, and Health Colleges.

Table 3.2: Share of Staff in Training Institutions by Category and Sex - 2015

Category of Institution	Teaching			Administration			Support		
	Female	Male	Number	Female	Male	Number	Female	Male	Number
Universities and Affiliated Colleges	23.2	76.8	6,260	40.9	59.1	4,583	47.7	52.3	3,718
Agriculture Colleges	29.6	70.4	108	36.4	63.6	33	35.2	64.8	88
Health Colleges	44.0	56.0	877	55.0	45.0	360	50.9	49.1	1,041
Theological Colleges	27.1	72.9	218	35.1	64.9	97	36.5	63.5	137
Media and communication Colleges	40.0	60.0	75	66.0	34.0	47	26.8	73.2	56
Colleges of Commerce and Business Studies	29.4	70.6	1,132	40.1	59.9	416	34.4	65.6	479
Teachers Colleges	28.2	71.8	819	34.2	65.8	161	36.4	63.6	535
Tourism and Wildlife	66.7	33.3	39	42.1	57.9	19	53.3	46.7	45
Vocational & Technical College	26.6	73.4	4,140	37.7	62.3	1,088	39.3	60.7	2,197
Other training Institutions	50.0	50.0	42	28.6	71.4	14	26.1	73.9	23

In addition, Table 3.3 presents findings on the disaggregation of the staff numbers by the type of ownership of the training Institution. Regardless of the staff category, Government-owned ETIs employed a higher number of staff compared to their Private counterparts especially in Universities and Affiliated Colleges. Furthermore, across the training Institutions owned by Government, it is interesting to note that teaching staff comprise a lower share of all staff with exception of those in Tourism and wildlife as well as Teacher Colleges. In comparison, the teaching staff in most of the privately owned ETIs comprised over half of the total staff with exception of Universities, Health Colleges, Media and Communication Colleges; and Theological Colleges.

Table 3.3: Share of Staff in Training Institutions by Category and type of Ownership - 2015

Category of Institution	Public					Private				
	Teaching	Admin	Support	Total	Number	Teaching	Admin	Support	Total	Number
Universities and Affiliated Colleges	42.2	32.4	25.4	100.0	11,925	46.5	27.5	26.1	100.0	2,636
Agriculture Colleges	41.4	14.9	43.7	100.0	87	50.7	14.1	35.2	100.0	142
Health Colleges	30.6	13.1	56.3	100.0	996	44.6	17.9	37.4	100.0	1,282
Theological Colleges	-	-	-	-	-	48.2	21.5	30.3	100.0	452
Media and communication Colleges	33.3	24.0	42.7	100.0	75	49.0	27.9	23.1	100.0	104
Colleges of Commerce and Business Studies	39.1	16.8	44.0	100.0	511	61.5	21.8	16.8	100.0	1,515
Teachers Colleges	54.0	9.0	37.0	100.0	1,307	54.3	20.7	25.0	100.0	208
Tourism and Wildlife	34.9	16.9	48.2	100.0	83	55.6	22.2	22.2	100.0	18
Technical College	57.4	10.7	32.0	100.0	2,261	55.1	16.4	28.5	100.0	5,164
Other training Institutions	-	-	-	-	-	51.9	17.7	30.4	100.0	79

Admin=Administration

Considering the distribution of staff in ETIs by the country of origin, Table 3.4 reveals that Ugandans comprised over 90 percent of all staff regardless of the staffing category and group of training Institution. Theological Colleges were more likely to have a considerable number of staff from the rest of the world in both the teaching and administration category compared to the other training Institutions. Amongst support staff, it was highly unlikely to find non-Ugandans in this category. Overall, staffing positions in Uganda were largely filled by Ugandans.

Table 3.4: Share of Staff in training Institutions by Category and Origin - 2015

Category of Institution	Teaching		Administration		Support	
	UG	EAC	UG	EAC	UG	EAC
Universities and Affiliated Colleges	98.4	0.2	99.6	0.1	99.6	0.4
Agriculture Colleges	100	0	100	0	100	0
Health Colleges	99.4	0.6	99.7	0.3	100	0
Theological Colleges	80.7	0.5	86.6	0	100	0
Media and communication Colleges	93.3	1.3	95.7	0	100	0
Colleges of Commerce and Business Studies	98.7	0.3	97.4	0.2	99.4	0
Teachers Colleges	100	0	100	0	100	0
Tourism and Wildlife	100	0	100	0	100	0
Technical College	95.9	4	92.7	6.8	96.7	3.3
Other training Institutions	100	0	100	0	100	0

Note: UG=Ugandan, EAC=East African Community Member State

Other East African Countries and the Rest of the World figures are omitted from the table because the figures are very negligible.

3.2.1 Teaching/Training Staff in Training Institutions

Table 3.5 shows the percentage of Ugandans in the teaching staff category presented by the type and ownership of training Institution, sex, and the proportion of staff that left before the end of their employment contact and new employees as at 31st December 2015. The results reveal that proportionally more females (6%) in Public Universities and Affiliated Colleges had left before the end of the employment contract compared to their male counterparts (4%). In privately owned training Institutions, females were more likely to leave before the end of the employment contract in comparison to males. For instance, in Theological Colleges (7%) and Colleges of Commerce and Business Studies (14%) Vs three percent and seven percent respectively.

Concerning new employees as of 31st December 2015, more females were new employees in Public VTCs (10%), Teacher Colleges (5%), Health Colleges (7%), and Universities (7%). In contrast, more males were new employees in Colleges of Commerce and Business Studies (5%) and Tourism and Wildlife (36%). In the privately-owned training Institutions, Health Colleges (15%), Colleges of Commerce, and Business Studies (15%), Teacher Colleges (24%) and other training Institutions (19%) seemed to have a higher preference for female staff as new employees in 2015. On the other hand, the results reveal that, the preference for male employees was marginally higher in Universities (6%) and Agricultural Colleges (25%).

Table 3.5: Number of Ugandan Teaching Staff, and percentage of those that left before end of contract and New employees by Ownership, Type of Institution, and Sex - 2015

Category of Institution	Public						Private					
	Females			Males			Females			Males		
	No.	%left	%New	No.	%left	%New	No.	%left	%New	No.	%left	%New
Universities and Affiliated Colleges	1,059	5.9	7.0	3,970	4.2	4.3	376	1.1	3.7	752	1.6	5.6
Agriculture Colleges	12	0.0	0.0	24	0.0	0.0	20	5.0	15.0	52	15.4	25.0
Health Colleges	135	1.5	6.7	168	3.6	4.8	251	4.8	15.1	318	3.5	12.6
Theological Colleges	-	-	-	-	-	-	46	6.5	4.3	130	3.1	3.8
Media and communication Colleges	4	0.0	0.0	21	0.0	0.0	23	0.0	0.0	23	0.0	0.0
Colleges of Commerce and Business Studies	68	2.9	2.9	132	10.6	4.5	262	14.1	14.5	654	6.7	12.8
Teachers Colleges	198	0.0	4.5	508	0.4	0.8	33	3.0	24.2	80	3.8	7.5
Tourism and Wildlife	18	0.0	5.6	11	9.1	36.4	8	0.0	0.0	2	0.0	0.0
Vocational and Technical Colleges	229	3.9	9.6	1,067	2.0	4.9	816	3.6	7.1	1,860	3.4	6.7
Other training Institutions	-	-	-	-	-	-	21	9.5	19.0	21	9.5	14.3

3.2.2 Administration Staff in Training Institutions

Administration staff include persons who work alongside teaching staff to provide educational values contributing to student learning and professional growth. They are also responsible for establishing collaborative decision-making typical for the training Institution as well as advocate for promotion of the Institution and education in the community. The survey collected data on the number of administration staff in the training Institutions as of 31st December for a given year.

In Universities, regardless of the ownership of the training Institution and the sex of the staff member, the proportion of those who left before the end of the employment contract ranged between one to two percent while the percentage of new employees higher in each case as depicted in Table 3.6. Unlike the Public-owned training Institutions, in VTCs, the proportion of new female employees (12%) was twice that of males (6%). A similar pattern is observed in Private-owned Teacher Colleges.

Table 3.6: Number of Ugandan Administration Staff, and percentage of those that left before end of contract and New employees by Category of Institution, Sex, and Ownership - 2015

Category of Institution	Public						Private					
	Female			Males			Female			Males		
	No.	%left	%New	No.	%left	%New	No.	%left	%New	No.	%left	%New
Universities and Affiliated Colleges	1,544	1.2	4.8	2,314	1.4	3.9	327	1.5	6.7	381	2.4	4.7
Agriculture Colleges	5	0.0	0.0	8	0.0	0.0	6	16.7	16.7	14	0.0	21.4
Health Colleges	70	1.4	1.4	59	0.0	0.0	126	0.8	11.9	103	1.0	10.7
Theological Colleges	-	-	-	-	-	-	27	0.0	7.4	57	1.8	1.8
Media and communication Colleges	16	0.0	0.0	2	0.0	50.0	13	0.0	0.0	14	0.0	0.0
Colleges of Commerce and Business Studies	34	26.5	2.9	53	26.4	0.0	133	9.8	8.3	186	7.5	12.9
Teachers Colleges	36	2.8	5.6	82	0.0	6.1	19	5.3	15.8	24	4.2	8.3
Tourism and Wildlife	6	0.0	66.7	8	0.0	0.0	1	0.0	0.0	3	33.3	33.3
Technical College	63	0.0	9.5	179	0.6	4.5	304	3.9	11.8	463	2.6	5.8
Other training Institutions	-	-	-	-	-	-	4	50.0	0.0	10	0.0	10.0

3.2.3 Support Staff in Training Institutions

The role of support staff in training Institutions cannot be underestimated considering that they are key in ensuring students are learning in a safe and supportive learning environment. They can foster positive, trusting relationships with students and improve the school climate. The findings on support staff show that, regardless of the ownership, type of training Institution and the sex of the staff, generally, there was a higher proportion of new employees recruited as of 31st December 2015 compared to those that had left before the end of their employment contract as depicted in Table 3.7.

Table 3.7: Number of Ugandan Support Staff, and percentage of those that left before end of contract and New employees by Category of Institution, Sex, and Ownership - 2015

Category of Institution	Public						Private					
	Female			Males			Female			Males		
	No.	%left	%New	No.	%left	%New	No.	%left	%New	No.	%left	%New
Universities and Affiliated Colleges	1,548	1.2	4.5	1,482	1.8	3	223	1.8	7.2	450	0.9	6.2
Agriculture Colleges	12	0	0	26	0	0	19	10.5	26.3	31	9.7	19.4
Health Colleges	317	2.8	4.1	244	4.1	4.9	213	1.4	13.1	267	3	14.2
Theological Colleges	-	-	-	-	-	-	50	2	4	87	4.6	4.6
Media and communication Colleges	2	0	0	30	0	0	13	0	0	11	0	9.1
Colleges of Commerce and Business Studies	63	3.2	4.8	162	0.6	1.2	102	13.7	15.7	148	8.1	12.8
Teachers Colleges	175	1.7	5.1	308	1.6	2.6	20	5	10	32	6.3	0
Tourism and Wildlife	22	0	22.7	18	0	11.1	2	0	0	2	0	0
Technical College	258	4.3	2.3	465	3.7	3.4	587	2.4	7.2	815	4	9.1
Other training Institutions	-	-	-	-	-	-	6	16.7	0	17	5.9	5.9

3.2.4 Reasons for Staff Turnover in Educational Training Institutions

Employers in the training Institutions also provided information on the reasons for staff turnover in the year 2015 for both male and female employees separately. The results in Table 3.8 show that, overall, the most common reason for staff turnover among employees was low pay in ETIs compared to other Institutions followed by absconding from duty regardless of the sex of the employees. In Private-owned ETIs, the issue of low pay was more pronounced for both males (26%) and females (19%) compared to their counterparts in Public-owned Institutions with 18 percent and 15 percent respectively. Worth noting is that pregnancy among female employees was cited as a common reason for staff turnover with 8 percent of employers in training Institutions reporting the issue. Furthermore, marital/family problems were mostly reported for male employees (6%) compared to their female counterparts (4%) as was the case with turnover resulting from dismissal where that for males (6%) was double that for females (3%).

Table 3.8: Reasons for Staff Turnover amongst Employees by ownership of Training Institutions (%)

Most Common Reason	Males			Females		
	Public	Private	Total	Public	Private	Total
Low Pay Compared To Other Institutions	17.6	25.8	23.4	15.4	19.4	18.4
Absconding from Duty	4.8	7.9	6.9	9.0	8.5	8.6
Pregnancy	-	-	-	8.0	8.4	8.2
Retirement	15.2	1.9	6.2	9.0	3.1	5.0
Marital/Family commitments	6.4	6.1	6.2	2.4	5.1	4.2
Dismissal	3.2	7.2	5.9	0.8	3.5	2.6
Poor Working Conditions	0.8	3.1	2.3	2.4	1.6	1.8
Hard to Reach Areas	3.1	0.0	1.0	3.2	0.4	1.3
Late Payment	0.8	2.3	1.8	0.8	0.4	0.5
Lack of Amenities For Staff E.g. Housing	1.6	0.4	0.8	0.0	0.4	0.3
No Written Contract/Appointment Letter	0.0	0.4	0.3	0.0	0.4	0.3
Not Applicable	37.6	35.2	35.9	41.6	40.8	41.0
Discrimination of Employees	0.0	0.4	0.3	-	-	-
Others	8.8	9.5	9.2	7.3	8.1	7.9
Total	100.0	100.0	100.0	100.0	100.0	100.0

Further disaggregation of the most common reasons for staff turnover by the type of ETIs is presented in Table 3.9. The findings reveal that, low pay in ETIs compared to other Institutions was the key issue that led to staff turnover with most males in Universities and VTCs (26% and 25% respectively) and females in Colleges of Commerce and Business Studies (29%). Pregnancy among female employees was more prevalent in Health Colleges (11%) which mostly comprise nursing and midwifery Institutions. Absconding from duty was a major issue amongst males in Universities (18%) and females in Teaching Colleges (13%). Poor working conditions was an issue for males mostly in Technical Colleges (5%) and females in Teaching Colleges (3%). Furthermore, dismissal as a reason for staff turnover was highest amongst males in Health Colleges (10%) and females in Colleges of Commerce and Business Studies (5%).

Table 3.9: Reasons for Staff Turnover amongst Employees in 2015 by Category of Training Institution (%)

Most Common Reason	Males					Females				
	University	HC	CB	TCs	VTCs	University	HC	CB	TCs	VTCs
Low Pay Compared To Other Institutions	25.8	13.4	33.4	17.5	24.6	17.3	8.4	28.6	12.8	19.6
Pregnancy						4.1	11.4	6.9	7.5	9.1
Absconding from duty	17.6	10.0	7.1	5.0	4.9	8.5	8.4	9.0	12.8	6.8
Marital/Family commitments	22.0	11.7	8.8	5.0	2.3	13.2	1.7	5.4	2.6	4.6
Poor Working Conditions	0.0	0.0	0.0	2.5	4.5	0.0	1.7	1.8	2.6	2.3
Dismissal	8.5	9.9	5.2	2.5	5.1	0.0	1.7	5.3	0.0	2.3
Retirement	8.5	1.7	1.8	27.6	4.5	13.2	8.4	1.8	18.0	1.7
Hard To Reach Areas	0.0	1.7	0.0	0.0	1.1	4.4	0.0	1.8	0.0	1.2
Late Payment	0.0	0.0	0.0	0.0	2.3	0.0	0.0	0.0	0.0	0.6
Lack Of Amenities For Staff E.g. Housing	0.0	1.7	0.0	0.0	1.1	0.0	1.7	0.0	0.0	0.0
Not Applicable	13.2	38.3	31.5	32.4	40.3	34.9	40.1	37.7	43.7	42.1
Others*	4.4	11.7	12.3	7.5	9.4	4.4	16.7	1.8	0.0	9.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

HC=Health College; CB=Commerce & Business Colleges; TCs=Teaching Colleges, VTCs=Vocational and Technical Colleges

Others includes Discrimination of Employees, No written Contract/Appointment letter etc.

3.2.5 Staffing Capacity in Educational Training Institutions

Data was collected on the number of available posts, the number of filled posts as well as remuneration of staff in terms of salary and allowances for specific job designations. Table 3.10 presents the distribution of the share of available jobs and vacant posts by the occupation and type of training Institution as of 31st December 2015. Across the training Institutions, Professional jobs comprised more than half of the available and vacant posts with exception of the Health Colleges that had a higher proportion of the available Managerial jobs (42%) compared to the Professionals (31%). Furthermore, the proportion of available Technicians and Associate Professionals posts was higher in Universities (14%) compared to other training Institutions which instead had a higher proportion of Service and Sales Workers for instance, it was 18 percent in VTCs. In addition, Elementary staff positions comprised 13 percent of the available University jobs compared to other training Institutions which ranged from three percent in Colleges of Commerce and Business Studies to five percent in Health Colleges.

Table 3.10: Existing and Vacant Jobs by Occupation and Category of Training Institution (%) - 2015

Occupation Category	Universities and Affiliated Colleges		Health Colleges		Colleges of Commerce and Business Studies		Vocational & Technical College		Teachers Colleges	
	Existing	Vacant	Existing	Vacant	Existing	Vacant	Existing	Vacant	Existing	Vacant
Managers	7.4	5.5	41.8	10.8	20.9	18.2	16.3	11.2	15.6	5.7
Professionals	54.4	63.2	30.5	56.2	54.9	59.7	52.5	58.2	51.5	59.3
Technicians and associate professionals	13.5	23.5	4.7	7.6	7.2	8.4	5.8	5.7	8.2	6.0
Clerical support workers	3.7	1.8	1.2	3.0	2.3	3.9	1.3	1.0	1.7	1.3
Service and sales workers	5.5	1.3	13.9	16.5	9.9	7.8	18.4	20.0	18.0	18.3
Skilled agricultural, forestry and fisheries workers	0.5	0.0	0.1	0.5	0.0	0.0	0.6	0.8	0.1	0.0
Craft and related trades workers	0.3	2.0	0.2	0.0	0.3	0.0	0.2	0.0	0.0	0.0
Plant and machine operators, and assemblers	1.6	0.9	1.4	0.5	1.4	0.0	0.8	0.8	0.6	0.7
Elementary occupations	12.7	2.0	5.2	4.9	2.8	0.6	3.4	2.2	3.1	5.3
Others n.e.d	0.4	0.0	0.8	0.0	0.4	1.3	0.9	0.1	1.3	3.3
Number	8,269	456	4,142	370	2,233	154	7,060	785	1,790	300

Note: n.e.d means not elsewhere defined

Table 3.11 presents the number of available jobs and proportion of those vacant for teaching/academic staff by the type of training Institution as of 31st December 2014. Considering professional service Managers, VTCs (8%) had a higher proportion of vacancies in that category followed by Colleges of Commerce and Business Studies and TCs with six percent respectively. Vacancies for Teachers were highest in Colleges of Commerce and Business Studies (36%) compared to Universities and Affiliated Colleges (6%). In addition, the proportion of vacancies for Vocational education teachers was highest in Teacher Colleges (19%) and Health Colleges (18%) followed by VTCs (13%).

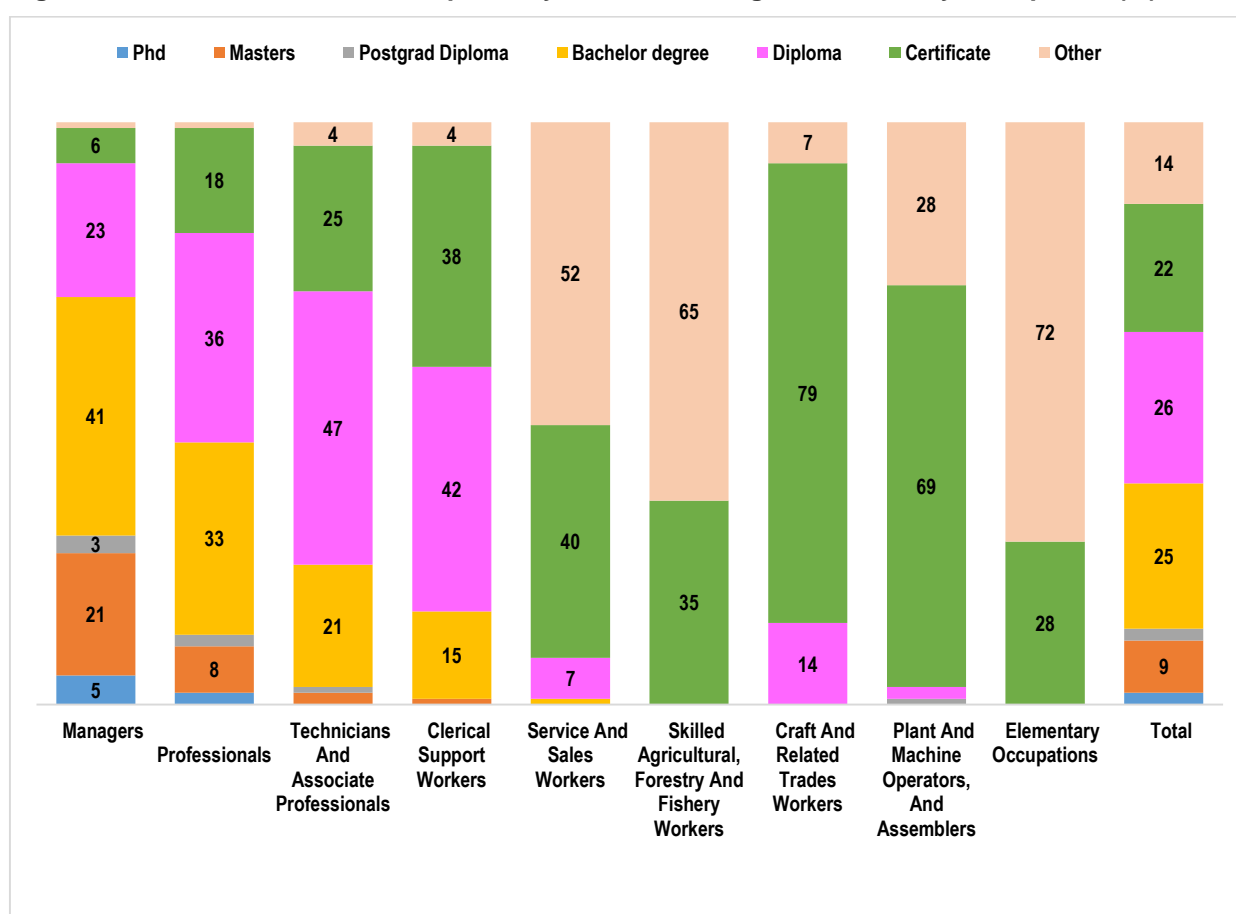
Table 3.11: Available and Vacant Jobs for Staff in the Teaching Category by Type of Training Institution (%) -2014

Type of Training Institution		Professional services Managers	University and higher education teachers	Vocational education teachers
Universities and Affiliated Colleges	Existing	570	3,620	398
	Vacant (%)	4.2	5.8	4.5
Health Colleges	Existing	1,728	9	1,045
	Vacant (%)	2.3	0.0	18.2
Colleges of Commerce and Business Studies	Existing	445	66	1050
	Vacant (%)	6.3	36.4	5.7
Technical College	Existing	1,140	23	3,494
	Vacant (%)	7.7	0.0	12.6
Teachers Colleges	Existing	280	-	862
	Vacant (%)	6.1	-	19.4

3.2.6 Minimum Required Education Qualification

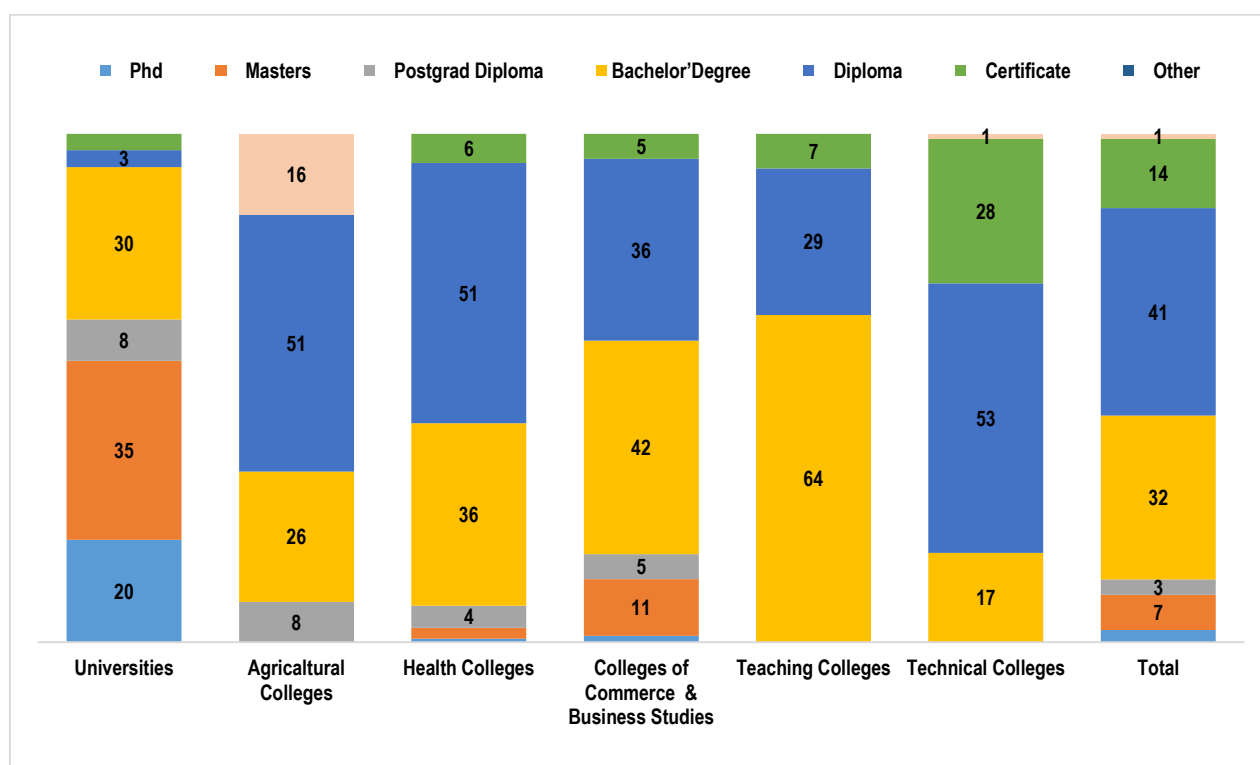
Figure 3.1 presents the distribution of the minimum required education qualification in training Institutions for the broad occupation categories. Overall, the most common minimum qualifications required was a Diploma (26%) and a Bachelor's Degree (25%) followed by a Certificate (22%). Considering the occupation, the minimum required education qualification generally increases with the level of occupation. For instance, 41 percent of managerial jobs in training Institutions required a Bachelor's Degree, 21 percent required a Master's Degree while 5 percent required a PhD as the minimum level of education. A similar trend is observed for professional jobs as well as Technicians and Associate Professionals which mostly require a Bachelor's Degree or Diploma as the minimum level of education.

Figure 3.1: Minimum Education required by staff in Training Institutions by Occupation (%)



Considering the minimum education required for teaching professionals by the type of training Institutions, Figure 3.2 shows that, overall, the minimum education required for most teaching professionals was a Bachelor's Degree. In Universities, 35 percent of the teaching professional jobs required a Master's Degree as the minimum education qualification, 30 percent - a Bachelor's Degree, 20 percent - a PhD while eight percent required a Post-Graduate Diploma. The other training Institutions mostly required a minimum education qualification of a Bachelor's Degree or Diploma for their teaching professionals.

Figure 3.2: Minimum Education required for Teaching Professionals by Training Institution (%)



3.2.7 Human Resource Forecast in Training Institutions

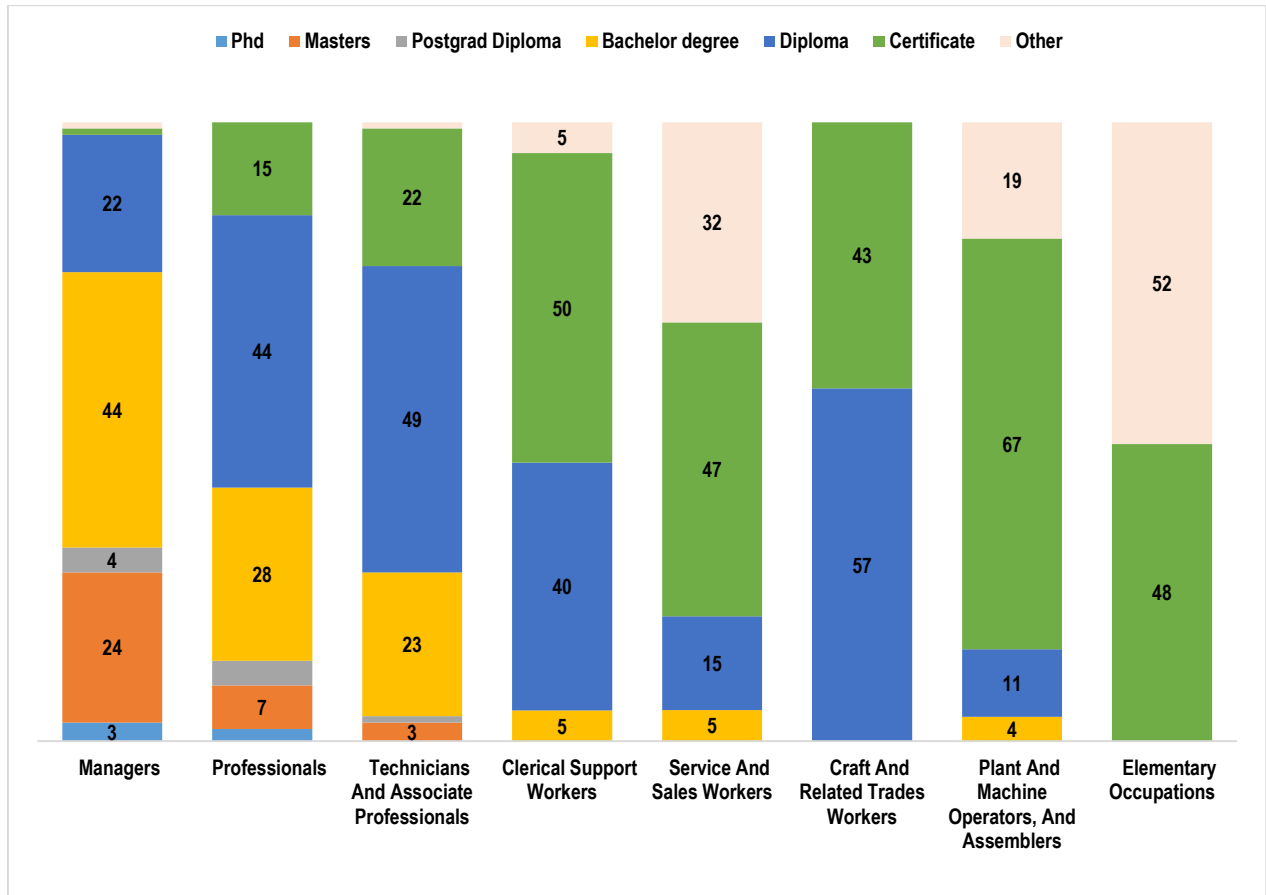
Training Institutions provided information on the number of staff that had been projected for future employment from the year 2012 to 2016. Table 3.12 presents the number of staff that had been projected for the year 2012 and the percentage change for the subsequent years. The results reveal that, across all occupations the percentage change in the number of staff required in 2016 was notably higher compared to other years; except for Craft and Related Trade Workers where a seven percent decrease was registered.

Table 3.12: Human Resource Forecast in Training Institutions by Occupation Category

Occupation Category	No. 2012	%age change			
		2013	2014	2015	2016
Managers	65	29%	40%	0%	78%
Professionals	562	6%	21%	6%	87%
Technicians and Associate Professionals	70	-4%	45%	35%	43%
Clerical support workers	40	-3%	18%	17%	74%
Service and sales workers	117	1%	19%	13%	64%
Craft and related trades workers	14	21%	41%	13%	-7%
Plant and machine operators, and assembler	18	-11%	13%	44%	54%
Elementary occupations	30	3%	13%	3%	33%

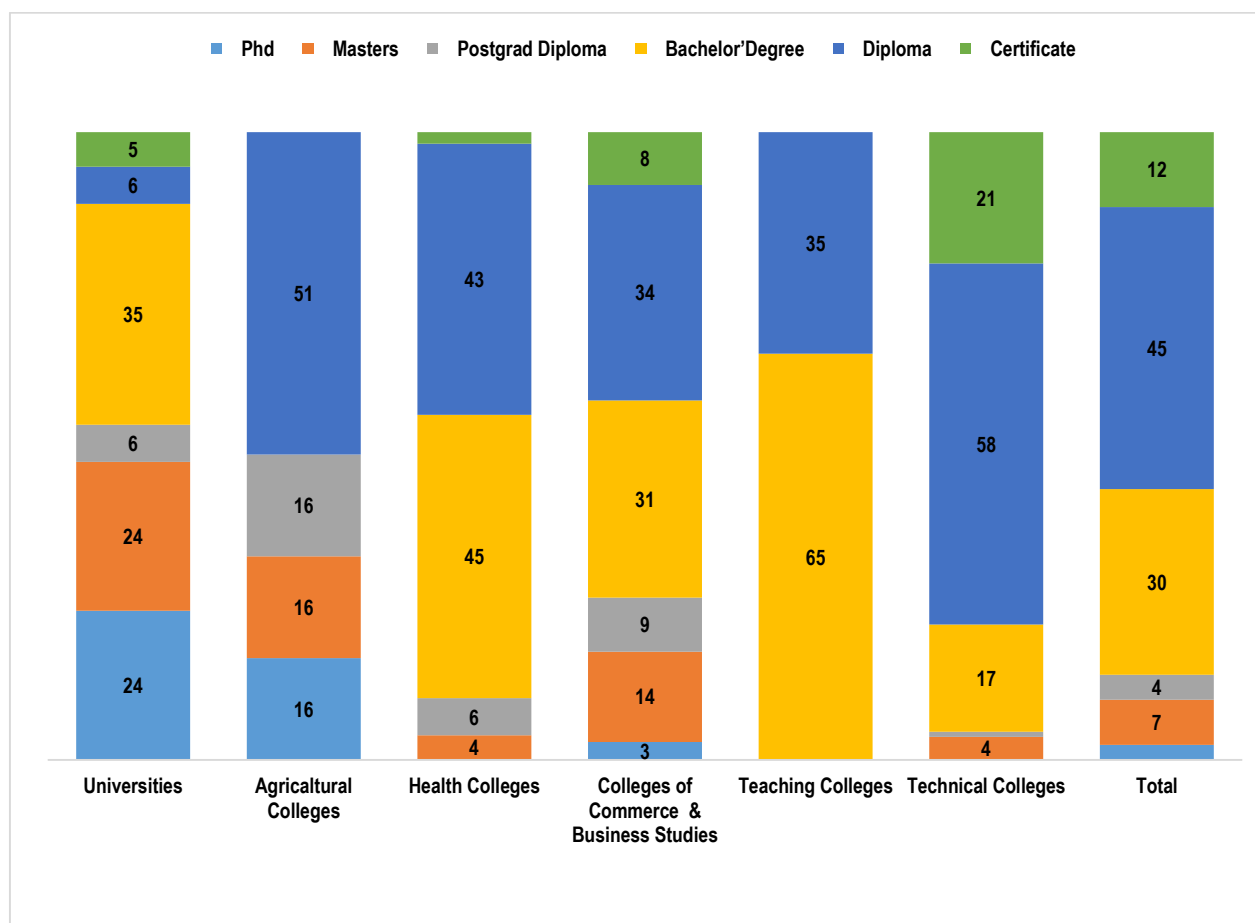
Figure 3.3 presents the minimum required education for the jobs that had been forecast from the year 2012 to 2016. The findings reveal that, the minimum required education increases with the level of occupation as earlier observed in Figure 3.1.

Figure 3.3: Minimum Education required by Future staff in Training Institutions by Occupation (%)



With respect to the minimum required education qualification for forecast teaching professionals by the type of training Institution , Figure 3.4 shows that, overall, less than half (43%) of the teaching staff required a Bachelor’s Degree and above. In addition, close to half of the teaching staff in Universities required a PhD or Master’s Degree. In VTCs, the required minimum qualification for teaching staff was a Diploma (58%), and a Bachelor’s Degree in Teaching Colleges (65%) and Health Colleges (45%).

Figure 3.4: Minimum Education required by Future Teaching staff by type of Training Institutions (%)



3.2.8 Vacant Posts and Sourcing for Required Staff

Respondents provided information on the jobs that had fallen vacant in the 12 months preceding the survey, those that had been advertised, the number of applications received and the number that were filled through the advertising process. Table 3.13 shows that, overall, regardless of the occupation, at least three-quarters of the jobs that fell vacant were advertised with exception of the jobs in the service and sales worker category (29%). As expected, the number of applications for the jobs advertised far exceeded the number of vacancies. With a ratio of 1:8 for managerial jobs and 1:3 for jobs in the professional category. Furthermore, less than half of the jobs were filled through the advertising process i.e. Managers (46%), Technicians and Associate Professionals (36%), Service and Sales Workers (18%) as well as Craft and Related Trade Workers (25%).

Disaggregation by ownership of the training Institution shows a similar trend in the proportion of vacancies advertised. However, differences were observed in the percentage of jobs filled through the advertising process with higher proportions in the Private-owned Institutions compared to the ones in Public regardless of the occupation. For instance, 74 percent of the professional jobs in the Private-owned Institutions had been filled through advertising, compared to only 37 percent in Public Institutions. Interesting to note is the ratio of vacant posts to applications received for managerial and professional jobs in Public Institutions i.e. 1:4 and 1:2 compared to Private-owned 1:10 and 1:5 respectively.

Table 3.13: Vacant Posts, posts Advertised, Number of Application received and posts Filled by Occupation

Total			Technicians and Associate Professionals	Clerical Support workers	Service and Sales workers	Craft and Related Trades Workers	Plant and machine operators, and Assemblers	Elementary Occupation
	Managers	Professionals						
No. Vacant	85	587	14	22	158	4	11	10
% advertised	81.2	77.5	78.6	76.2	29.1	75.0	100.0	100.0
No. of Applications received	659	2,287	129	85	229	21	127	48
% filled through advertising	45.9	57.6	35.7	61.9	18.4	25.0	54.5	60.0
Public								
No. Vacant	31	264	8	12	32	4	10	1
%advertised	71.0	68.9	62.5	75.0	81.3	75.0	100.0	100.0
No. of Applications received	122	653	88	36	93	21	122	5
% filled through advertising	32.3	37.1	25.0	50.0	31.3	25.0	50.0	100.0
Private								
No. Vacant	54	323	6	10	125	-	1	9
%advertised	85.2	84.5	83.3	70.0	16.8	-	100.0	100.0
No. of Applications received	537	1634	42	49	136	-	5	43
% filled through advertising	53.7	74.0	50.0	60.0	15.2	-	100.0	55.6

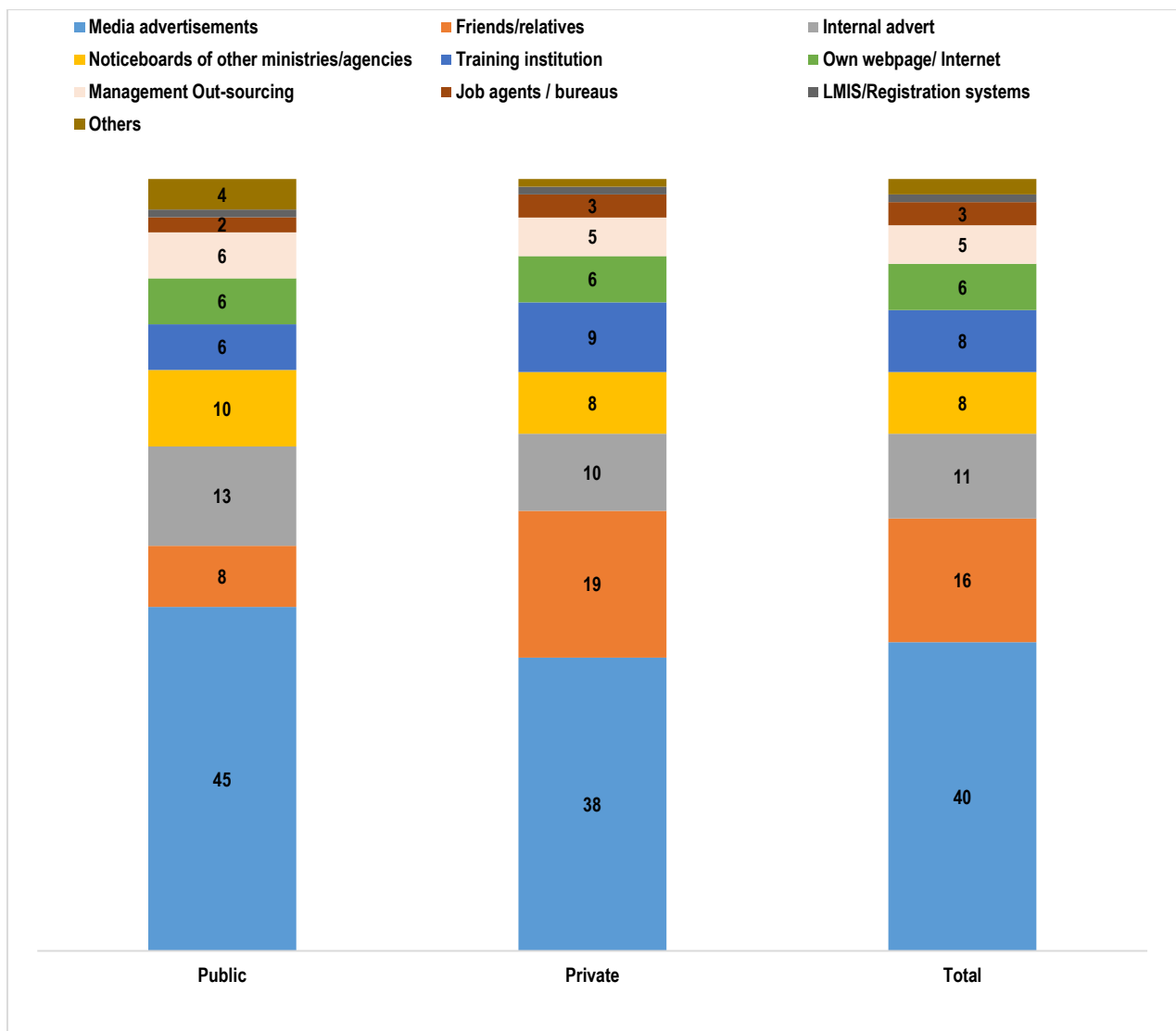
Considering the type of training Institutions, VTCs had the highest number of vacant teaching posts compared to the other training Institutions as depicted in Table 3.14. Although over half of the vacancies for teaching staff in the 12 months preceding the survey had been advertised, only 33 percent of the posts in Teacher Colleges had been filled though the advertising process compared to other Institutions like Colleges of Commerce and Business studies (79%) and Universities (72%) among others.

Table 3.14: Vacant Posts, Posts Advertised, Number of Application received, and Posts Filled for Teaching Professionals by type of Training Institutions

Type of Training Institution	No. Vacant	%advertised	No. of Applications received	% of posts filled through advertising
Universities and Affiliated Colleges	43	90.7	181	72.1
Agriculture Colleges	5	100.0	16	100.0
Health Colleges	82	85.4	333	52.4
Colleges of Commerce and Business Studies	71	81.7	382	78.9
Teachers Colleges	42	59.5	137	33.3
Tourism and Wildlife	5	60.0	74	100.0
Technical Colleges	231	74.9	781	50.6
Other training Institutions	3	66.7	12	100.0

Data was also collected on how personnel to fill vacant posts were sourced. Figure 3.5 reveals that, overall, four in every ten training Institutions used media advertisements (40%), 16 percent utilized friends and relatives, 11 percent placed internal adverts while eight percent sourced personnel from within the training Institution and their own website/Internet respectively. Considering the Public – Private differentials, Public Institutions were more likely to fill vacant post through media advertising (45%), internal adverts (13%), and notice boards of other ministries and agencies (10%) while the counterparts in the Private-owned Institutions mostly used media advertising (38%), friends and relatives (19%) and internal adverts (10%) among other sources.

Figure 3.5: Distribution of Training Institution by medium for Sourcing for required Staff by ownership (%)



3.3 Capacity Development of Skilled Manpower

Development plans at all levels need to have a clear perspective of the country’s existing and projected human resource capacity and needs. For instance, identifying national human resource profiles and needs

should be the main determinant of government education and training policies. In addition, abundance of a particular type of human resource in an economy is often a key complementary factor to the choice of economic development programs.

3.3.1 Available Academic Programmes at training Institutions

Table 3.15 shows that, overall, in 2015, about 269,380 students were enrolled in the training Institutions for different programs. Differentials by ownership of the training Institutions show that more students were enrolled in Public Institutions compared to Private Institutions and that is the trend across the three years. The majority of the students were enrolled in Universities compared with other training Institutions. Overall, enrolment of students has increased except in 2014 where a slight decline was noted.

Table 3.15: Total Enrollment by Ownership, Type of Training Institution and Year

Background characteristics	2013	2014	2015
Sector			
Public	137,510	127,530	139,810
Private	81,870	91,210	129,520
Institution type			
Universities and Affiliated Colleges	119,590	106,430	141,580
Agriculture Colleges	1,520	1,770	2,180
Health Colleges	16,990	19,400	22,060
Theological Colleges	1,850	2,520	2,220
Media and communication Colleges	1,580	1,590	2,380
Colleges of Commerce and Business Studies	20,090	19,690	24,910
Teachers Colleges	17,140	19,260	18,870
Tourism and Wildlife	510	510	380
Technical College	39,900	47,300	54,430
Other training Institutions	250	310	370
Total	219,420	218,780	269,380

Further disaggregation of enrolment by the field of study shows that the bulk of the students were enrolled for education, business, health, social science, and behavioral science courses. This also implies that the manpower planning in the country should ensure that more jobs are created in those areas. See details on fields of study in the Appendix Table A.1.

3.3.2 Total Enrolment by Level of Education and Year

The summary of enrolment in Table 3.1 shows that the majority of the enrolled students are pursuing a Degree program, followed by Certificate and Diploma in that order. The number of students pursuing Doctorate of Philosophy was the least in the category of education levels which could partly be explained by a number of factors such as time, financial resources, and the level of commitment that is needed to pursue one.

Table 3.16: Total Enrolment by Education Level and Year

Enrolment by level of education and year	2013	2014	2015
Certificate	72,300	84,900	97,700
Diploma	34,100	38,700	40,400
Degree	108,100	89,800	123,700
Master's	5,300	5,300	6,800
PhD	200	200	300
Total	219,800	218,900	268,900

3.3.3 Student Enrolment by Year of study

Table 3.17 presents enrolment in training Institutions by the field of learning and year of study for the year 2015. It is apparent from the findings that regardless of the field of study, the enrolment decreases with increase in the year of study. For instance, overall, between the 1st and 2nd year of study there was a drop in the enrolment of about 31 percent which more than doubled between the 2nd and 3rd year of study. The fields of study that registered drops in enrolment of more than half between the 1st and 2nd year of study include; Law (96%), Manufacturing and Processing (54%), Personal Services (50%) and Transport Services (87%).

Table 3.17: Student Enrolment by Field and Year of Study – 2015

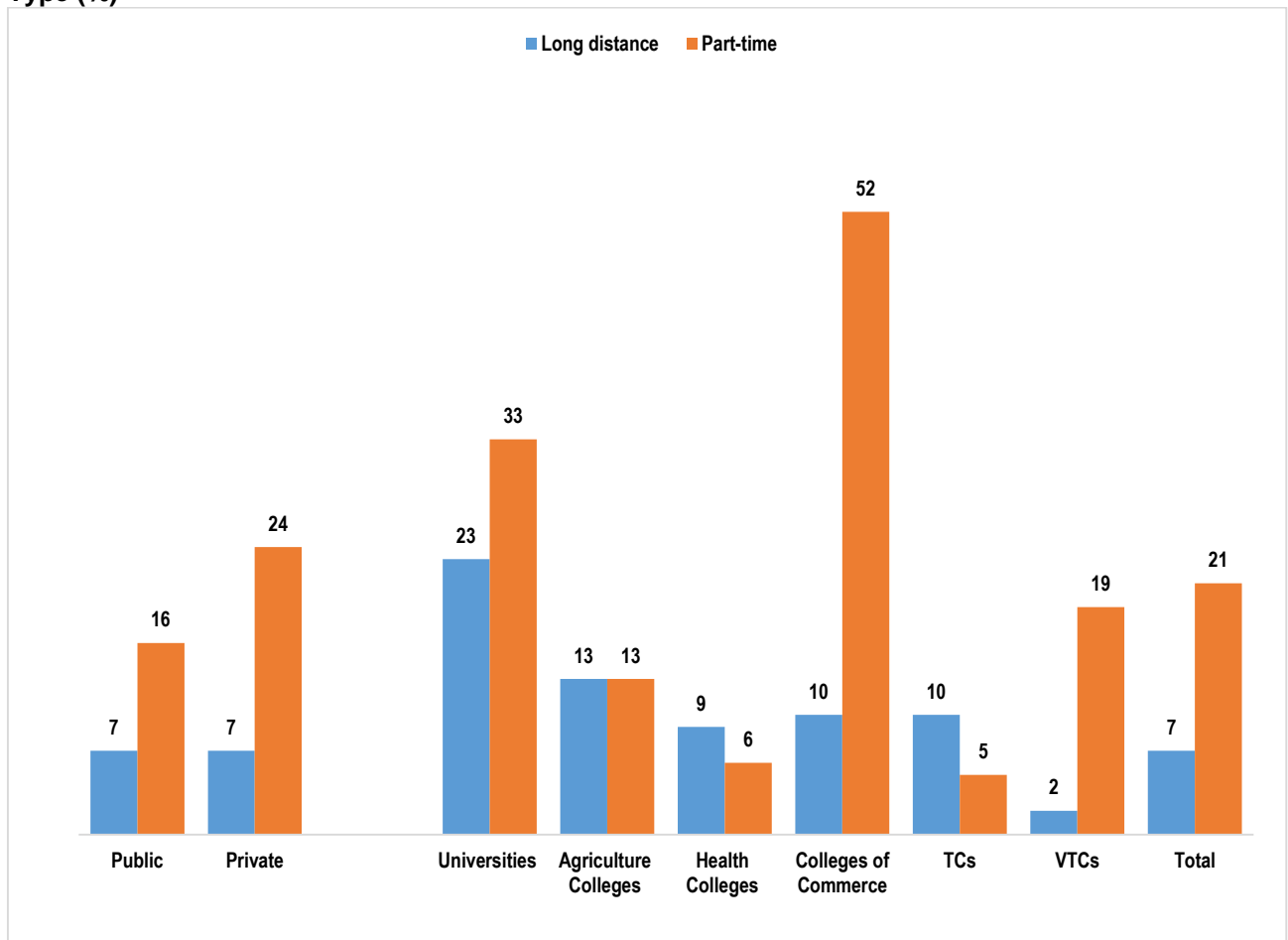
Field of Study	1 st year	2 nd year	3 rd year	4 th year
Education	14,935	11,970	2,136	113,560
Arts	1,319	1,013	32	28
Humanities (except languages)	588	560	400	69
Languages	79	58	28	0
Social and behavioral sciences	1,919	2,001	1,580	0
Journalism and information	1,897	1,353	426	16
Business and administration	12,267	8,220	2,734	12
Law	2,196	82	57	43
Biological and related sciences	26	24	15	0
Environment	709	676	270	0
Mathematics and statistics	124	136	137	0
Information and Communication Technology	3,757	2,307	751	0
Engineering and engineering trades	7,192	5,546	835	69
Manufacturing and processing	5,546	2,539	1,032	0
Architecture and construction	6,725	4,926	1,592	0
Agriculture	3,150	2,204	324	69
Health	8,600	6,368	3,877	284
Welfare	1,434	1,475	17	0
Personal services	5,016	2,466	199	0
Hygiene and occupational health services	195	165	128	0
Transport services	205	27	22	0
Total	78,058	54,187	16,592	114,150

3.3.4 Long distance and Part-time Studies

Long Distance learning is the education of students who may not be physically present at the school. Classes may be taken on-line, through audio or video conference instruction or by mail. On the other hand, part-time studies involve spreading a full-time postgraduate course over a longer period of time. It is usually tailored for those who want to continue working while studying and usually involve committing time at least once each week to attend classes or lectures. The availability of options like long distance and part-time studies offer an opportunity for busy persons to access academic programmes of their choice at their convenience. The survey collected information on whether the training Institutions offered long-distance or part-time studies.

The results in Figure 3.6 show that, overall seven percent of training Institutions offered long distance Courses while 21 percent offered part-time studies. Comparing Institutions by type of ownership, Private owned-Institutions (24%) were more likely to offer part-time studies compared to their Public counterparts (16%). Considering the type of training Institution, 23 percent of Universities and Affiliated Colleges were offering long distance Courses compared to other Institutions; while 52 percent of Colleges of Commerce and Business Studies followed by 33 percent of Universities were offering part-time studies.

Figure 3.6: Institutions offering Long distance Courses and Part time studies by Ownership and Type (%)



3.3.5 Expenditure on Tuition Fees

The cost of education at the higher level of learning is a key determinant of the choice of field of study and whether students will be able to afford throughout the duration of the course. Table 3.18 presents the median cost of an academic programme in terms of tuition and administration fees per year. Comparison by ownership of the training Institutions shows that, Private Universities charge higher, tuition for undergraduates compared to Public Universities, while Public Universities charged higher tuition fees for Master's Degree programs compared to Private Universities. The costs increased with increase in the level of education.

Table 3.18: Median Expenditure (Tuition and Administration fees) per Year by Level of Education and Ownership of Institution (UGX)

Sector/Year	Level of Education			
	Certificate	Diploma	Degree	Master's
Public				
2013	750,000	1,300,000	2,100,000	3,075,000
2014	700,000	1,300,000	2,100,000	3,000,000
2105	822,000	1,300,000	2,100,000	3,000,000
Private				
2013	750,000	1,055,000	2,380,000	2,437,615
2014	700,000	1,040,000	2,198,570	2,070,000
2015	800,000	1,055,000	2,198,570	2,070,000
Overall				
2013	750,000	1,105,000	2,100,000	3,000,000
2014	700,000	1,130,000	2,100,000	2,875,000
2105	800,000	1,100,000	2,100,000	2,875,000

Note: The figures presented include tuition fees and administrative charges only

Table 3.19 presents the median fees paid per year for different fields of study by type of training institutions in Uganda Shillings. The findings reveal that there are variations in tuition costs across various fields of study. Courses related to Engineering, Health and Agricultural fields are more expensive compared to courses in Arts and humanity fields. Similar trends are observed when looking at Private institutions.

Table 3.19: Median Expenditure (Tuition and Administration fees) per Year by Field of study and Type of Training Institution

Field of Study	Level of Education			
	Certificate	Diploma	Degree	Master's
Overall				
Education	674,000	1,090,000	1,630,900	3,075,000
Arts and humanities	1,150,000	900,000	1,400,000	2,596,850
Social sciences, journalism and informatics	900,000	1,070,000	1,630,900	3,150,000
Business, administration and law	870,900	955,250	1,960,000	3,075,000
Natural sciences, mathematics and statistics	2,500,000	1,243,500	1,680,000	2,875,000
Information and Communication Technological	900,000	1,105,000	2,177,500	3,500,000
Engineering, manufacturing and construction	720,000	1,325,000	2,310,000	3,500,000
Agriculture, forestry, fisheries and vet	800,000	1,000,000	2,100,000	3,768,750
Health and welfare	1,600,000	1,800,000	2,688,000	3,787,500
Services	674,000	900,000	1,746,250	2,831,250
Public				
Education	481,000	1,133,000	1,630,900	3,075,000
Arts and humanities		756,000	1,540,000	2,911,850
Social sciences, journalism and information	745,000	1,210,900	1,700,000	3,150,000
Business, administration and law	897,750	970,900	2,170,000	3,075,000
Natural sciences, mathematics and statistics	*	1,680,000	1,870,900	2,875,000
Information and Communication Technology	*	1,350,900	2,400,000	1,930,000
Engineering, manufacturing and construct	820,000	1,650,000	2,310,000	3,287,500
Agriculture, forestry, fisheries and vet	900,000	1,680,000	2,092,500	3,768,750
Health and welfare	1,305,000	2,131,900	2,688,000	3,787,500
Services	660,000	1,135,250	2,126,250	2,831,250
Private				
Education	750,000	1,090,000	1,866,000	1,537,000
Arts and humanities	1,150,000	930,000	1,160,000	990,000
Social sciences, journalism and information	900,000	1,070,000	1,978,000	4,031,900
Business, administration and law	895,000	920,000	2,177,500	1,537,000
Natural sciences, mathematics and statistics	955,000	1,055,000	629,400	*
Information and Communication Technological	900,000	1,105,000	2,177,500	3,500,000
Engineering, manufacturing and construct	620,000	1,100,000	2,812,500	4,031,900
Agriculture, forestry, fisheries and vet	671,000	969,000	3,058,800	*
Health and welfare	1,600,000	1,800,000	3,373,250	2,494,150
Services	690,000	845,000	3,058,800	

*Few observations; Note: The figures presented include tuition fees and administrative charges only

3.3.6 Reasons for Dropping out of Programmes

Regardless of the year of study, for each field of study where students dropped out, respondents in the Training Institutions were asked to specify the reasons. Table 3.20 presents the distribution of reasons for dropping out of course programmes by the sex of the student and ownership of training Institution. Amongst male students, failure to afford tuition (78%) followed by high local demand for labour (5%) were the major reasons reported by training Institutions. Failure to afford tuition among male students was more prevalent in Private-owned training Institutions (84%) compared to those in the Public Sector (65%).

In the case of female students, failure to afford tuition (48%) was still a main issue followed by pregnancy (40%). Differences by ownership of the Training Institutions show that more female students in privately owned Institutions (53%) had dropped out of their fields of studies due to failure to pay up/cover their tuition fees compared to 37% in Public Institutions. Pregnancy was more reported for female students in Public Institutions (45%) compared to their counterparts in Private Institutions (28%)

Table 3.20: Reasons for dropping out by Sex of Student and Ownership of Training Institution (%)

Reasons	Males			Females		
	Public	Private	Total	Public	Private	Total
Tuition	65.0	83.6	78.3	36.6	52.5	48.4
Pregnancy	-	-	-	45.2	38.1	40.0
Poor academic Performance	6.3	2.1	3.3	4.8	2.9	3.4
Disciplinary Issues	4.0	2.5	2.9	7.4	1.9	3.4
Marriage/Family Commitments	-	-	-	2.6	2.2	2.3
Local Demand For Labour	10.3	2.8	5.0	1.1	0.8	0.9
Others	14.4	9.0	10.5	2.2	1.6	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0

3.3.7 Supply of Skilled Manpower from Education Training Institutions

Data was collected on the number of students that graduated from different training Institutions both Public and Private. However, it should be noted that there was no distinction between whether a student was already in the labour market or fully a student at the time of interview. Overall, about 130,790 students graduated in 2015 in different training Institutions across the country. The majority of the graduates were from the Universities which could be explained by the higher enrolment figures in Universities compared with other training Institutions. It is worth noting that the number graduated from the different Institutions has been increasing across the three years under review.

The findings show that, more graduates were in the fields of education, business, health, social and behavioral sciences which is consistent with the high enrolment for the mentioned programs. See the details of the graduates by the fields of study and possible employment areas in the Appendix Table A.3 and Table A.4.

Table 3.21: Number of Graduates by Sector, Type of Training Institution and Year of Completion

Background characteristics	2013	2014	2015
Sector			
Public	53,920	58,390	66,190
Private	39,600	45,060	64,560
Institution type			
Universities and Affiliated Colleges	41,210	46,820	68,610
Agriculture Colleges	910	1,070	1,390
Health Colleges	8,090	8,010	8,830
Theological Colleges	730	960	1,110
Media and communication Colleges	920	910	1,220
Colleges of Commerce and Business Studies	11,540	10,750	12,410
Teachers Colleges	8,680	10,180	9,680
Tourism and Wildlife Colleges	310	330	240
Vocational and Technical Colleges	21,020	24,260	27,110
Other training Institutions	150	190	190
Total	93,560	103,480	130,790

3.3.8 Total Graduates by Education Level and Year

Table 3.22 presents the summary of graduates according to the different levels of education. The findings show that, the largest number of graduates were students that pursued Degree programs which is closely followed by certificate program students. In 2015, about 53,700 students graduated with a Bachelor's Degrees followed by 48,290 with a Certificate. The number of graduates increased steadily over the three years under review.

Table 3.22: Number of graduates by Education Level and Year

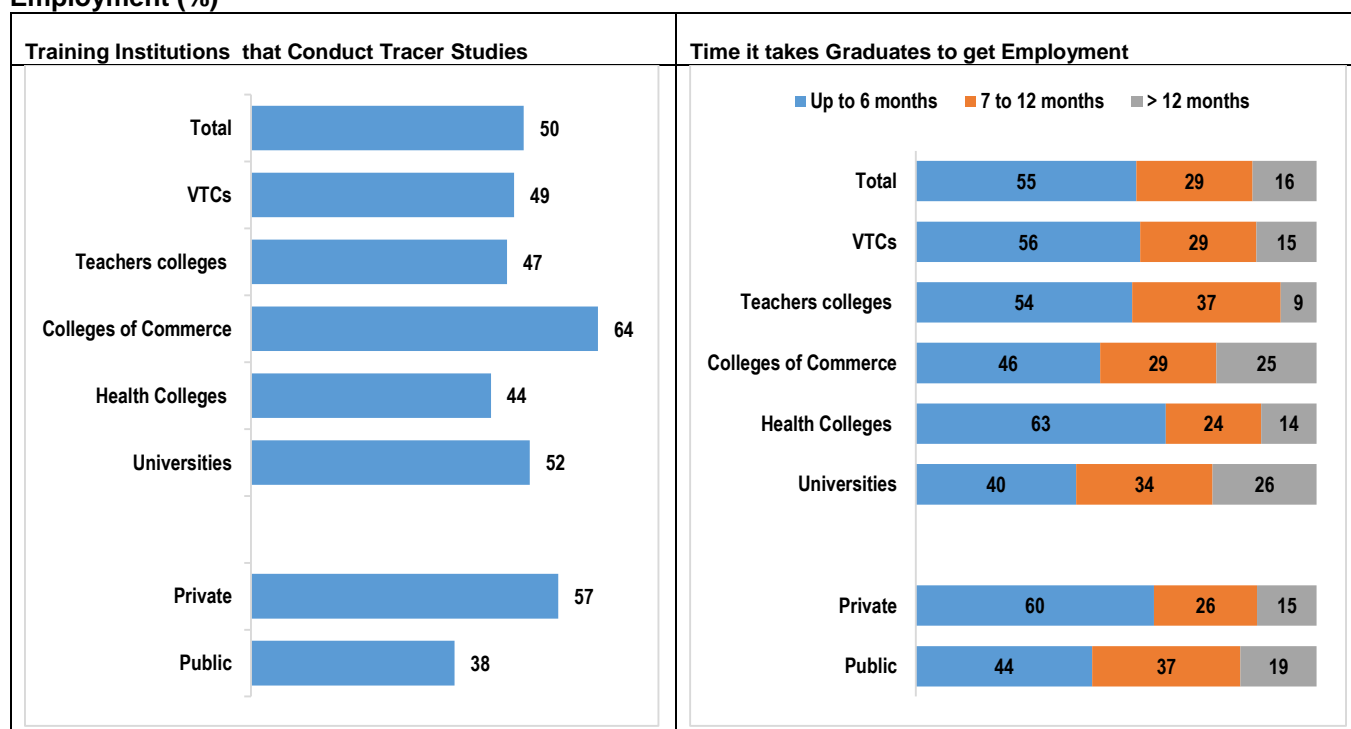
Graduates by level of education and year	2013	2014	2015
Certificate	39,150	44,700	48,290
Diploma	17,680	20,070	24,550
Degree	33,910	35,440	53,700
Master's	2,900	2,930	3,390
PhD	120	420	490
Total	93,740	103,530	130,400

3.4 Relevance of Training

Tracer studies or graduate surveys are surveys of graduates from education Institutions (in written or oral form), which take place sometime after graduation or end of training. The main purpose of undertaking tracer studies is to guide anticipating and matching skills and jobs i.e. the applicability of the programmes offered by training Institutions give an indication of how sought-after it is in the labour market. Respondents in training Institutions provided information on whether they conducted tracer studies and the duration graduates take to get employment based on the studies conducted.

The results in Figure 3.7 show that, overall half of the training Institutions visited indicated that they conduct tracer studies for the students that had graduated from their Institutions. Close to six in every ten ETIs Private-owned (57%) reported that they conduct tracer studies compared to 38 percent in Public Institutions. Furthermore, based on the tracer studies undertaken, overall, 55 percent of the ETIs reported that their graduates usually took up to six months to get employment while 16 percent revealed that it took more than 12 months for their students to get employment.

Figure 3.7: Training Institutions Conducting Tracer Studies and Time it takes graduates to get Employment (%)



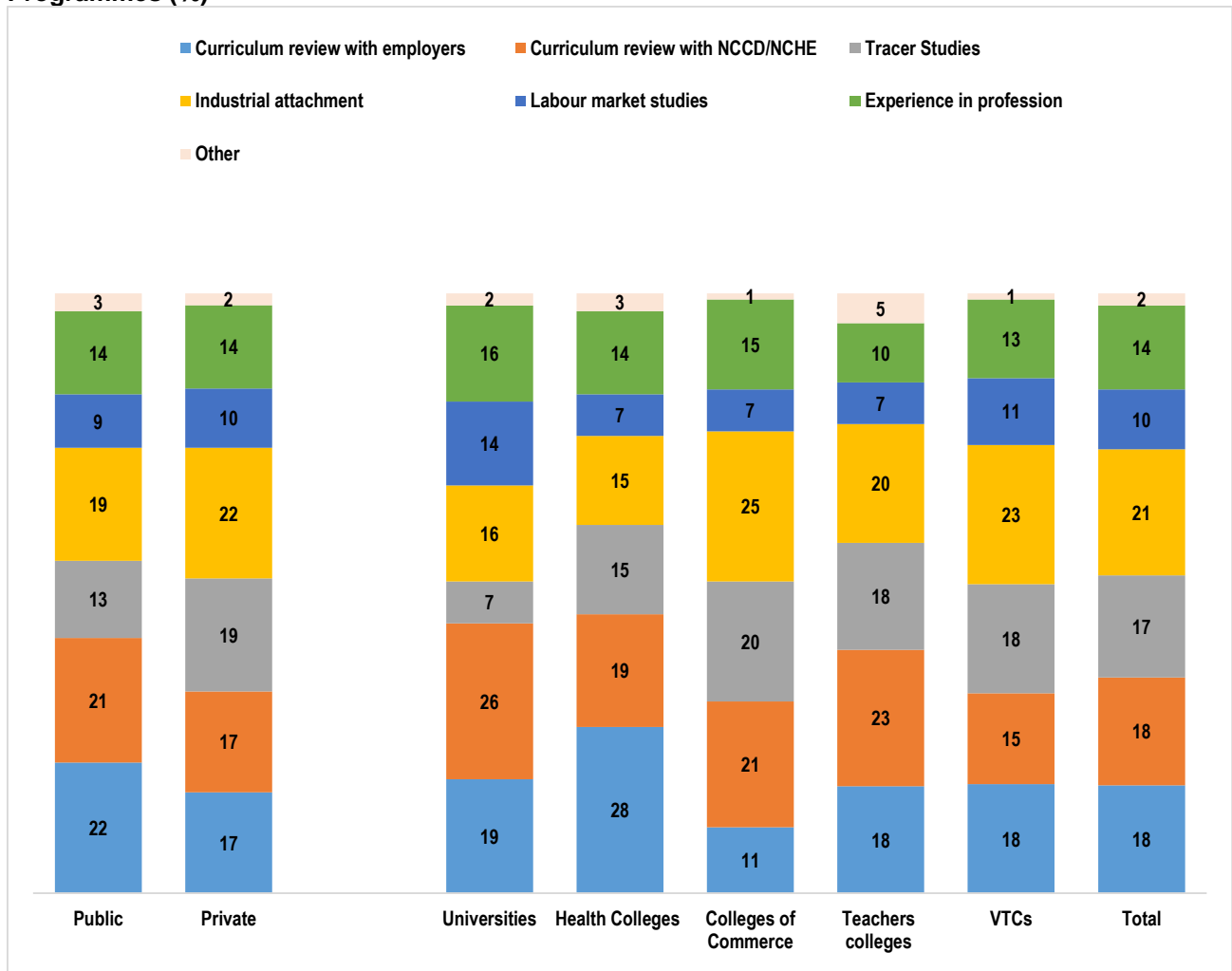
3.4.1 Ensuring relevance of training programmes to the Labour market

Educational Training Institutions (ETIs) were asked how they ensured the relevance of the training programmes they offered to the Labour market. Figure 3.8 reveals that, overall 21 percent use industrial attachment of their students to potential employers, 18 percent of Training Institutions indicated that they

review their curriculum with employers in the labour market, 18 percent review their curriculum with the National Council for Higher Education (NCHE); 17 percent indicated that they utilize tracer studies to assess relevance of their training programmes while 10 percent conduct labour market studies.

Disaggregation by ownership of the Training Institutions shows that, Public-owned Training Institutions mostly reviewed their curriculum with employers in the labour market (22%) and review their curriculum with the National Council for Higher Education (21%). The Private-owned Training Institutions mostly used industrial attachment of their students to potential employers (22%) and tracer studies (19%) to assess relevance of their training programmes. Differences by the type of Training Institutions show that Universities and TCs mostly reviewed their curriculum with the National Council for Higher Education (26% and 23% respectively), Health Colleges review their curriculum with employers in the labour market (28%), Colleges of Commerce and Business Studies and VTCs mostly used industrial attachment of their students to potential employers (25% and 23% respectively)

Figure 3.8: Distribution of Training Institutions by how they ensure relevance of training Programmes (%)

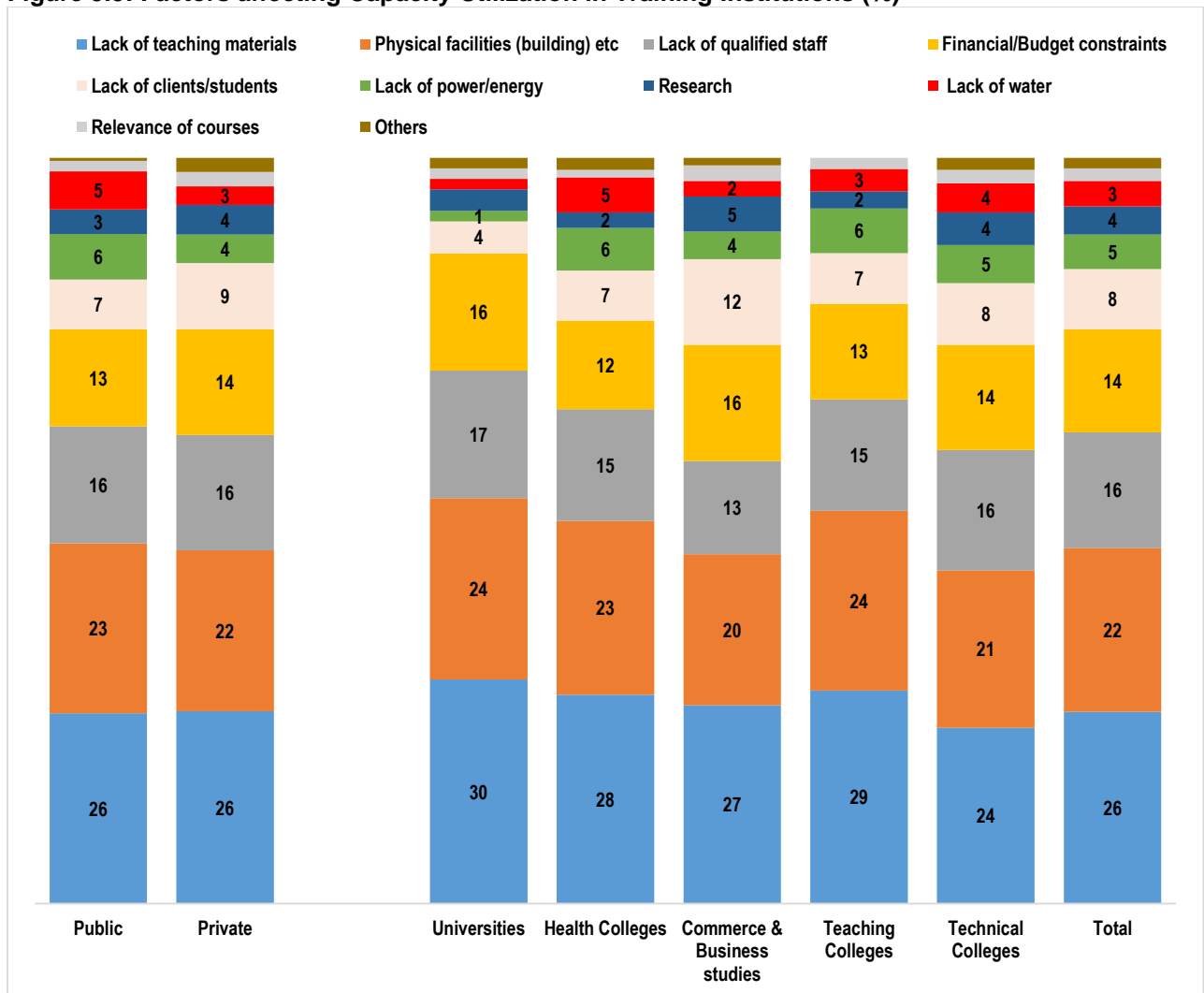


3.4.2 Factors affecting Capacity Utilization

Information on factors affecting capacity utilization in training Institutions was solicited from respondents. Figure 3.9 presents the distribution of training Institutions by type and ownership. The results show that, overall the lack of training materials (26%) followed by lack of or inadequate physical facilities like building etc. (22%), lack of/inadequate number of qualified staff (16%) and financial/budget constraints (14%) were among the key issues that affected capacity utilization in training Institutions.

By ownership of the training Institution, no major differences were observed except for lack of power/energy (6%) and lack of water (5%) in Public Institutions compared to those privately owned with 4 percent and 3 percent respectively. Disaggregation by the type of training Institutions shows that, lack of/ inadequate teaching materials, lack of/inadequate physical buildings and lack of/inadequate qualified and was a major issues reported by Universities (i.e. 30%, 24%, and 17%) and teacher Colleges (29%, 24% and 16%) respectively.

Figure 3.9: Factors affecting Capacity Utilization in Training Institutions (%)



3.5 Summary of Findings

Vocational and Technical Colleges (VTCs) constituted the majority (45%) followed by Health Colleges (16%) and Colleges of Commerce and Business Studies (15%). Universities constituted eight percent of all the Training Institutions surveyed. Close to seven in every ten training Institutions (68%) were privately owned while 32 percent were publicly owned. Overall three quarters (75%) of the training Institutions were registered with Ministry of Education and Sports (MoES), 15 percent with the National Council for Higher Education (NCHE) while 2 percent were not registered at the time of the survey. It was almost universal that the training Institutions catered for both male and female students.

Across the staffing categories, there were more males than females. Exceptions were observed among teaching staff in Tourism and Wildlife Colleges; Administration Staff in Health Colleges and Media and Communication Colleges; as well as among support staff in Tourism and Wildlife, and Health Colleges. Government-owned ETIs employed a higher number of staff compared to their Private counterparts especially in Universities and Affiliated Colleges. Government-owned ETIs employed a higher number of staff compared to their Private counterparts especially in Universities and Affiliated Colleges. Ugandans comprised over 90 percent of all staff regardless of the staffing category and group of training Institution. Overall, the most common reason for staff turnover among employees was low pay in ETIs compared to other Institutions followed by absconding from duty regardless of the sex of the employees. The minimum required education qualification generally increased with the level of occupation.

Overall, in 2015, about 269,380 students were enrolled in the Training Institutions for different programs. The majority of the enrolled students were pursuing a Degree program, followed by Certificate and Diploma while students pursuing Doctorate of Philosophy was the least in the category of education levels. Seven percent of training Institutions offered long distance Courses while 21 percent offered part-time studies. Private Universities charged higher tuition fees for undergraduates compared to Public Universities, while Public University charged higher tuition fees for a Master's Degree compared to Private Universities. The costs increase with increase in education level. Course related to Engineering, Health and Agricultural fields were more expensive compared to Courses in Arts and humanities fields. Amongst male students, failure to afford tuition (78%) followed by high local demand for labour (5%) were the major reasons reported by training Institutions. Failure to afford tuition among male students was more prevalent in Private-owned training Institutions (84%) compared to those in Public (65%).

Overall, about 130,790 students graduated in 2015 in different training Institutions across the country. The majority of the graduates were from the Universities which could be explained by the higher enrolment figures in Universities compared with other training Institutions. It is worth noting that the number graduates from the different Institutions has been increasing across the three years under review. In 2015, about 53,700 students graduated with a Bachelor's Degree and 48,290 with a Certificate. Close to six in every ten ETIs privately-owned (57%) reported that they conducted tracer studies compared to only 38 percent of Public Institutions. Furthermore, based on the tracer studies undertaken, 55 percent of the Training Institutions reported that their graduates usually took up to six months to get employment while 16 percent revealed that it took more than 12 months for their students to get employment. Lack of training materials (26%) followed by lack of or

inadequate physical facilities such as buildings (22%), lack of/inadequate number of qualified staff (16%) and financial and budget constraints (14%) were among the key issues that affected capacity utilization in training Institutions.

4 CHAPTER FOUR

EMPLOYERS IN THE FORMAL SECTOR

4.0 Introduction

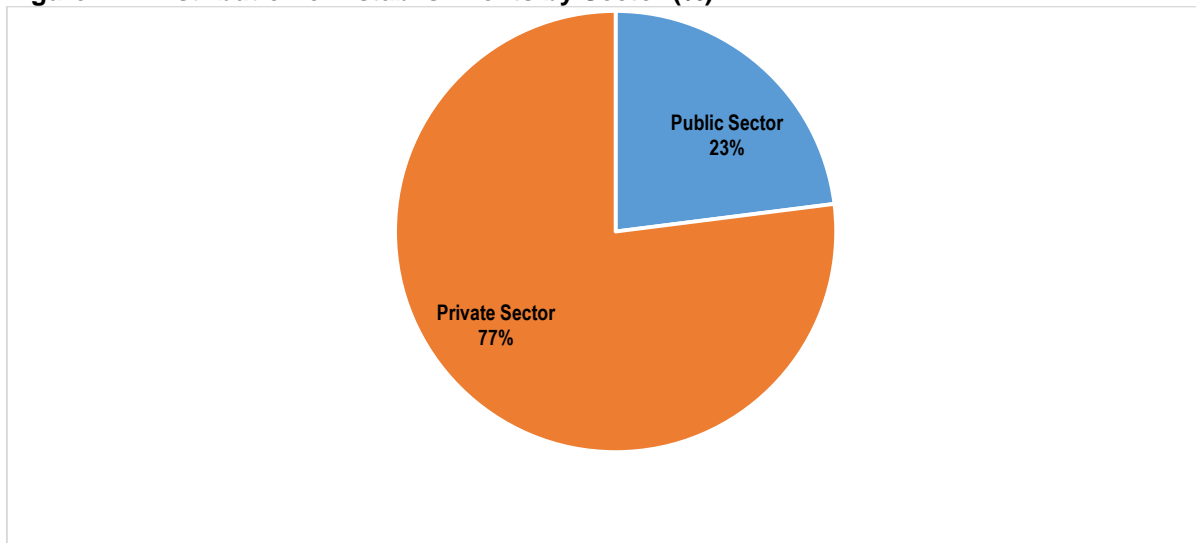
This Chapter presents findings of the 2016/17 Manpower Survey Uganda (MAPU) from the Employer module for the Formal (both Public and Private) Sector. The focus of the Chapter ranges from the characteristics of the Formal Sector employers in terms of ownership, types of activities, size of the workforce, existing permanent positions, vacant positions; the education requirements for employees and future manpower projections among others.

4.1 Characteristics of Establishments

The National Employment Policy for Uganda (MGLSD, 2011) defines the Formal Sector as that which “covers all the enterprises which fulfill the following conditions: - offer regular wages and hours of work; employees carry with them employment rights; are officially registered, and are liable to taxation”. People working in the Civil Service, Public Sector units, Government Service, Defense, multi-national/national/Private Companies, schools, Colleges, Research Institutes, Management organizations, Banks etc. all belong to the Formal Sector. In addition, the System of National Accounts (SNA) describes the statistical unit to be defined and delineated for industrial or production statistics as the establishment. The establishment is defined as an enterprise or part of an enterprise that is situated in a single location and in which only a single (non-ancillary) productive activity is carried out or in which the principal productive activity accounts for most of the value added (United Nations, 2008).

Information on employers by type of ownership provides an indication of the relative importance of the different employers. There are broadly two categories of employers namely; the Public and Private Sectors. Figure 4.1 summarizes the distribution of Formal Sector Establishments in Uganda. Seventy seven percent of the Establishments were in the Private Sector while 23 percent were in the Public Sector.

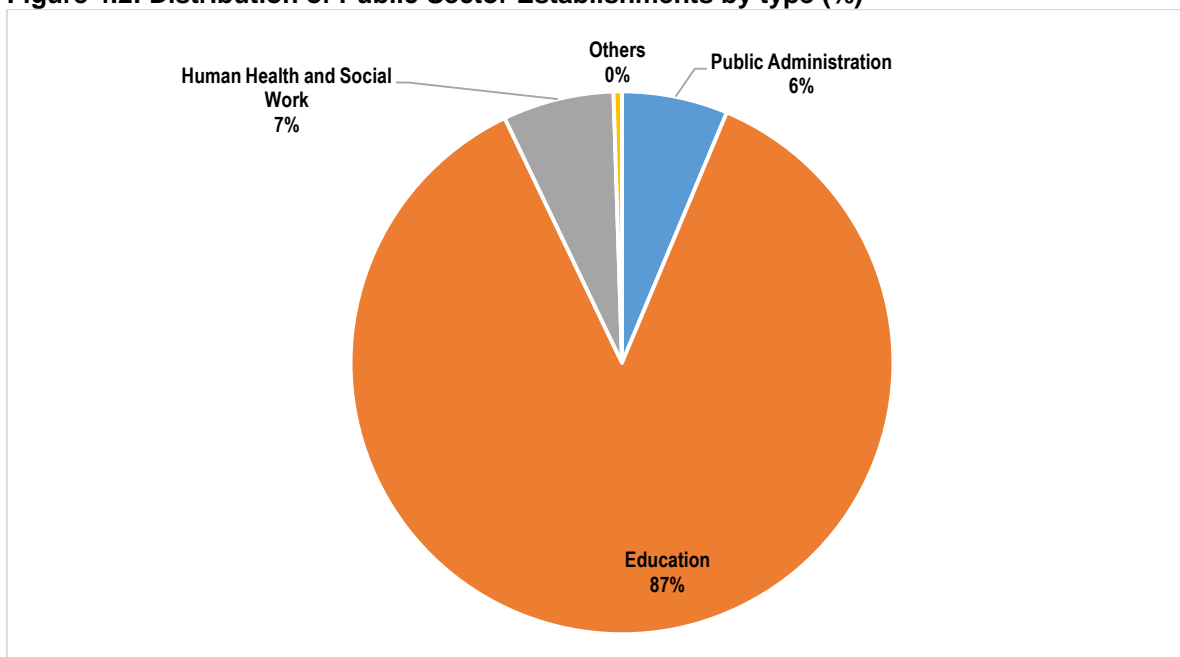
Figure 4.1: Distribution of Establishments by Sector (%)



4.1.1 Public Sector

The Public Sector is that “part of the economy concerned with providing basic services under the Public domain. The Central Government, Local Government, and Parastatals/Semi-autonomous Statutory Bodies constitute the Public Sector” (MGLSD, 2011). Figure 4.2 displays the distribution of Establishments in the Public Sector by type. Overall, 87 percent of Establishments in the Public Sector were engaged in Education activities, seven percent in Human Health and Social Work, and six percent in Public Administration.

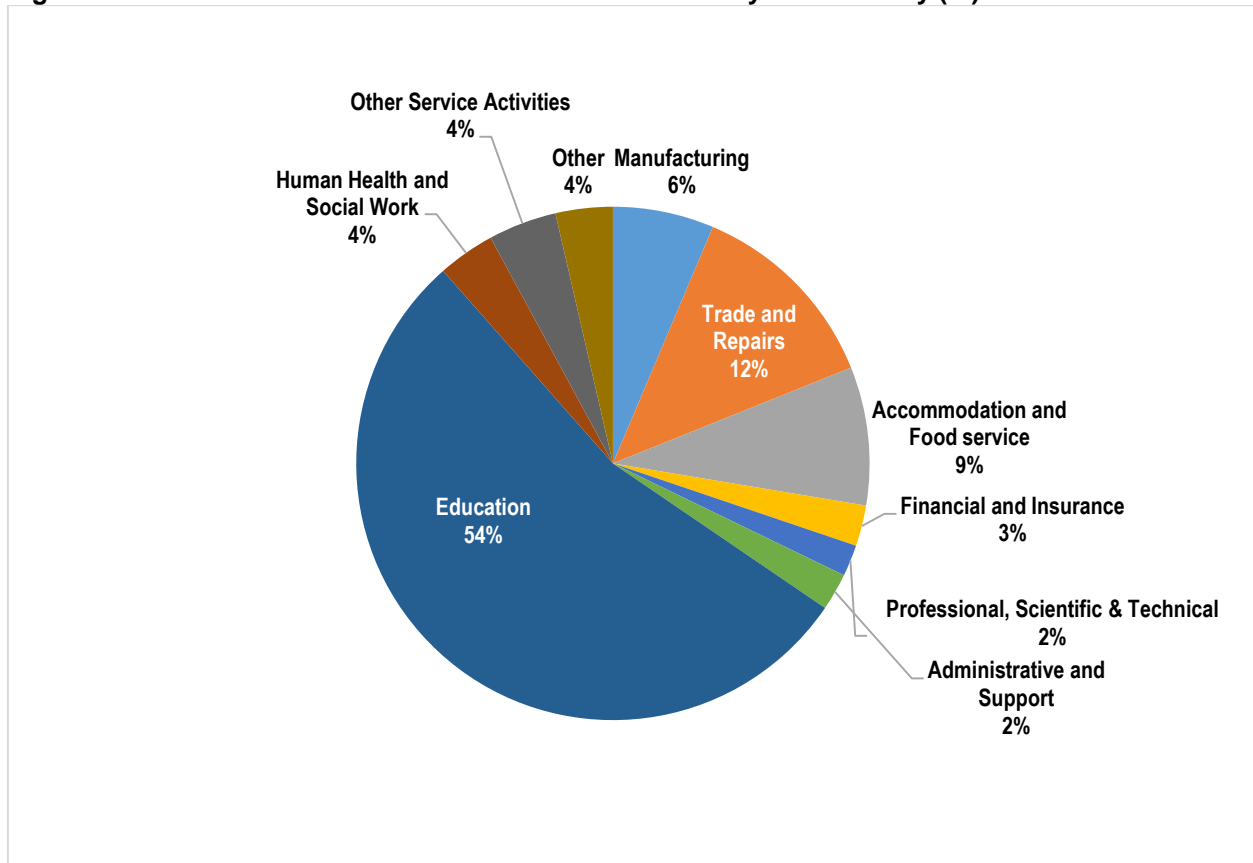
Figure 4.2: Distribution of Public Sector Establishments by type (%)



4.1.2 Private Sector Establishments

The Private Sector is that “part of a nation’s economy which is not directly owned or controlled by the Public domain” (MGLSD, 2011). Figure 4.3 presents the distribution of Private Sector Establishments by type. The majority of business Establishments were in Education (54%) followed by Trade and Repairs (12%) while only four percent were in Human Health and Social Work.

Figure 4.3: Distribution of Private Sector Establishments by main activity (%)

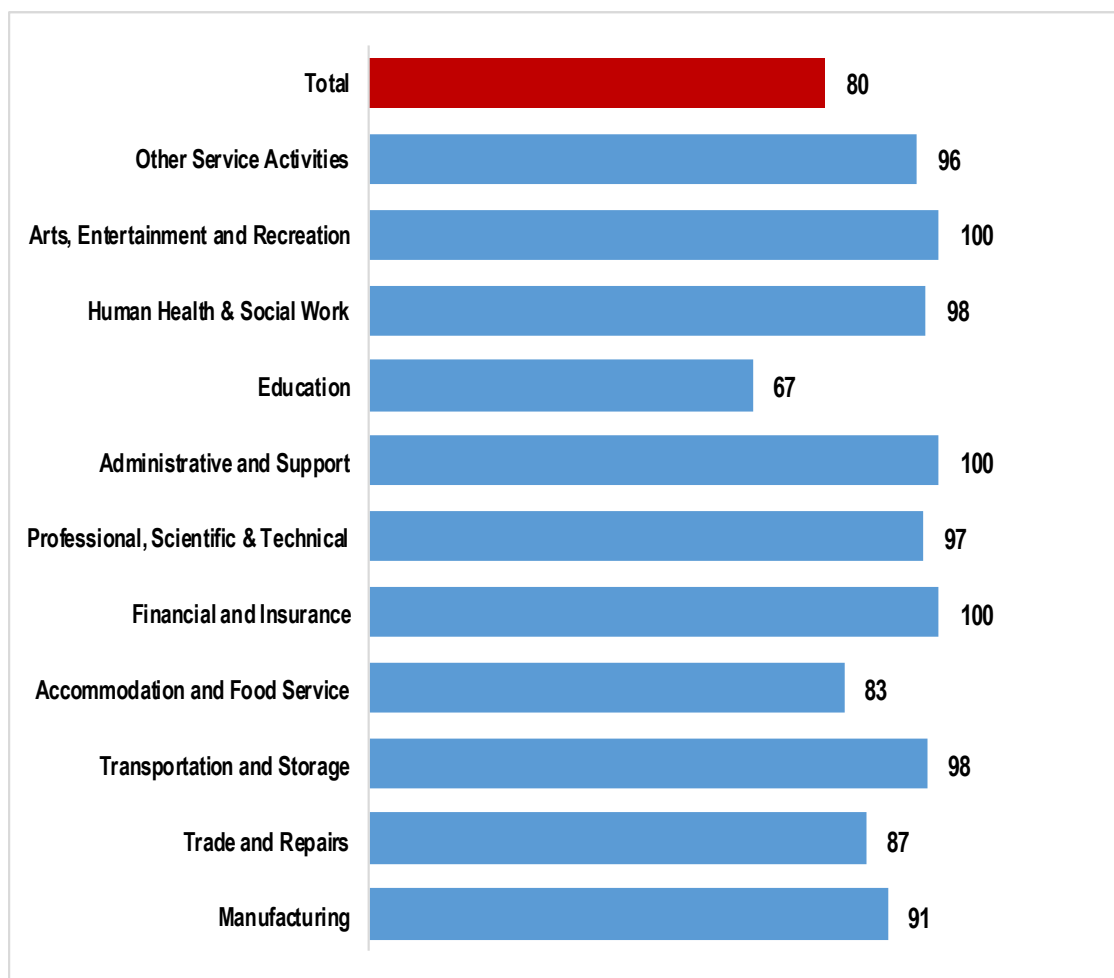


4.1.2.1 Legal status of Private Sector Establishments

The legal status of an establishment depicts its formality of operation. Businesses acquire legal status through registration at various levels which could may be with the Uganda Registration Services Bureau, the District authorities, the Registrar of Cooperatives, the NGO Board, etc. Affiliation to an international organization or multinational Institution can be a mutually beneficial partnership through which trade, foreign direct investment and the international transfer of knowledge and technology may take place.

Figure 4.4 shows that, overall, 80 percent of the Formal Private Sector Establishments were legally registered with the relevant Institution or authority. Registration was universal (100%) for Establishments in Financial and Insurance activities, Administrative and Support activities as well as those in Arts, Entertainment and Recreation activities; while it was lowest in Education Establishments (68%) compared to Establishments engaged in the other activities.

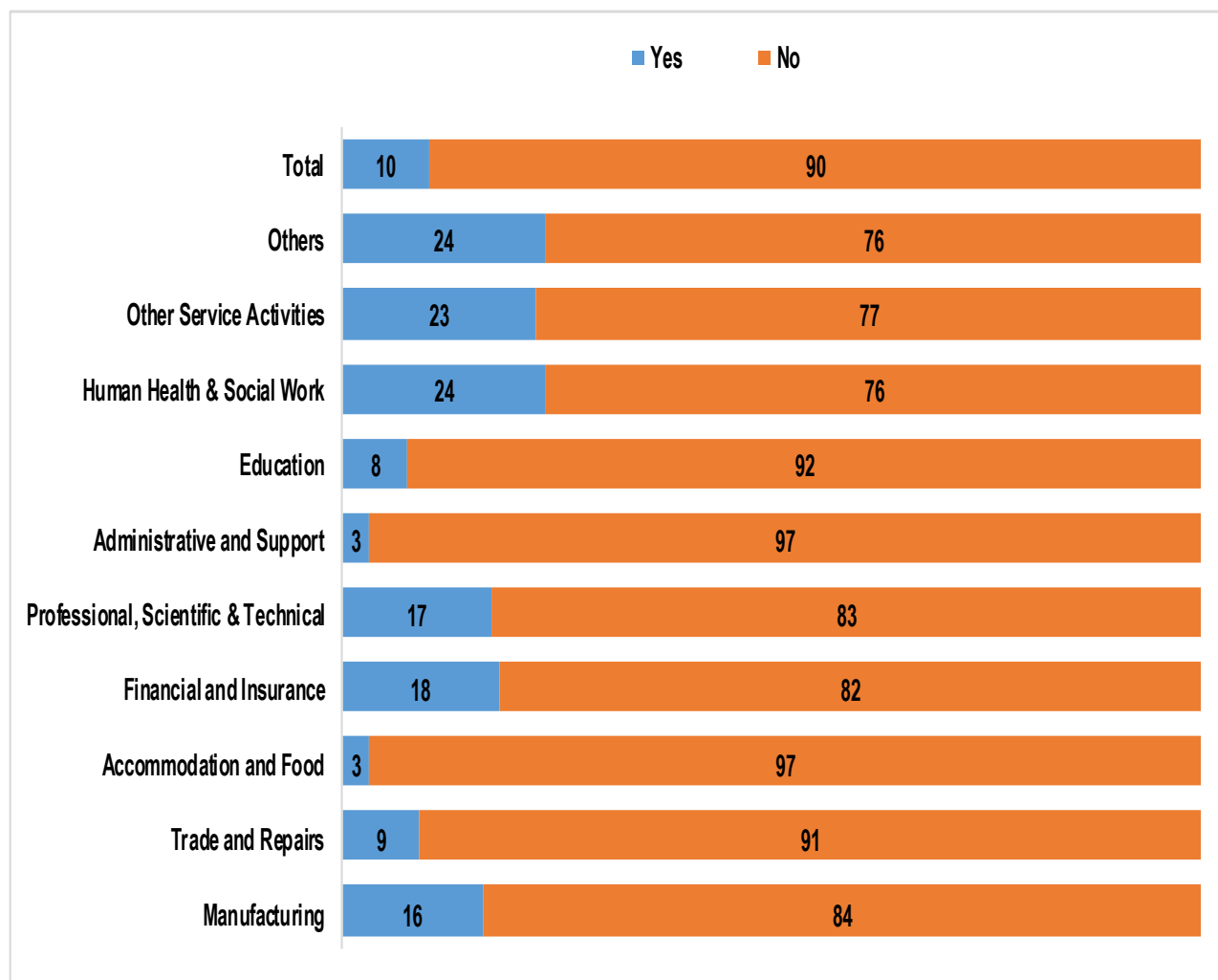
Figure 4.4: Distribution of Registered Private Sector Establishments by Main Activity (%)



4.1.2.2 Affiliation to International Organizations

Affiliation to an international organization or multinational Institution can be a mutually beneficial partnership through which trade, foreign direct investment and the international transfer of knowledge and technology may take place. Figure 4.5 reveals that, overall, only 10 percent of Formal Private Sector Establishments were affiliated to an International organization. Affiliation with such organizations was highest in Establishments engaged in Human Health and Social Work (24%) and lowest in Establishments whose main activities were Accommodation and Food Service, and Administrative and Support Services (3% each respectively).

Figure 4.5: Private Sector Establishments by Main Activity and Affiliation to International Organizations (%)



4.1.2.3 Nationality of Owners of Formal Establishments in the Private Sector

Table 4.1 presents the distribution of the Establishments in the Formal Private Sector by activity type and nationality of the owners. Eighty (80) percent of the Formal Establishments in the Private Sector were wholly owned by Ugandans, 14 percent were jointly owned by Ugandans and non-Ugandans while six percent were exclusively owned by foreign nationals. Formal Private Establishments that provided Education services (96%), Accommodation, and food (86%), Public Administration (99%), Human Health, and Social Services (82%) were mostly owned by Ugandans only. One in every five business that provided Financial and Insurance services were owned by non-Ugandans.

Table 4.1: Business Establishments by Activity type and Nationality of Owner(s) (%)

Activity	Jointly owned (Uganda & Non- Ugandans)			Total
	Ugandans only	Ugandan only	Non-Ugandan only	
Manufacturing	52.5	33.7	13.8	100
Trade & Repairs	57.7	33.5	8.8	100
Transportation & Storage	59.3	35.1	5.6	100
Accommodation & Food Service Activities	86.3	10.4	3.3	100
Financial & Insurance Activities	68.3	11.4	20.2	100
Professional, Scientific & Technical Activities	77.9	9.9	12.2	100
Administrative & Support Service Activities	67.1	24.3	8.5	100
Public Administration	99.1	0.0	0.9	100
Education	95.9	2.2	1.9	100
Human Health & Social Work Activities	82.3	8.4	9.3	100
Arts, Entertainment & Recreation	47.9	40.6	11.6	100
Other Service Activities	74.9	14.2	10.9	100
Uganda	80.2	13.7	6.1	100

4.2 Current and Projected Manpower in the Formal Sector

Employment statistics such as the number of persons engaged in each Sector of the economy and the skills they possess among others; are very important as they guide policy makers in making informed decisions. This section presents a summary of the Manpower status in the Formal Sector excluding information from Tertiary Institutions and Universities. Table 4.2 shows that, the total number of employees in the Formal Establishments grew from an estimated 700,000 in 2010 to 1,000,000 in 2015. A similar trend was observed for employees that left before the end of their contract period from about 13,000 in 2010 to 48,000 signifying a labour turnover rate increase from two percent in 2010 to five percent in 2015.

Table 4.2: Trend of Number of Employees, those who left before end of contract and new Employees in the Formal Sector

Year	Total No. of Employees	No. of Employees that left	New Employees (filled vacancies)	Labour turn over
	(A)	(B)	(C)	(B/A) - %
2010	699,960	13,300	36,090	2%
2011	734,010	21,930	44,670	3%
2012	763,270	32,130	49,930	4%
2013	822,340	39,390	70,470	5%
2014	920,580	41,740	81,650	5%
2015	1,014,190	48,390	100,840	5%
Number of Jobs created in 5 years	4,954,350	196,880	383,650	4%
	Future Manpower Projections			
2016	102,500			
2017	117,450			
2018	86,500			
2019	110,750			

4.2.1 Share of Employees by Main Activity of Establishments

The employees have been grouped into broad categories of similar activities/industries using the International Standard Industrial Classification (ISIC) Rev IV. Table 4.3 shows the distribution of Establishments by the share of Ugandan employees by main activity/industry. The analysis was limited to Establishments that provided information for the six years. Negligible variations were observed in the various Establishments with Ugandan employees across the years. Across the six years, the Education Sector had the highest share of Ugandan employees although the percentage slightly declined from 72 percent in 2013 to 67 percent in 2015. On the other hand, the Public Administration Sector realised a notable increase in the percentage of Ugandan employees from four percent in 2013 to nine percent in 2015. The results also revealed that the number of Non-Ugandan employees increased from about 8,400 in 2010 to 15,700 in 2015. Across the six years, the Establishments engaged in the Manufacturing (31%), and Trade and Repairs (35%) Sectors had the larger share of non-Ugandan employees.

Table 4.3: Share of Ugandan Employees by Main Activity of Establishments and Year (%)

Main activity of Establishment	Year					
	UGANDAN EMPLOYEES					
	2010	2011	2012	2013	2014	2015
Manufacturing	7.1	7.1	7.3	8.1	7.7	7.9
Trade & Repairs	3.0	3.0	3.1	3.3	3.4	3.7
Transportation & Storage	0.5	0.6	0.6	0.7	0.7	0.6
Accommodation & Food Service Activities	2.9	2.9	3.0	3.3	3.4	3.6
Financial & Insurance Activities	1.4	1.4	1.5	1.7	1.7	1.7
Professional, Scientific & Technical Activities	0.6	0.6	0.6	0.7	0.7	0.8
Administrative & Support Service Activities	0.8	0.8	0.8	0.9	0.9	0.8
Public Administration	4.7	4.8	4.5	4.4	8.8	8.5
Education	73.1	73.3	73.2	71.5	67.5	66.7
Human Health & Social Work Activities	3.2	2.9	2.9	2.9	2.9	3.2
Arts, Entertainment & Recreation	2.0	1.9	1.5	1.3	1.3	1.2
Other Service Activities	0.9	0.9	1.0	1.2	1.3	1.4
Total	100	100	100	100	100	100
Number	698,800	732,900	761,700	820,900	918,400	1,011,600

Main activity of Establishment	Year					
	NON-UGANDANS					
	2010	2011	2012	2013	2014	2015
Manufacturing	35.7	36.3	34.3	32.4	32.0	30.6
Trade and Repairs	29.8	31.9	31.4	33.3	34.4	35.0
Accommodation and Food Service Activities	3.6	3.3	5.9	6.3	7.0	5.7
Education	8.3	7.7	6.9	6.3	5.5	8.3
Human Health and Social Work Activities	4.8	5.5	5.9	3.6	3.1	3.2
Arts, Entertainment and Recreation	7.1	6.6	6.9	7.2	7.0	5.7
Other Service Activities	2.4	2.2	2.0	3.6	3.9	3.8
Others*	8.3	6.6	6.9	7.2	7.0	7.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	8,400	9,100	10,200	11,100	12,800	15,700

*Figures presented are only those organisations/Establishments that provided information for all the six years.

Others includes: Transportation and Storage, Administrative and Support Service Activities, Public Administration, Financial and Insurance Activities, Professional, Scientific and Technical Activities.*

4.2.2 Share of Employees in the Public and Private Sectors

The Sector of economic activity provides information on the relative importance of different economic activities with regard to employment. Information by Sector of economic activity is particularly useful in identifying broad shifts in employment and stages of development.

Table 4.4 shows the share of employees by Sector, nationality and year. The Public Sector generally accounted for about one third of the Ugandan employees while the Private Sector accounted for about two thirds across all the years. Furthermore, across all the years, the share of Non-Ugandans employees was larger (about 90%) in the Private Sector while the rest were in the Public Sector.

Table 4.4: Share of Employees by Sector, Nationality, and Year

Year	Ugandan Employees			Number	Non-Ugandan Employees			
	Sector share (%)				Sector share (%)			
	Public	Private	Total		Public	Private	Total	Number
2010	36.2	63.8	100	698,900	10.2	89.8	100	8,800
2011	35.1	64.9	100	733,000	8.5	92.6	100	9,400
2012	33.9	66.1	100	761,700	12.7	88.2	100	11,000
2013	32.3	67.7	100	820,900	7.6	93.2	100	11,800
2014	34.4	65.6	100	918,500	6.4	93.6	100	14,000
2015	33.5	66.5	100	1,011,600	6.4	94.2	100	17,200

4.2.3 Share Employees by Sex and Main Activity of Establishment

The main activity of the Establishments were grouped into the broad GDP categorization for this analysis. Table 4.5 presents the share of employees in Formal Sector by their sex, main activity of the establishment and year. The results generally indicated male dominance (56%) across all activity categories except for Human Health and Social Work where females accounted for 55 percent of the employees in 2014 and 51 percent in 2015. There was an equal share of males and females employed in Financial and Insurance Establishments in each year.

Table 4.5: Share of Employees by Sex, Activity, and Year (%)

Activity	2014				2015			
	Male	Female	Total	Number	Male	Female	Total	Number
Manufacturing	74.4	25.7	100.0	70,700	74.3	25.9	100	80,400
Trade & Repairs	64.5	35.5	100.0	31,300	62.7	37.3	100	37,000
Transportation & Storage	73.3	28.3	100.0	6,000	70.0	30.0	100	6,000
Accommodation & Food Service Activities	51.9	48.4	100.0	30,800	51.8	48.2	100	36,100
Financial & Insurance Activities	50.7	50.0	100.0	15,200	50.3	50.3	100	17,100
Professional, Scientific & Technical Activities	64.7	35.3	100.0	6,800	65.9	35.4	100	8,200
Administrative & Support Service Activities	67.5	33.8	100.0	8,000	65.1	34.9	100	8,300
Public Administration	74.7	25.4	100.0	80,600	75.0	25.1	100	86,000
Education	51.6	48.5	100.0	619,600	51.6	48.4	100	675,000
Human Health & Social Work Activities	45.1	55.3	100.0	26,400	49.1	50.9	100	32,000
Arts, Entertainment & Recreation	77.4	22.6	100.0	11,500	76.4	23.6	100	12,300
Other Service Activities	57.0	43.0	100.0	12,100	58.7	42.0	100	13,800
Total	56.3	43.7	100.0	918,400	56.4	43.6	100	1,011,600

4.2.4 Share of Employees by Occupation

The employers were asked to provide information on the number of persons they employ by the broad categories of occupations in the International Standard Classification of Occupations (ISCO). The share of Ugandan employees in the Formal Sector by occupation category and year is presented in Table 4.6. The analysis was limited to Establishments that provided information for all the six years.

The results show that, across the years, Professionals constituted the largest share of Ugandan employees in the Formal Sector ranging from (50 percent in 2010 to 45 percent in 2015), followed by Managers which slightly increased (from 15% in 2010 to 17% in 2015) as well as Service and Sales Workers who increased (from 14% in 2010 to 17% in 2015). The variations in other occupations was generally negligible. Furthermore, across the years, non-Ugandans employees in Managerial occupations comprised at least two thirds followed by Professionals, and Technicians and Associate Professionals.

Table 4.6: Share of Ugandan Employees by Occupation and Year (%)

Broad Occupation categories	Year					
	UGANDAN EMPLOYEES					
	2010	2011	2012	2013	2014	2015
Managers	15.4	15.3	15.5	15.7	16.4	17.0
Professionals	50.2	50.3	50.0	49.0	46.2	45.4
Technicians and Associate Professionals	5.1	5.0	4.7	4.9	4.7	5.2
Clerical support workers	3.1	3.2	3.2	3.3	3.2	3.3
Service and sales workers	14.3	14.4	14.8	14.8	17.9	17.4
Craft and related trades workers	1.4	1.4	1.4	1.4	1.2	1.2
Plant and machine operators, and assemblers	1.9	2.0	2.0	2.2	2.2	2.2
Elementary occupations	8.5	8.5	8.5	8.7	8.2	8.3
Total	100	100	100	100	100	100
Number	698,300	732,400	761,100	820,300	917,900	1,010,600
	NON-UGANDAN EMPLOYEES					
Broad Occupation categories	2010	2011	2012	2013	2014	2015
Managers	65.2	65.7	66.7	65.3	62.5	61.0
Professionals	12.0	11.1	10.5	10.7	11.1	12.4
Technicians and Associate Professionals	10.9	11.1	11.4	10.7	12.5	11.9
Others	12.0	12.1	11.4	13.2	13.9	14.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number	9,200	9,900	11,400	12,100	14,400	17,700

Others includes Clerical support workers, Service and sales workers, Craft and related trades workers, Plant and machine operators, and Assemblers, Elementary occupations

4.2.5 Share of Employees by Occupation and Sector

Table 4.7 presents the share of employees in the Formal Sector by broad occupation category and Sector in 2015. Overall, Professionals constituted almost half of the employees in the Formal Sector (45%) followed by Service and Sales Workers and Managers (17% each respectively). In the Public Sector, Professionals accounted for 54 percent of the total number of employees followed by Service and Sales Workers (18%) and Managers (17%); while Craft and Related Trades Workers and Plant and Machine Operators accounted for only one percent. A similar pattern was observed for the Private Sector with Professionals (41%) accounting for majority of employees followed by Service and Sales Workers and Managers (17% each respectively).

Table 4.7: Share of Employees by Occupation and Sector - 2015 (%)

Broad Occupation categories	Sector		Total
	Public	Private	
Managers	16.9	17.1	17.0
Professionals	53.9	41.1	45.4
Technicians and Associate Professionals	5.8	4.8	5.2
Clerical support workers	2.3	3.8	3.3
Service and sales workers	18.1	17.1	17.4
Craft and related trades workers	0.2	1.8	1.2
Plant and machine operators, and assembly workers	0.7	3.0	2.2
Elementary occupations	2.1	11.4	8.3
Total	100.0	100.0	100.0
Number	338,300	672,300	1,010,600

4.2.6 Share of Employees by Occupation and Sex

Table 4.8 summarizes the distribution of Formal Sector employees by occupation and sex over two years. Overall, males accounted for 56 percent of the employees while females comprised 44 percent. The disparity between males and females was most pronounced among Plant and Machinery Operators and Assemblers which predominantly employed males (92% in 2014 and 93% in 2015); while Clerical support workers were mostly females (64% in 2014 and 66% in 2015).

Table 4.8: Share of employees by Occupation, Sex and Year (%)

Broad Occupation categories	2014				2015			
	Male	Female	Total	Number	Male	Female	Total	Number
Managers	67.3	32.8	100	150,400	68.2	31.8	100	171,900
Professionals	49.1	50.9	100	424,000	48.9	51.1	100	458,500
Technicians & associate professionals	59.4	40.8	100	43,100	61.4	38.6	100	52,100
Clerical support workers	36.4	63.6	100	29,400	34.7	65.6	100	33,400
Service & sales workers	61.0	39.0	100	164,000	60.5	39.5	100	176,000
Craft & related trades workers	86.0	14.0	100	11,400	83.7	16.3	100	12,300
Plant & machine operators, & assemblers	92.0	8.0	100	20,100	93.4	6.6	100	22,700
Elementary occupations	57.0	43.1	100	75,600	56.6	43.4	100	83,800
Others	66.7	33.3	100	200	66.7	33.3	100	300
Total	56.3	43.7	100	917,900	56.4	43.6	100	1,010,600

4.3 Existing Permanent Posts in 2015

Public and Private Establishments hire employees to perform day to day tasks. Hiring permanent/fulltime employees is a large commitment, which prompts some Companies to hire temporary workers to fulfill specific roles until the roles are no longer necessary. Short term employment/temporary employment is necessary to support increase in manpower requirements during certain seasons. It can also be advantageous due to the differences in pay and benefits between permanent and temporary employees. On

the other hand, the Companies lose all of the experience and training a temporary worker has amassed once the worker moves on.

4.3.1 Number of Existing Permanent Posts by Occupation and Sector

Table 4.9 summarizes the distribution of permanent jobs which were available in 2015 by the occupation and nature of the jobs. Overall, of the 815,500 existing permanent jobs in 2015, 744,300 were filled. This represents 91 percent of the available jobs. Of the permanent posts for Managers, 92 percent were filled and 91 percent of the jobs for Professionals were filled. In terms of Sector, the Private Sector slightly had more permanent jobs (454,000) than the Public Sector (361,800). In the Public Sector, 87 percent of the permanent positions were filled compared to 94 percent in the Private Sector.

Table 4.9: Number of Existing Permanent Posts by Occupation, Sector, and Proportion of jobs filled

Occupation	Existing Jobs	Jobs Filled	% filled
Managers	108,000	99,000	91.7
Professionals	422,200	382,100	90.5
Technical & associate professionals	80,000	75,900	94.9
Clerical support workers	34,300	32,300	94.2
Services and sales	88,700	78,700	88.7
Craft & related trade work	17,300	16,000	92.5
Plant & machinery workers	19,700	15,600	79.2
Elementary occupation	45,300	44,700	98.7
Sector			
Public	361,800	314,700	87.0
Private	454,000	429,800	94.7
Total	815,500	744,300	91.3

Note: The figures are rounded up to the nearest whole number

4.4 Minimum Education required for Permanent Jobs

Human capital is the stock of competencies, knowledge, and personality attributes embodied in the ability to perform labour so as to produce economic value. It is the attributes gained by a worker through education and experience. One's level of education may be used as a proxy measure of their skill set.

Table 4.10 provides a summary of the minimum educational requirements for permanent jobs by main activity of the Establishments and occupation. A third (33%) of the permanent jobs in the Formal Sector Establishments required a minimum of a Certificate, 26 percent required a Diploma and a Bachelor's Degree respectively while only two percent of the permanent jobs required a Master's Degree or above. Variations by the main activity of the establishment reveals that, 61 percent of jobs in the Financial and Insurance Establishments required a minimum of a Bachelor's Degree compared to only 18 percent of permanent jobs in Education while a Certificate or lower qualifications would suffice to work in Hotels, Restaurants and other eating places. In terms of the occupation, more than half of the existing Managerial positions (51%), required a minimum of a Bachelor's Degree followed by a Diploma (30%). The majority of the other jobs required a minimum of either a Certificate or a Diploma (59%).

Table 4.10: Minimum Educational Requirements for Permanent jobs by Main Activity of Establishment, and Occupation (%)

Activity	Master's	Bachelors	Diploma	Certificate	Others	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	20.0	39.9	23.8	100
Financial and Insurance	5.0	60.7	22.8	7.4	4.1	100
Professional, Scientific and technical activities	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	6.0	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
Occupation	Master's	Bachelors	Diploma	Certificate	Others	Total
Managers	0.3	51.0	30.1	11.9	6.6	100
Professionals	19.1	76.2	0.0	0.0	4.8	100
Technicians and Associate Professionals	0.2	6.9	39.7	52.5	0.7	100
Clerical support works	0.8	12.9	37.2	42.4	6.8	100
Service and sales works	0.1	3.9	10.3	44.5	41.2	100
Skilled agricultural, forestry and fishing	0.6	14.0	28.0	28.0	29.3	100
Craft and related trades	0.0	5.3	14.7	50.4	29.6	100
Plant and machine operators	0.1	1.8	5.2	61.0	31.9	100
Elementary occupation	0.1	1.0	1.7	26.7	70.6	100
Total	2.0	25.7	25.7	32.9	13.7	100

Note: Master and PhD have been grouped together. Also post graduate diploma and Degree have been grouped together Education does not include the findings from Tertiary training Institutions and Universities*

4.4.1 Minimum Educational Requirements by Sector

Table 4.11 presents the share of the minimum educational requirements for permanent jobs by the Sector of the Establishments. Regardless of Sector, the majority of permanent jobs required a minimum of a Certificate i.e. 58 percent in the Public Sector and 47 percent in the Private Sector followed by Diploma with 25 percent in the Public Sector and 19 percent in the Private Sector. Only two percent of permanent jobs required minimum qualifications above Bachelor's Degree.

Table 4.11: Minimum Educational Requirements for Permanent Positions by Sector (%)

Educational Requirement	Sector		Total
	Public	Private	
PhD	0.5	0.2	0.3
Master's	0.7	1.0	0.9
Post Graduate Diploma	0.8	0.6	0.7
Bachelor's Degree	10.6	16.6	14.1
Diploma	24.5	19.0	21.3
Certificate	57.5	47.1	51.4
Others	5.3	15.6	11.3
Total	100.0	100.0	100.0
Number	307,945	437,002	744,947

4.5 New Employees

Employers were asked whether they hired new employees from outside the organization or establishment during the reference years. For purposes of the survey, the data collected excluded internal promotions. This information provides an indication of employment growth trends by occupation.

4.5.1 New Employees by Economic Activity of Establishment

Information on the numbers of employees by economic activity provides an indication of employment growth trends by industry. Table 4.12 presents the distribution of new employees in the Formal Sector by main activity/industry of establishment, occupation, and Sector from 2010 to 2015. Overall, the highest percentage of new employees across all the years was in Education Services, followed by Manufacturing, Accommodation and Food Service and Public Administration with proportions fluctuating over the years.

Table 4.12: New Employees by Main Activity of Establishment, Occupation, Sector, and Year (%)

Activity	Year					
	2010	2011	2012	2013	2014	2015
Manufacturing	11.1	9.9	12.7	14.0	9.7	10.3
Trade and Repairs	7.0	4.7	5.1	4.6	5.1	5.5
Transportation and Storage	1.1	0.7	0.6	0.6	1.0	0.2
Accommodation and Food Service Activities	4.2	4.7	5.1	6.6	6.2	6.0
Financial and Insurance Activities	2.8	2.7	3.0	2.7	1.7	1.9
Professional, Scientific and Technical Activities	0.8	0.7	1.0	1.3	1.1	1.1
Administrative and Support Service Activities	0.3	0.7	1.0	1.7	0.6	1.2
Public Administration	2.8	1.8	2.6	3.4	7.4	5.9
Education	61.8	69.5	64.6	59.7	61.1	59.9
Human Health and Social Work Activities	3.3	3.6	2.8	3.6	3.7	3.3
Arts, Entertainment and Recreation	2.8	1.1	1.0	1.4	1.0	1.8
Other Service Activities	3.3	1.1	1.2	1.4	2.1	3.7
Total	100	100	100	100	100	100
Occupation categories						
Managers	18.2	13.3	14.2	15.3	19.0	14.2
Professionals	44.4	44.4	42.0	35.2	36.6	41.2
Technicians and Associate Professionals	5.0	4.0	5.6	7.2	4.8	5.6
Clerical support workers	3.3	4.0	3.2	4.0	4.8	3.2
Service and sales workers	11.6	19.1	18.6	21.3	22.1	21.4
Craft and related trades workers	6.3	2.0	2.8	1.8	1.6	1.1
Plant and machine operators, and assemblers	2.5	3.6	1.8	4.0	2.3	3.3
Elementary occupations	8.5	9.3	11.6	11.1	8.6	10.0
Others	0.3	0.2	0.2	0.1	0.1	0.1
Total	100	100	100	100	100	100
Sector						
Public	18.4	18.2	28.9	23.9	30.0	22.3
Private	81.9	82.1	71.1	76.1	70.1	77.7
Total	100	100	100	100	100	100
Number	35,900	44,600	49,500	70,200	80,700	100,500

4.6 Employees that left before end of their Contracts

Labour turnover is defined as the rate at which employees leave their jobs before the end of their contracts, the reason for leaving notwithstanding. For the purposes of this analysis, it therefore excludes those who leave due to retirement or regular transfers.

Table 4.13 presents the distribution of Formal Sector employees that left before the end of their contracts disaggregated by main activity of the establishment, occupation, Sector, and year in which they left. Education had the highest share of employees who had left before the end of their contract followed by Manufacturing. Considering the occupation, Professionals followed by Service and Sales Workers and Managers were more like to leave their jobs before the end of contract. Comparison by Sector reveals that, the share of employees that left was much higher in the Private Sector than in the Public Sector across all the years.

Table 4.13: Employees that left before end of contract by Main Activity of Establishment, Occupation, Sector, and Year

Activity	Year					
	2010	2011	2012	2013	2014	2015
Manufacturing	12.6	18.2	10.3	9.4	12.8	8.6
Trade and Repairs	9.9	6.6	7.0	5.9	5.9	6.3
Transportation and Storage	0.9	0.5	0.3	0.3	0.8	0.2
Accommodation and Food Service Activities	7.2	7.1	5.7	8.0	6.6	7.1
Financial and Insurance Activities	1.8	2.5	2.0	1.9	1.5	1.5
Professional, Scientific and Technical Activities	1.8	0.5	1.0	0.8	0.8	0.9
Administrative and Support Service Activities	0.9	1.0	0.7	0.8	0.8	0.9
Public Administration	1.8	2.0	1.3	1.1	3.6	1.7
Education	57.7	60.1	70.0	68.4	63.2	68.5
Human Health and Social Work Activities	6.3	2.5	2.3	2.4	2.8	2.4
Arts, Entertainment and Recreation	0.9	0.5	0.3	1.3	0.5	0.6
Other Service Activities	2.7	1.5	0.7	1.1	1.8	2.4
Total	100	100	100	100	100	100
Occupation categories						
Managers	13.0	14.8	9.6	16.1	17.5	13.7
Professionals	37.0	34.9	44.4	38.2	32.9	41.4
Technicians and Associate Professionals	5.4	5.3	5.0	4.4	4.6	4.6
Clerical support workers	4.3	3.6	4.2	2.8	5.5	2.7
Service and sales workers	18.5	18.3	19.2	22.1	18.8	20.7
Craft and related trades workers	1.1	2.4	3.3	3.2	3.4	1.6
Plant and machine operators, and assemblers	4.3	7.1	2.1	2.8	2.8	2.7
Elementary occupations	15.2	13.0	11.7	10.1	14.2	12.4
Others	1.1	0.6	0.4	0.3	0.3	0.3
Total	100	100	100	100	100	100
Sector						
Public	20.7	17.7	22.0	16.4	18.4	20.7
Private	79.3	82.8	78.3	83.6	81.6	79.3
Total	100	100	100	100	100	100
Number	11,100	19,800	30,000	37,300	39,100	46,300

4.7 Vacant Permanent posts

Statistics of job vacancies measure unmet demand for manpower. Job vacancies data may include information on unfilled posts for which employers are actively recruiting from outside the Establishments. These can be new positions created due to business expansions or existing positions that have become vacant arising from staff turnover. The co-existence of job vacancies and unemployment is a normal feature of dynamic labour markets, as it takes time for the unemployed and employers to find each other and for job seekers to adjust their skill set or move to regions where their skills are rewarded. However, large and persistent imbalances between labour supply and demand across occupation groups or regions could signal labour market mismatch.

Existing vacancies refer to those unfilled, immediately available job openings for which entities (both Public and Private) were trying to recruit at the time of the survey. Employers were asked whether they were recruiting for any vacancies at their location at the time of the survey. Table 4.14, reveals that, an estimated 50,100 permanent positions were vacant countrywide of which two thirds (63%) were due to growth while eight percent were due to replacement. Jobs that fell vacant due to growth were in Service and Sales Workers (71%) followed by Technicians and Associate Professionals (61%). Considering the Sector, the majority of the job vacancies were in the Public Sector and were largely due to growth (71%).

Table 4.14: Vacant Permanent Posts and reason for vacancies by Main Activity of Establishment, Occupation, and Sector

Main Activity	Vacancies		
	(Number)	Due to growth (%)	Replacement (%)
Manufacturing	1,400	79.9	14.6
Trade and Repair	1,100	61.0	28.8
Transportation and storage	100	27.3	36.4
Accommodation and food service	200	44.2	50.8
Financial and Insurance	300	38.8	60.1
Professional, Scientific	500	40.0	23.0
Public Administration	31,400	72.8	3.9
Education	12,000	40.2	11.8
Human Health	2,700	53.4	14.2
Arts, Entertainment	400	40.4	56.8
Other Service	500	88.5	8.3
Occupation categories			
Managers	6,500	32.1	13.6
Professionals	2,700	61.3	12.0
Technicians and Associate Professionals	13,600	60.7	14.5
Clerical support	1,800	79.2	9.2
Service and sale	23,800	70.8	2.4
Craft and relate	1,100	97.6	0.8
Plant and machine operators	500	53.1	36.4
Elementary occupations	400	58.0	14.7
Sector			
Public	39,000	70.8	6.2
Private	11,100	36.9	16.2
Total	50,100	63.3	8.4

4.7.1 Reasons for Unfilled Vacant Permanent Posts by Sector

Vacant posts may remain unfilled for long periods for several reasons. The survey collected information from Establishments that had unfilled posts for periods of one year or longer for the reasons why they were not yet filled. Table 4.15 presents the main reasons for having unfilled posts for long periods by occupation and Sector. Nearly half of the Establishments revealed that the permanent posts remain vacant due to budgetary constraints (48%) followed by the issue of long internal bureaucracies (28%). A similar pattern is observed when the data are further disaggregated by occupation of employee and the Sector.

Table 4.15: Main reasons for Unfilled Vacant Permanent Posts for One Year or More by Occupation and Sector (%)

	Long internal bureaucracy	Lack of local qualified personnel	Low economic activity	Budget constraint	Others	Total
Occupation Categories						
Managers	33.2	13.2	17.4	34.4	1.8	100
Professionals	34.3	15.2	2.2	34.6	13.6	100
Technicians and associate professional	25.6	6.4	4.6	53.2	10.2	100
Clerical support workers	29.2	5.5	4.0	51.8	9.5	100
Service and sales workers	23.8	1.0	12.7	56.7	5.8	100
Skilled agricultural, forestry and fishing	0.0	0.0	0.0	80.0	20.0	100
Craft and related trades	7.1	9.3	30.0	47.1	6.4	100
Plant and machine operators	25.7	0.9	1.8	68.8	2.8	100
Elementary occupations	34.4	2.7	23.8	38.4	0.7	100
Sector						
Public	32.9	7.9	2.8	55.2	1.3	100
Private	23.0	8.6	12.2	39.4	16.8	100
Total	28.1	8.2	7.4	47.5	8.8	100

4.8 Future Manpower Projections

Manpower projections reflect the extent of potential job opportunities anticipated. Manpower projections provide job seekers, policy-makers, and training providers an idea of how many jobs exist within industries by occupation type; how the number of jobs are expected to change over time, and what the future demand for workers will be. Projections for the future focused on the year from 2016 to 2019.

Table 4.16 reveals that, overall, the projected demand for manpower was highest in the Education Sector across the four years although the proportions declined progressively. The demand for manpower in Administrative and Support Activities was projected to increase from one percent in 2016 to 23 percent in 2019. In addition, Professionals constituted over two thirds (68%) of the projected job openings for 2016, however, the share declined to 52 percent in 2017 and further to 42 percent in 2019. Slight fluctuations are observed in the projected jobs for Managers, and Technicians and Associate Professionals while those for Service and Sales Workers were expected to increase from nine percent in 2016 to 34 percent in 2019.

Future human resource requirements are largely in the Private Sector for all the years although with fluctuating percentages.

Table 4.16: Future Manpower Requirements by Main Activity of Establishment, Occupation, Sector, and Year (%)

Activity	Year			
	2016	2017	2018	2019
Manufacturing	6.9	8.8	8.3	6.5
Trade and Repair	4.5	6.3	7.2	5.8
Accommodation and Food Service	3.3	4.3	5.5	4.1
Administrative and Support activities	1.2	1.0	1.4	22.7
Public Administration	5.9	6.6	11.1	3.7
Education	67.4	60.8	54.2	47.9
Human Health and Social Work Activities	3.9	3.9	3.8	3.0
Others	7.0	8.2	8.3	6.3
Total	100.0	100.0	100.0	100.0
Occupation categories				
Managers	4.3	8.1	4.4	3.5
Professionals	68.3	51.5	50.5	41.7
Technicians and Associate Professionals	6.3	7.8	9.3	7.2
Clerical support	3.3	3.9	3.8	3.1
Service and sale	9.4	14.4	20.9	33.5
Craft and related trade workers	1.6	2.2	1.1	1.1
Plant and machinery operators and assemblers	2.0	2.5	1.9	3.1
Elementary occupations	4.9	9.6	7.9	6.8
Total	100.0	100.0	100.0	100.0
Sector				
Public	19.8	23.5	25.1	13.8
Private	80.2	76.5	74.9	86.2
Total	100.0	100.0	100.0	100.0
Number	102,493	117,400	86,683	110,712

Others includes Professional, Scientific and Technical, Financial and Insurance, Transportation and Storage, Arts, Entertainment and Recreation and Other Service activities

***Note: Some employers did not report on their future Labour requirements

4.8.1 Human Resource Forecast in Training Institutions

Training Institutions provided information on the number of staff that had been projected for future employment from the year 2012 to 2016. Table 4.17 presents the number of staff that had been projected for the year 2012 and the percentage change for the subsequent years. The results reveal that, across all occupations the percentage change in the number of staff required in 2016 was notably higher compared to other years; except for Craft and Related Trade Workers where a seven percent decrease was registered.

Table 4.17: Human Resource Forecast in Training Institutions by Occupation Category

Occupation Category	No.	%age change			
	2012	2013	2014	2015	2016
Managers	65	29	40	0	78
Professionals	562	6	21	6	87
Technicians and Associate Professionals	70	(4)	45	35	43
Clerical support workers	40	(3)	18	17	74
Service and sales workers	117	1	19	13	64
Craft and related trades workers	14	21	41	13	(7)
Plant and machine operators, and assembler	18	(11)	13	44	54
Elementary occupations	30	3	13	3	33

4.8.2 Minimum Education Requirements for Projected Jobs

Table 4.18 presents the minimum educational requirements for projected jobs by the main activity of the establishment, occupation and Sector. Overall, the majority of forecast jobs required a minimum of a Certificate (29%) followed by Bachelor's Degree (26%) and Diploma (23%) while only three percent required Post Graduate Diploma or above. A Master's Degree was the minimum education requirement in Administrative and Support Services. The Establishments that mostly required a Bachelor's Degree were in Financial and Insurance Services (52%) followed by Professional, Scientific and Technical (47%) and Public Administration (46%); while those in Education (43%), Accommodation and Food (40%) and Human Health and Social Work (36%) would require a Certificate as the minimum educational requirements.

Considering the occupation, 58 eight percent of forecast jobs for Managers would require a Bachelor's Degree s as is the case for Professionals (41%); Technicians and Associate Professionals (43%) would mostly require a minimum of Diploma while forecast jobs for Crafts and related Trade Workers (68%) and Clerical Support workers (53%) would require Certificates. The forecast jobs for Elementary occupations (65%), Plant and Machine Operators and Assemblers (34%), and Service and Sales Workers (29%) were open to those with educational attainment below Certificate level.

Disaggregation by Sector reveals that at least a third (35%) of forecast jobs in the Public Sector would require Bachelor's Degree s as the minimum educational requirement and only five percent required Post Graduate Diploma and above. One in four (25%) forecast jobs in the Public Sector would require either a Certificate or a Diploma as the minimum. In the Private Sector, three in every ten forecast jobs (30%) would require Certificates as the minimum educational requirement, 22 percent a Diploma, 20 percent a Bachelor's Degree and only two percent will require qualifications above Bachelor's Degree.

Table 4.18: Minimum Educational Requirements for Projected jobs by Main Activity of Establishment, Occupation, and Sector (%)

Activity	Minimum Education Requirement								Number
	PhD	Master's	Post Grad Diploma	Bachelor's Degree	Diploma	Certificate	Other	Total	
Manufacturing	0.0	0.2	0.5	20.7	23.5	28.8	26.4	100	33,843
Trade and Repairs	0.0	0.7	0.7	21.3	23.1	23.2	31.0	100	12,355
Transportation and Storage	0.0	0.0	0.0	27.0	16.2	25.2	31.6	100	8,573
Accommodation and Food	0.0	0.0	0.0	9.5	20.5	39.6	30.4	100	12,792
Financial and Insurance	0.0	1.8	3.2	51.5	23.3	11.3	9.0	100	6,916
Professional, Scientific and Technical	0.1	1.9	9.1	46.9	11.5	12.2	18.3	100	7,008
Administrative and Support	0.0	14.9	0.0	22.5	7.4	19.9	35.3	100	3,835
Public Administration	0.1	2.3	3.9	45.9	24.3	18.1	5.5	100	59,775
Education	0.1	0.3	0.1	9.0	22.1	43.1	25.4	100	61,159
Human Health and Social Work	0.1	2.0	1.4	16.7	33.2	36.2	10.4	100	16,181
Arts, Entertainment and Recreation	0.0	0.0	0.0	16.4	37.3	14.1	32.2	100	2,982
Other Service Activities	0.0	0.7	0.0	36.5	26.3	7.4	29.1	100	5,275
Total	0.0	1.3	1.6	25.5	23.2	28.6	19.8	100	230,694
Occupation categories									
Managers	0.0	6.1	3.0	57.6	20.6	11.6	1.1	100	30,149
Professionals	0.1	1.4	3.6	41.7	28.1	23.6	1.5	100	65,498
Technicians and Associate Professionals	0.0	0.3	1.2	28.4	42.9	26.3	1.0	100	32,203
Clerical support workers	0.0	0.0	0.0	14.7	28.9	54.1	2.4	100	20,740
Service and sales workers	0.0	0.2	0.0	6.4	24.6	39.6	29.2	100	30,674
Other	0.0	0.0	0.0	0.0	8.9	61.1	30.0	100	11,187
Elementary occupation	0.0	0.0	0.0	0.0	1.2	34.1	64.8	100	13,519
Total*	0.0	1.4	1.8	28.8	26.0	30.5	11.4	100	203,970
Sector									
Public	0.1	1.8	3.0	35.2	25.2	26.4	8.3	100	85,432
Private	0.0	0.9	0.8	19.8	22.0	30.0	26.5	100	145,262
Total	0.0	1.3	1.6	25.5	23.2	28.6	19.8	100	230,694

*Note: Some employers did not report on their future Labour requirements

4.8.3 Types of Skills required for Projected Jobs

Education and training programs are focused on teaching workers the technical skills they will need to succeed in a particular career. However, a good worker must also have strong soft skills. Information was collected on the types of skills required for the new jobs forecast. Table 4.19 summarises the skills requirements for the forecast jobs by main activity of the establishment, occupation and Sector. The majority of the forecast jobs would require Technical skills (31%), followed by Managerial skills (13%) and Communication skills (12%). Forecast jobs that would require technical skills were mostly in Human Health and Social Work activities (57%) and the Public Administration (43%). Customer care skills will be mostly required in the Accommodation and Food service (29%) and in Arts, Entertainment and Recreation (22%).

Considering the occupation, the skills required for projected jobs for Managers include: managerial skills (40%), technical skills (22%) and communication skills (14%). In the case of forecast jobs for Professionals the required skills range from technical skills (40%), to didactic/teaching skills (18%) to managerial skills

(14%) among others. Furthermore, the majority of the forecast Technician and Associate Professional jobs would require mostly technical skills (55%), managerial skills (16%) and communication skills (8%).

Disaggregation by the Sector reveals that technical (42%) and managerial skills (19%) are the most needed in the Public Sector while those in the Private Sector would mostly require technical skills (24%) followed by communication skills (14%) and customer care skills (12%).

Table 4.19: Skill Requirements for Forecast Jobs by Main Activity of Establishment, Occupation, Sector, (%)

Activity	Skills										Total	Number
	Managerial	Technical	Entrepreneur	Language	Customer Care	Creativity	IT skills	Teaching	Communicate	Other		
Manufacturing	7.1	37.6	6.0	1.3	5.9	9.3	2.6	0.1	13.6	16.5	100	33,843
Trade and Repairs	10.6	17.4	4.7	3.1	18.5	3.7	4.2	3.1	10.8	24.1	100	12,280
Transportation & Storage	19.5	11.2	3.7	1.7	18.5	0.4	3.5	0.0	8.6	32.8	100	8,573
Accommodation and Food	6.9	17.9	1.9	2.5	29.4	7.8	0.8	0.1	10.8	21.9	100	12,792
Financial and Insurance	18.2	19.3	3.2	1.8	19.4	5.5	6.2	0.2	12.1	14.0	100	6,916
Professional, Scientific & Technical	19.5	27.9	0.9	1.6	9.2	3.0	5.5	0.8	4.6	26.9	100	7,008
Administrative & Support Services	23.1	17.1	0.0	4.9	8.2	1.8	7.7	0.8	18.6	17.8	100	3,835
Public Administration	23.1	43.0	3.0	0.6	3.0	2.1	8.2	1.5	9.2	6.4	100	56,282
Education	8.3	21.8	1.1	3.0	4.6	3.5	4.7	19.2	16.4	17.4	100	60,872
Human Health and Social Work	9.2	56.7	0.5	0.9	10.2	1.8	1.6	0.5	6.9	11.5	100	16,194
Arts, Entertainment & Recreation	4.7	27.4	0.0	0.0	21.9	1.1	2.7	0.9	17.1	24.3	100	2,982
Other Service Activities	15.6	12.5	3.6	2.6	18.2	8.8	6.2	0.6	9.2	22.7	100	5,275
Total	13.4	30.9	2.7	1.8	8.7	4.1	4.9	5.8	12.0	15.7	100	226,852
Occupation												
Managers	40.2	22.4	5.0	0.3	3.6	4.2	4.6	3.7	14.0	2.1	100	29,097
Professionals	14.1	39.9	3.1	1.1	2.0	3.8	6.2	17.5	6.6	5.6	100	63,447
Technicians & associate professionals	15.7	55.4	2.7	0.3	4.6	4.4	2.9	1.4	7.9	4.8	100	31,497
Clerical support workers	9.8	22.6	1.8	2.4	23.9	4.6	19.2	0.6	10.7	4.6	100	21,050
Service and sales workers	7.0	17.9	2.9	3.9	24.0	5.2	1.6	1.1	26.6	9.7	100	30,523
Plant & machine operators & assemblers	0.5	62.2	0.3	0.7	1.6	0.2	0.1	0.0	14.8	19.6	100	7,102
Other	0.0	79.1	3.5	1.6	1.3	10.4	0.0	0.0	0.0	4.1	100	4010
Elementary occupation	1.4	20.6	0.2	9.2	17.8	10.1	0.1	0.0	20.3	20.2	100	13,396
Total*	15.0	34.9	2.9	1.9	9.3	4.7	5.3	6.6	12.4	6.9	100	200,122
Sector												
Public	19.3	42.4	2.1	0.7	3.6	1.8	7.1	5.4	9.0	8.4	100	81,863
Private	10.0	24.4	3.0	2.5	11.5	5.4	3.6	6.1	13.7	19.8	100	144,989
Total	13.4	30.9	2.7	1.8	8.7	4.1	4.9	5.8	12.0	15.7	100	226,852

Note: Other includes Craft and related trades workers, skilled agricultural, fisheries and forestry workers and armed forces occupations

4.10 Labor Market Information System (LMIS)

The ILO defines labour market information as any information concerning the size and composition of the labour market or any part of the labour market, the way it or any part of it functions, its problems, the opportunities which may be available to it, and the employment-related intentions or aspirations of those who

are part of it. In brief, labour market information is information on current and future labour market trends and skills needs as well as on the availability of relevant skills development opportunities. Labour market information provides clear signals that guide various players towards the most appropriate choices. It helps identify skills that are needed and the best ways to develop them. It is indispensable in matching workers with jobs (and vice versa), and highlighting gaps between the skills that are available and those that are needed (European Training Foundation, 2017).

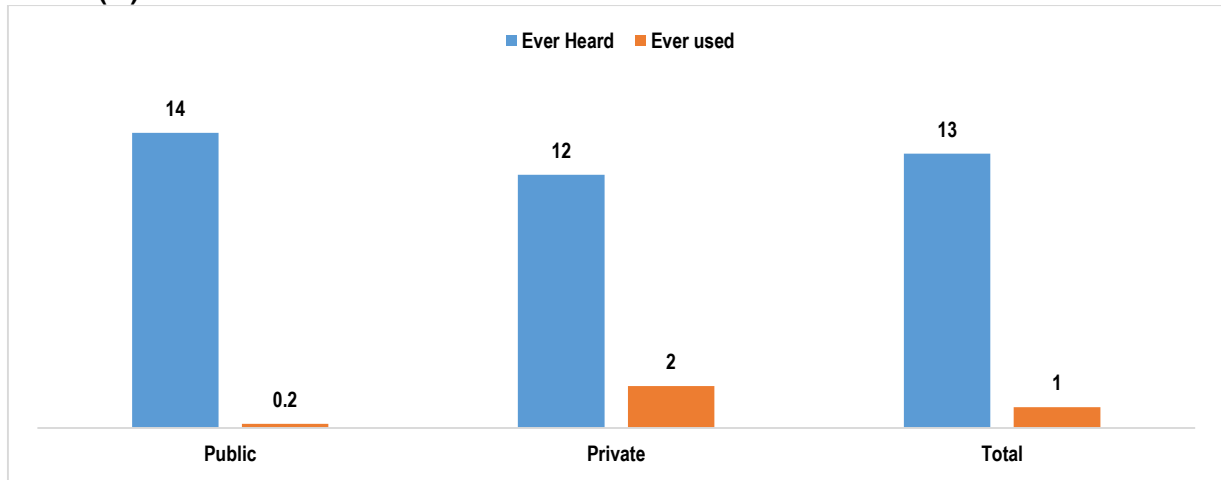
The Labour Market Information System (LMIS) is the Institutional arrangements and procedures that coordinate collection, processing, storage, retrieval, and dissemination of labour market information. The objective of an Information System is to generate, analyze, and disseminate information on current and future skills needs to both the labor supply side and the labor demand side and thereby help to reduce the information deficit on the labor market.

In Uganda, the LMIS is hosted by the Ministry of Gender Labour and Social Development. The purpose of the Information System is to assist employees or job seekers make decisions about their future career development by providing information on the needs of the labour market, identifying current and future job market opportunities and analyzing the labour market based on the economic development of Uganda. The system helps education providers align course provision with labour market needs through the analysis of the labour market trends. In addition, the LMIS guides employers in making decisions about upgrading their employees' skills, accessing information on skills available on the labour market and the different labour characteristics such as labour policies and labour costs. The LMIS also aims to assist the Government by providing active labour market policies concerning closing the skills gap, evaluating results of labour related policies and programs as well as providing key indicators on demand and supply of labour in Uganda.

4.10.1 Awareness and Use of the LMIS

Employers in Formal Establishments were asked about whether they had ever heard about LMIS and if so, whether they had ever used it. Figure 4.6 reveals that, overall, only 13 percent of business Establishments in the Formal Sector had ever heard of the Information System with a higher percentage in the Public Sector (15%) than the Private Sector (12%). Regarding the use of the LMIS, only one percent of Formal Sector Establishments had ever used the Information System.

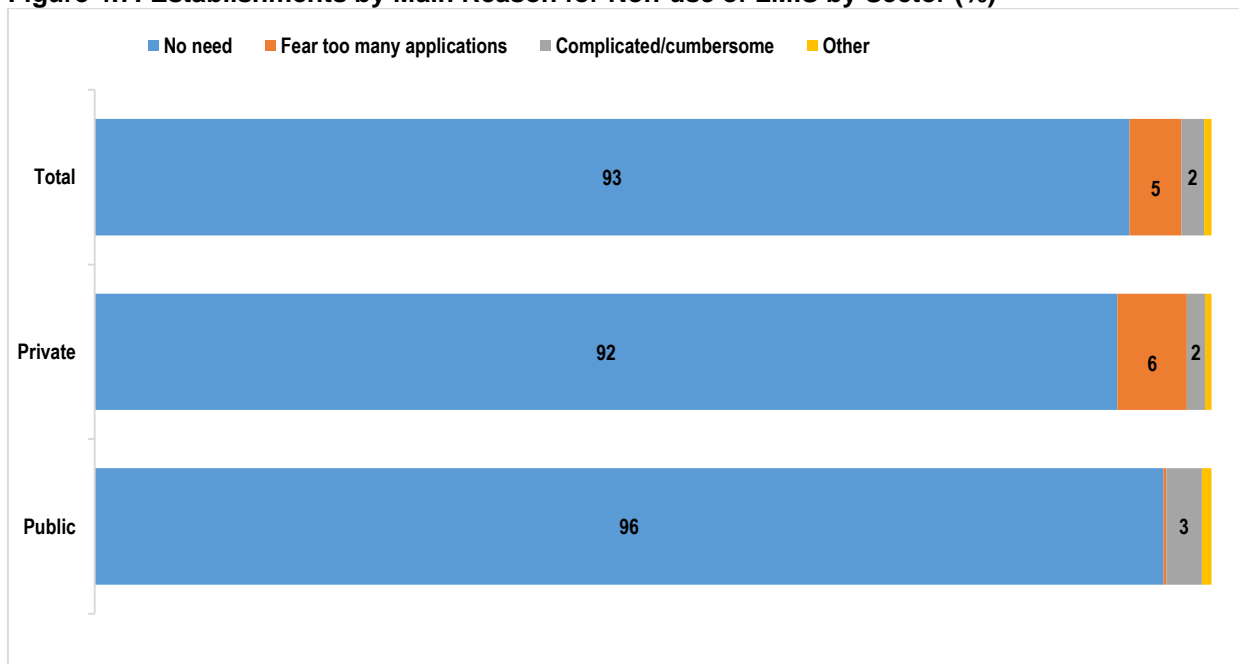
Figure 4.6: Establishments by Awareness and Use of Labor Management Information System and Sector (%)



4.10.2 Reasons for not using LMIS

Respondents in the Formal Sector establishment who had ever heard about the LMIS but never used it were asked the reasons for non-use. Figure 4.7 shows that, 93 percent of Formal Sector Establishments that never used LMIS reported there was no need to use with more in the Public Sector (96%) than the Private Sector (92%). The other reasons mentioned included fear of too many applications (5%) and complicated/cumbersome processes (2%).

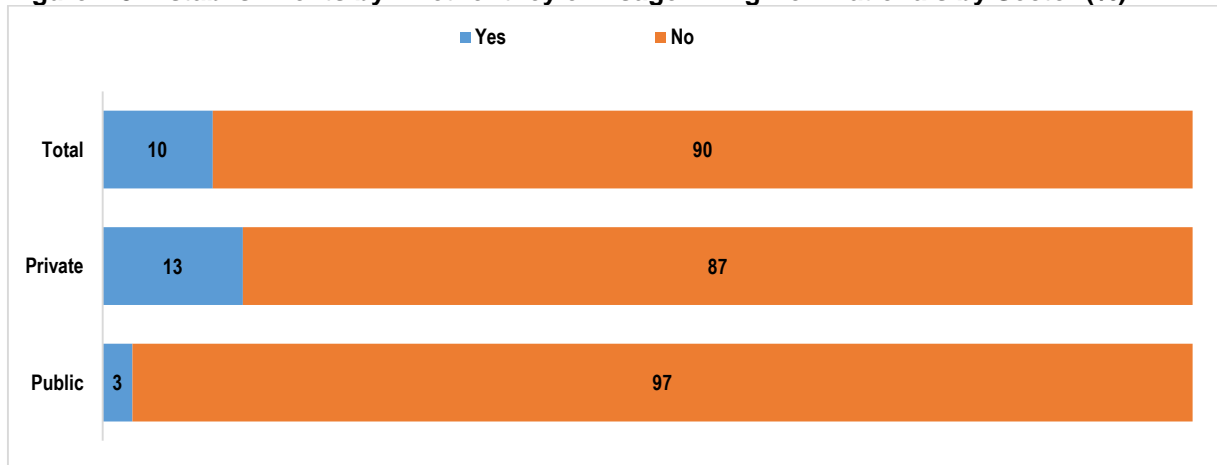
Figure 4.7: Establishments by Main Reason for Non-use of LMIS by Sector (%)



4.10.3 Hiring of Non-Nationals

The survey collected information on whether at the time of interview employers in the Formal Sector envisaged hiring non-nationals. Figure 4.8 indicates that, one in every ten Formal Sector Establishments (10%) envisaged hiring non-nationals with the majority in the Private Sector (13%) compared to only three percent in the Public Sector.

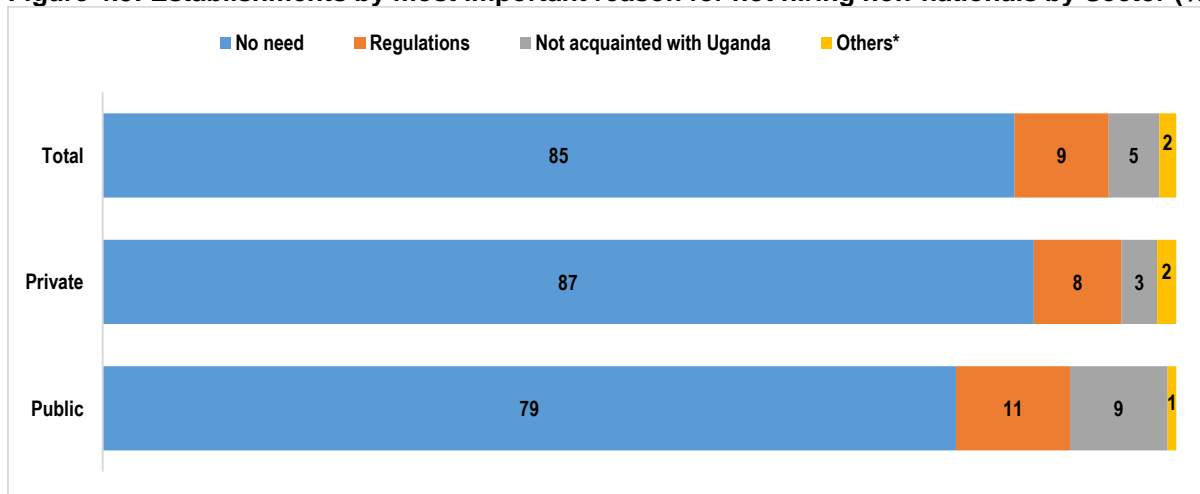
Figure 4.8: Establishments by whether they envisage hiring Non-Nationals by Sector (%)



4.10.4 Reasons for not Envisaging Hiring Non-Nationals

Establishments that did not envisage hiring non-nationals were asked for the reasons. Figure 4.9 presents the distribution of Establishments by the most important reason given for not planning to hire non-nationals. Overall, 85 percent of Formal Sector Establishments reported that there was no need for hiring non-nationals followed by the issues concerning regulations (9%) and the fact that non-nationals were not acquainted with Uganda (5%).

Figure 4.9: Establishments by most important reason for not hiring non-nationals by Sector (%)

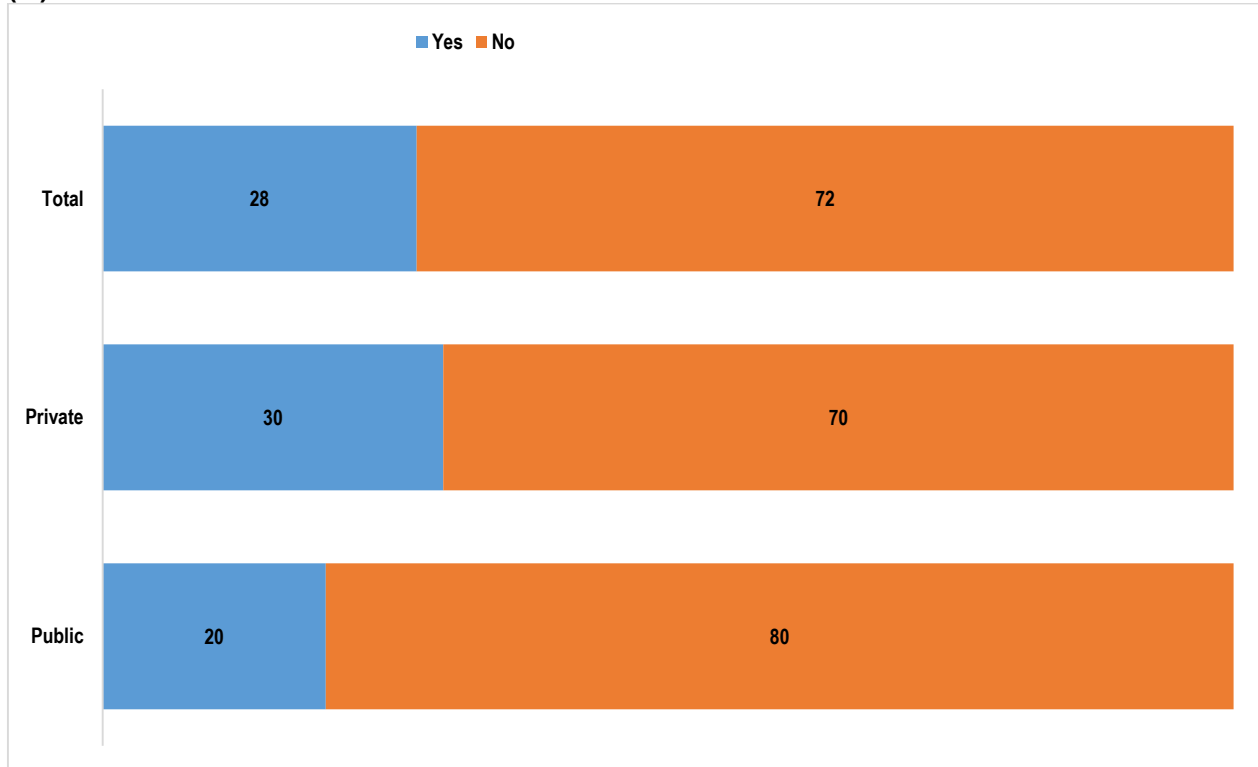


* Others includes language problems, cost of sourcing/hiring, cultural problems, etc.

4.11 Staff Exit

The survey also collected information on whether staff had exited the establishment in the year preceding the survey. Figure 4.10 reveals that close to a third (28%) of the Establishments in the Formal Sector had experienced staff exits with a higher percentage in the Private Sector (30%) compared to those in the Public Sector (20%).

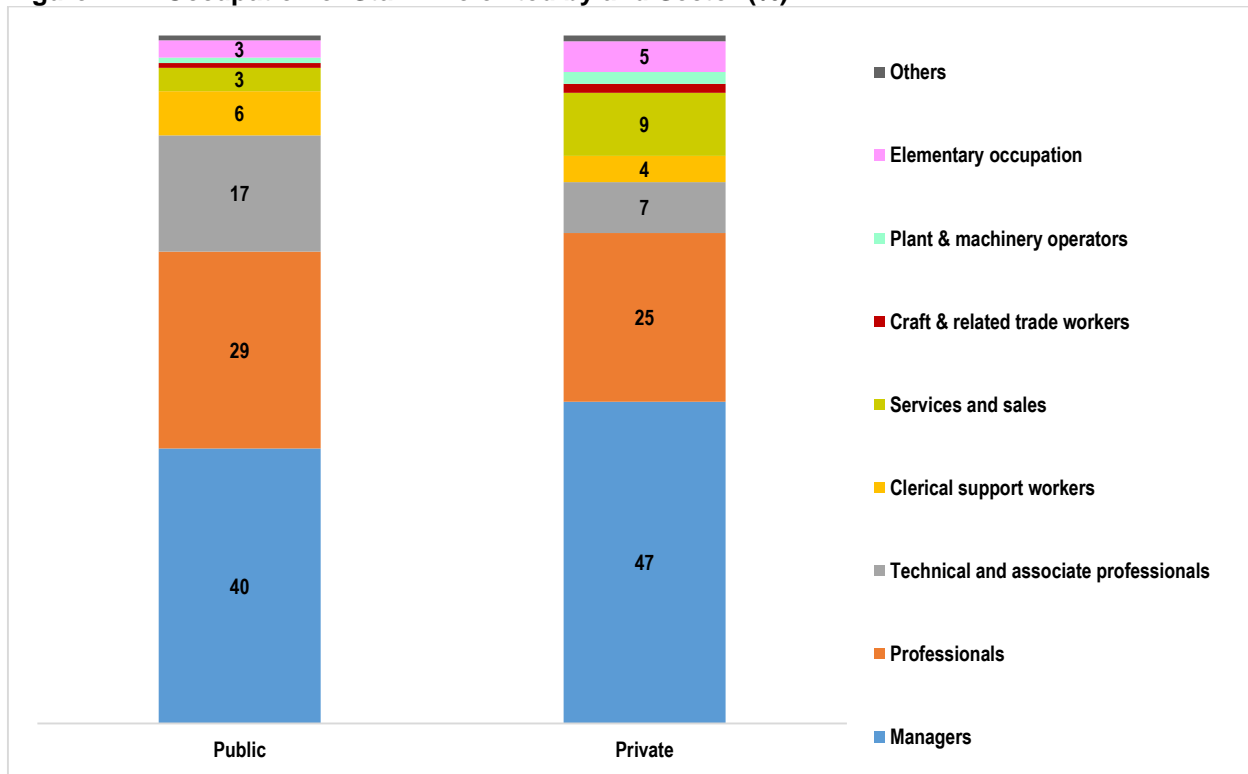
Figure 4.10: Establishments that experienced Staff Exits in the year preceding the survey by Sector (%)



4.11.1 Occupations of Staff who exited by Sector

Figure 4.11 shows that the majority of Establishments in the Formal Sector had experienced staff exit of Managers especially in the Private Sector (47%) compared to the Public Sector (40%). On the other hand, more Establishments in the Public Sector reported the exit of Professionals (29%), Technical and Associate Professionals (17%) and Clerical support workers (6%) compared to the Private Sector (with 25%, 7% and 4% respectively). In addition, the Private Sector Establishments experienced exit of Services and Sales workers (9%) and Elementary occupations (5%) compared to their counterparts in the Public Sector with three (3) percent respectively.

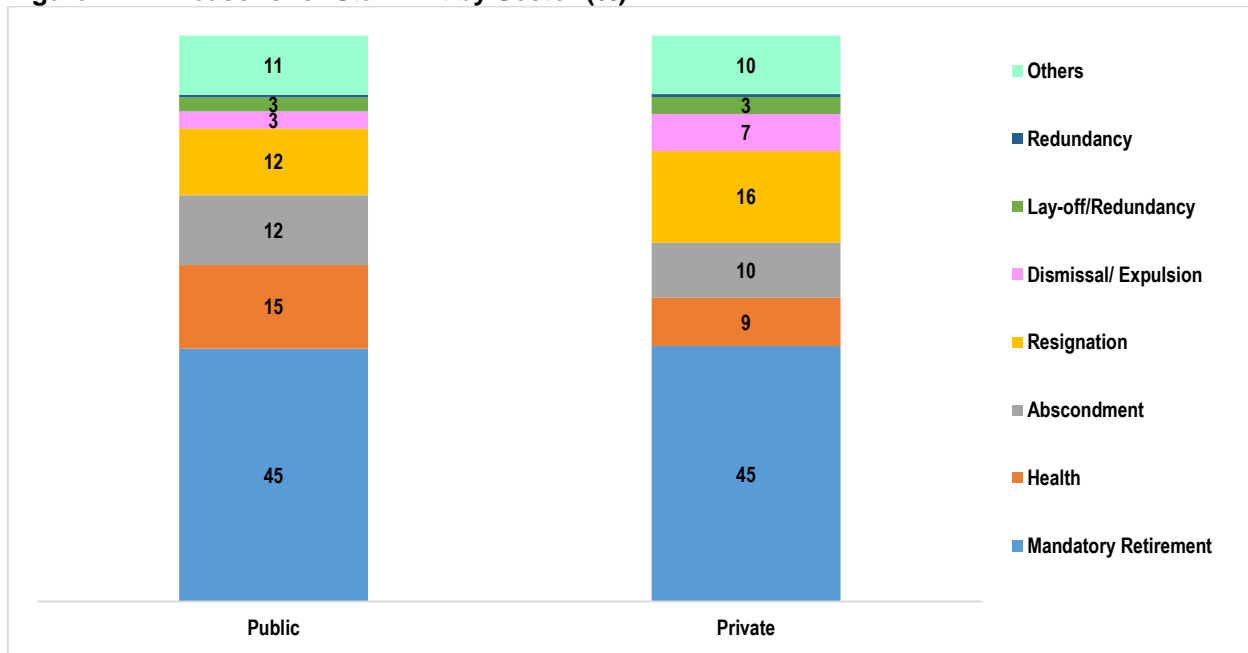
Figure 4.11: Occupation of Staff who exited by and Sector (%)



4.11.2 Reasons for Staff Exit

The survey collected information from the employers in the Formal Sector on the reasons for staff exit in the year preceding the survey. Figure 4.12 shows that, irrespective of the Sector of the Formal establishment, mandatory retirement was the main reason for staff exit (45% respectively). In the Public Sector, a notable proportion of the Establishments had experienced staff exit due to health reasons (15%), absconding from duty (12%) and resignation from the job before end of contract (12%). On the other hand, the other reasons mentioned by Establishments in the Private Sector included resignation from the job before the end of contract (16%), absconding from duty (10%), health reasons (9%), and lay-offs, redundancies and expulsions which account for about 10 percent.

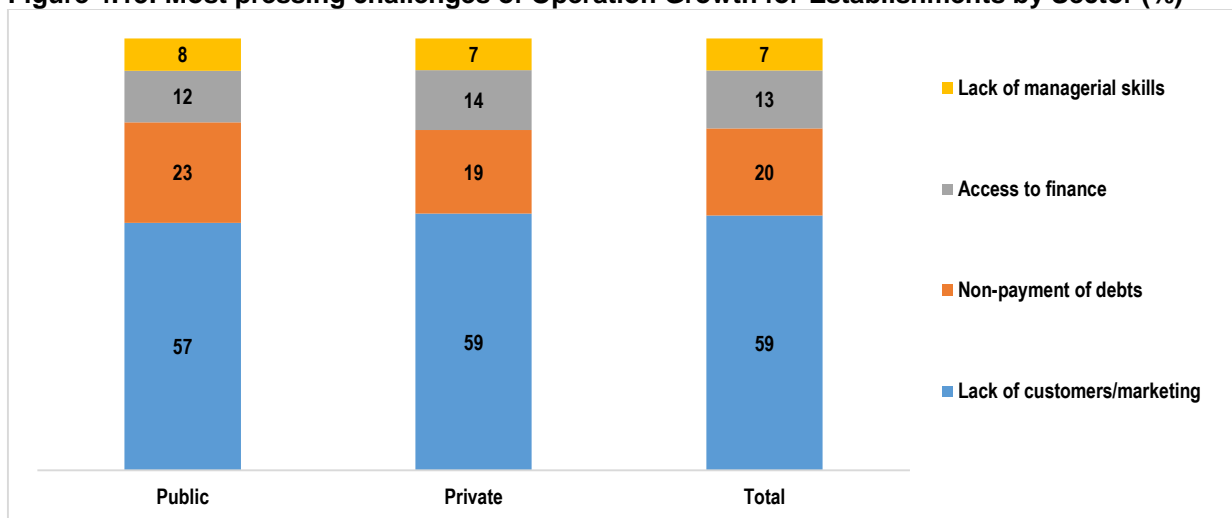
Figure 4.12: Reasons for Staff Exit by Sector (%)



4.12 Challenges Faced During Business Operation/Expansion

Organisations/Establishments face difficulties/challenges during operation and/or expansion which they must address in order to survive. The survey collected information on the difficulties affecting employers in the operation/growth of their organisations/Establishments. Figure 4.13 shows that, overall, lack of customers/market (59%) was the major challenge faced by Formal Sector Establishments and this was true irrespective of the Sector. A slightly higher percentage of business Establishments in the Public Sector (23%) reported non-payment of debts as the main challenge compared to 19 percent of Establishments in the Private Sector.

Figure 4.13: Most pressing challenges of Operation Growth for Establishments by Sector (%)



Note: Others includes - High taxes and license fees, Lack of space/land, Increased competition, Cost of energy, Lack of capital equipment, Transport cost, Poor transport system, Access to energy, Lack of raw materials/irregular supply, No new technology, High labour turnover, Lack of skilled personnel, Difficulties with existing regulations/laws etc., Crime/safety, Customs & Trade regulations, Labour regulations, Corruption, HIV/AIDS

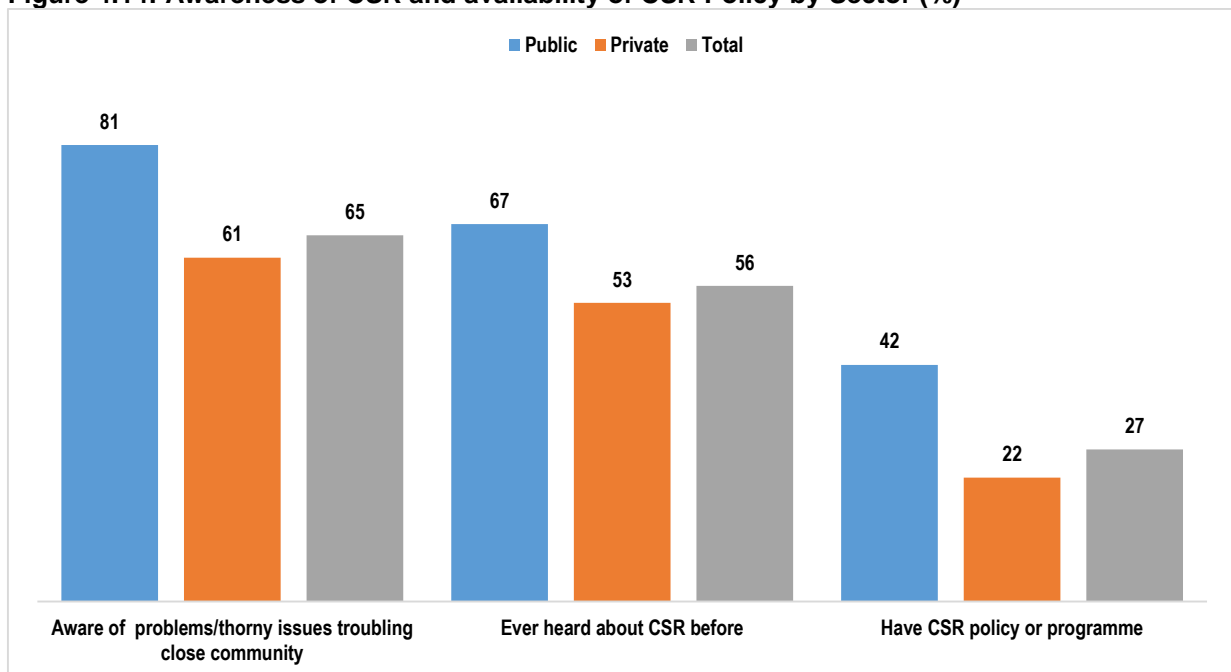
4.13 Corporate Social Responsibility

Corporate Social Responsibility (CSR) is a term used to describe how Institutions voluntarily monitor and improve the social and environmental impact of their actions. Through their CSR programmes, organizations may make financial contributions to a community or charity, or encourage their employees to participate in voluntary community work or even donate products to a particular cause (MGLSD, 2011).

4.13.1 Awareness of CSR and availability of CRS Policies

Employers were asked whether their organizations were aware of the problems/thorny issues that trouble their community, whether they had ever heard about Corporate Social Responsibility before and if so, whether the organization had a Corporate Social Responsibility policy or programme. In Figure 4.14, overall, 65 percent of Formal Sector Establishments were aware of the problems troubling their close communities with more Establishments in the Public Sector (81%) compared to their Private Sector counterparts (61%). In addition, close to six in every ten Establishments (56%) were aware of CSR. The awareness of CSR policies was higher among Establishments in the Public Sector (67%) than in the Private Sector (53%). Regarding the availability of CSR policies in the establishment, overall, only a third (27%) of the Establishments had such policies with a higher proportion in the Public Sector (42%) than in the Private Sector (22%).

Figure 4.14: Awareness of CSR and availability of CSR Policy by Sector (%)

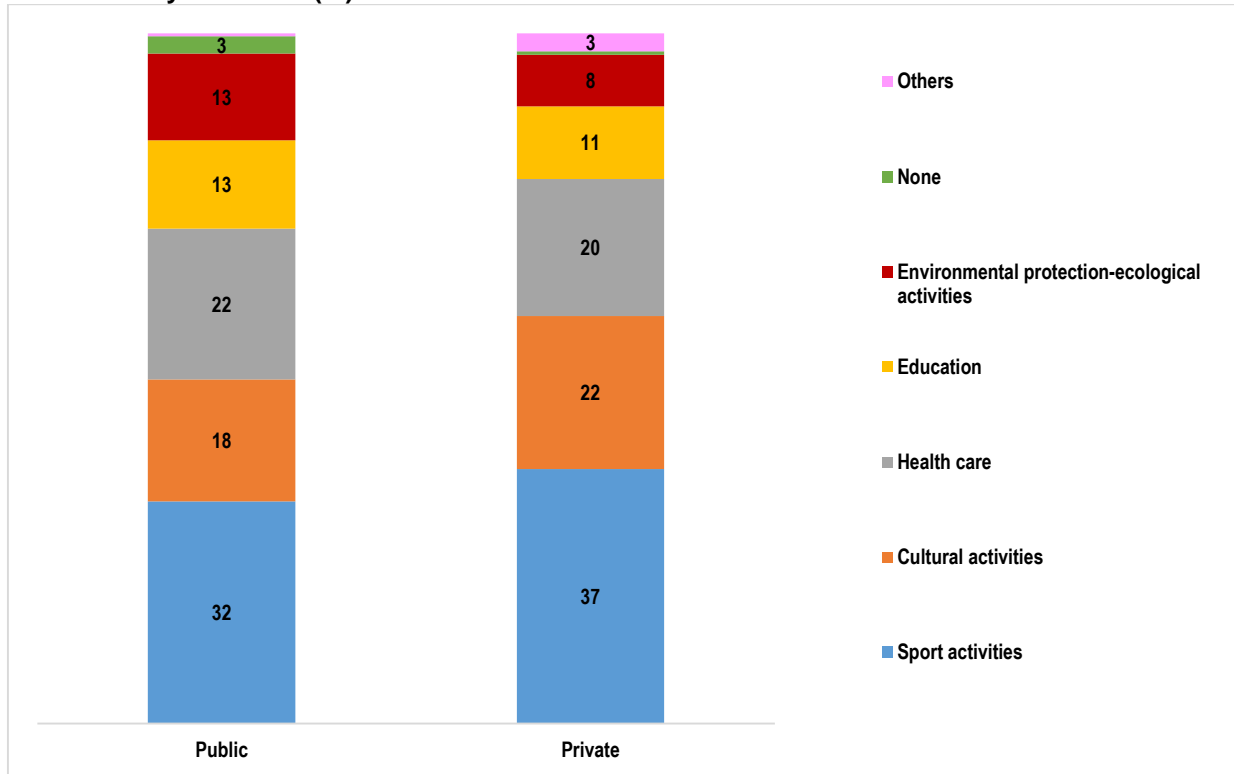


4.13.2 Corporate Social Responsibility Support for Employees and their Families

Employers with a CSR policy were further asked the kind of activities they had been supporting their employees and/or their family members. Figure 4.15 shows that, 32 percent of Public Sector Establishments

that had CSR policies supported their employees and/or their family members through sports related activities followed by health care activities (22%) while those in the Private Sector, mostly supported through sports activities (37%) followed by cultural activities (22%) and health care activities (20%) among others.

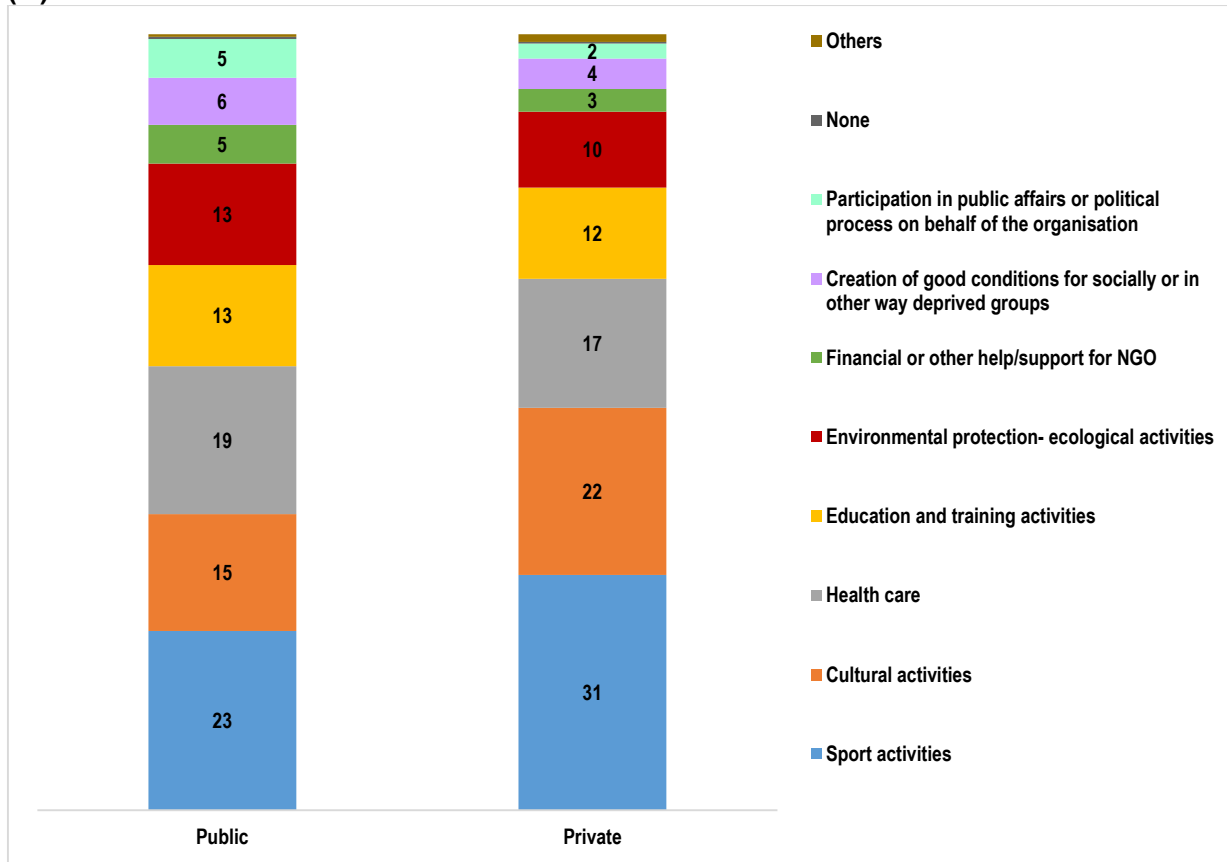
Figure 4.15: Establishments by Social Corporate Responsibility Support Activities to Employees and/or Family Members (%)



4.13.3 Corporate Social Responsibility Support in Communities

Employers with CSR policies were also asked about the activities they were supporting in the communities. Figure 4.16 reveals that, Public Sector Establishments mostly supported sports related activities in the communities (23%), followed by health care activities (19%) and cultural activities (15%). A similar pattern is observed for Establishments in the Private Sector with, 31 percent supporting sports activities followed by cultural activities (22%) and health care activities (17%). The other activities through which the Formal Sector Establishments were supporting the communities included educational and training programmes, environment protection and ecological activities as well as creating good conditions for groups deprived in various aspects.

Figure 4.16: Establishments by Social Corporate Responsibility Support Activities in Communities (%)



4.14 Summary of Findings

Seventy seven percent of the business Establishments were in the Formal Private Sector while 23 percent were in the Public Sector. Overall, 87 percent of Establishments in the Public Sector were engaged in Education activities while 54 percent of their counterparts in the Private Sector were in Education followed by Trade and Repairs (12%). Eight in every ten (80%) of the Formal Private Sector business Establishments were legally registered with the relevant Institution /authority while only 10 percent of Formal Private Sector Establishments were Affiliated to some International organization. Most of the Formal Establishments in the Private Sector were owned by Ugandans only (80%).

The total number of employees in the Formal Establishments grew from about 700,000 in 2010 to 1,000,000 in 2015. A similar trend was observed for employees that left before the end of their contract period from about 13,000 in 2010 to 48,000 reflecting a labour turnover that increased from 2 percent in 2010 to 5 percent in 2015. In addition, the number of jobs created more than double over the six year period, from about 23,000 in 2010 to 52,000 in 2015. The Education sector (excluding Tertiary training Institutions) had the highest share of Ugandan employees while Establishments in Manufacturing (31%), and Trade and Repairs (35%) Establishments had the largest share of Non-Ugandan employees. The Private Sector accounted for about two thirds of the employees across all the years. Furthermore, across all the years, the share of Non-

Ugandans employees was larger (about 90%) in the Private Sector compared to the Public Sector. The Public Sector accounted for about one third of the Ugandan employees while the Private Sector accounted for about two thirds and the reverse was true with the share of Non-Ugandans employees higher (about 90%) in the Private Sector. The employees in the Formal business Establishments were predominantly males (56%). Professionals constituted at least half of the Ugandan employees in the Formal Sector while Non-Ugandans employees in Managerial occupations comprised at least two thirds.

Overall, of the 815,500 existing permanent jobs in 2015, 744,300 were filled (91%). In the Public Sector, 87 percent of the permanent positions were filled compared to 94 percent in the Private Sector. A third (33%) of the permanent jobs in the Formal Sector Establishments required a minimum of a Certificate. However, more than half of the existing Managerial positions (51%), required a minimum of a Bachelor's Degree. An estimated 50,100 permanent positions were vacant countrywide of which two thirds (63%) were due to growth while eight percent were due to replacement. Nearly half of the business Establishments revealed that the permanent posts remain vacant due to budgetary constraints (48%) followed by the issue of long internal bureaucracies (28%).

Only 13 percent of business Establishments in the Formal Sector had ever heard of the Labour Management Information System. However, only one percent of Formal Sector Establishments had ever used it. One in every ten Formal Sector Establishments (10%) envisaged hiring non-nationals with the majority in the Private Sector (13%) compared to only three percent in the Public Sector. Close to a third (28%) of the Establishments in the Formal Sector had experienced staff exits with a higher percentage in the Private Sector (30%) compared to those in the Public Sector (20%). The majority of Establishments in the Formal Sector had experienced staff exit of Managers especially in the Private Sector (47%) compared to the Public Sector (40%). Mandatory retirement was the main reason for staff exit (45%) irrespective of Sector. Overall, only a third (27%) of the business Establishments had a Corporate Social Responsibility policy with a higher proportion in the Public Sector (42%) than in the Private Sector (22%).

5 CHAPTER FIVE

EMPLOYEES IN THE FORMAL SECTOR

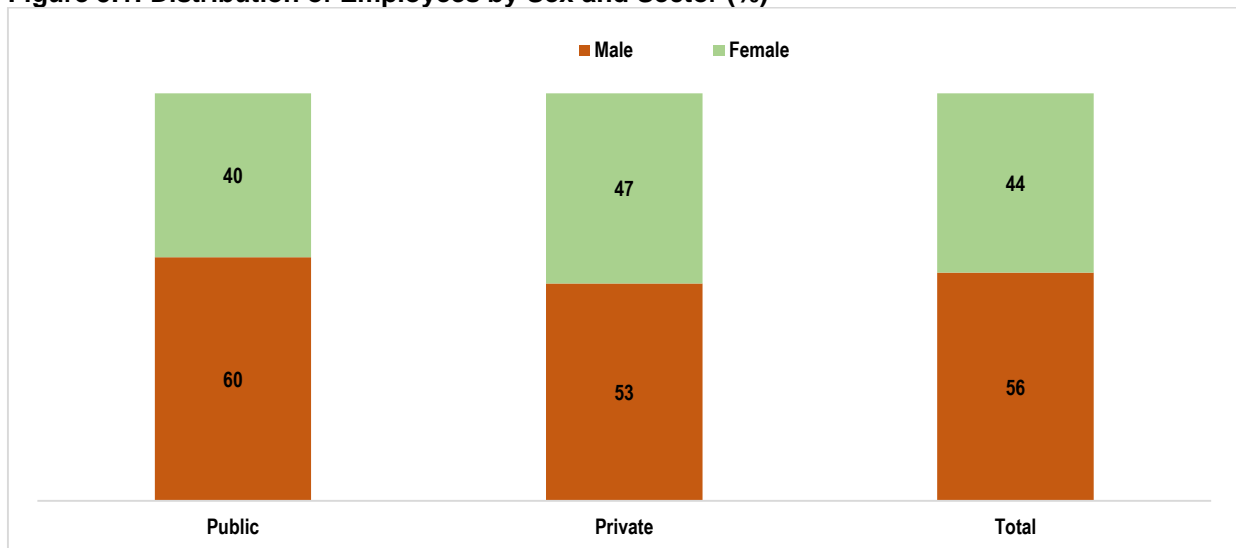
5.0 Introduction

One of the critical aspects of effective labor market policies is the existence of comprehensive and a coordinated mechanism of producing reliable, adequate, and timely data on the labor market. Labor market information helps policy makers craft more adapted and responsive policies and interventions based to signals, evidence-based analysis, and evaluation. It enables students and workers to make wiser career decisions through facilitated access to job openings, trainings, education, and other skill development options. The 2016/17 MAPU provides baseline information required in formulating and implementing labor market policies. The overall goal of conducting the survey was to facilitate an establishment of a skills inventory. This chapter discusses the findings from data gathered using the Formal employee module.

5.1 Profile of Employees

The survey collected information on some background characteristics of employees which included age, sex, marital status, nationality, and disability status. The information on employee is disaggregated by sex among other variables to allow assessment of inequalities between women and men in the Formal Sector. Figure 5.1 presents the distribution of employees in the Formal Sector by sex and Sector. There were more males (56%) employees in the Formal Sector compared to their female counterparts 44 percent. A similar pattern was observed in both Sectors, although, six in every ten employees in the Public Sector were males (60%) while the females comprise 40 percent. The distribution of male (53%) and female (47%) employees in the Private Sector was not so different.

Figure 5.1: Distribution of Employees by Sex and Sector (%)



The working age population for Uganda is 14 - 64 years. Table 5.1 presents the distribution of employees by their age, marital status, and nationality by sex and Sector. Overall, the majority of employees were in age group 24 – 29 years (26%) and 30 – 35 years (21%). The majority of the employees in the Public Sector were in the age groups 30 – 35 years (21%) and 36 – 41 years (21%) while the ones in the Private Sector were in the age group 24 – 29 years (31%) and 30 – 35 years (21%). It is worth noting that the proportion of employees declined with increase in age as the older employees approach retirement.

With respect to the marital status, 66 percent of the employees were married with a higher proportion of males (73%) compared to females (57%). The majority of employees were Ugandans (98%) compared to only two percent from other countries.

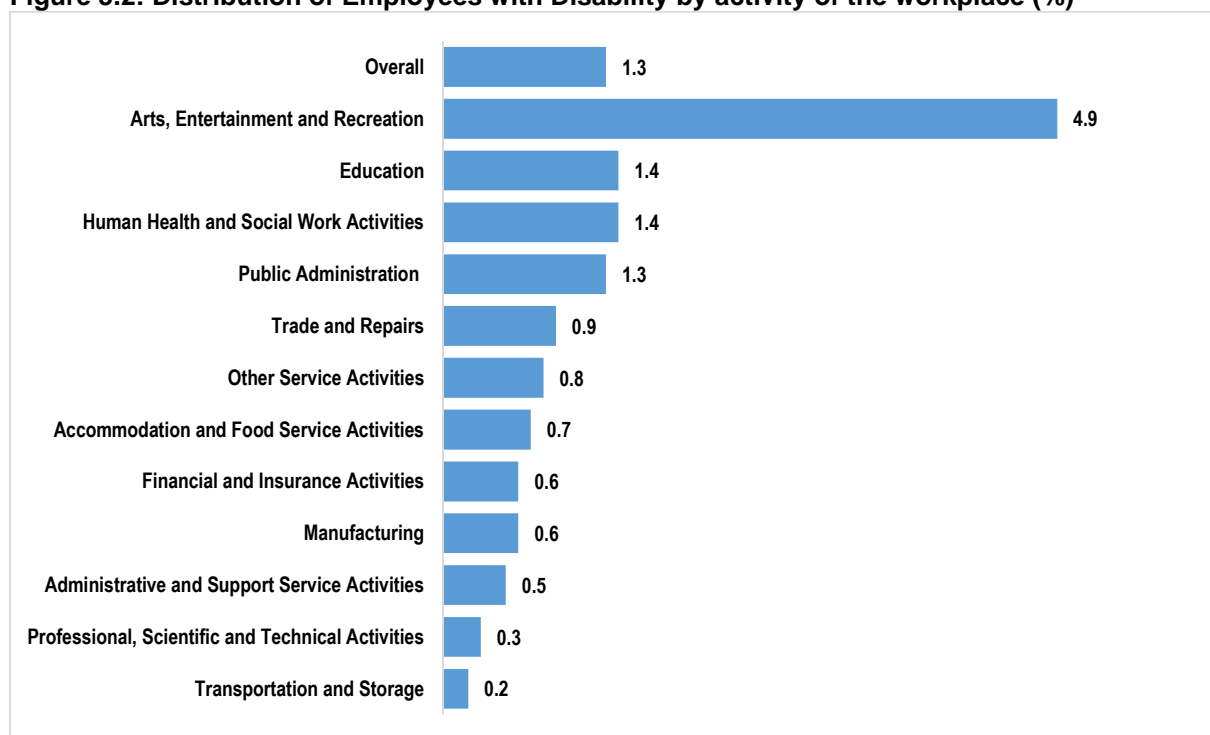
Table 5.1: Distribution of Employees by Age, Marital Status, Nationality, Sector, and Sex (%)

Background characteristics	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Age group									
14 - 17	0.1	0.2	0.1	0.3	0.2	0.3	0.2	0.2	0.2
18 - 23	2.4	4.0	3.1	12.4	18.5	15.1	8.9	13.8	11.0
24 - 29	14.5	17.0	15.5	30.0	32.2	30.9	24.6	27.3	25.7
30 - 35	20.4	22.4	21.2	21.5	20.4	21.0	21.1	21.1	21.1
36 - 41	20.9	20.5	20.7	13.8	14.1	14.0	16.3	16.2	16.2
42 - 47	17.6	16.9	17.3	10.5	7.1	9.0	13.0	10.3	11.8
48 - 53	12.9	11.9	12.5	5.9	3.7	4.9	8.3	6.4	7.5
54 - 59	8.1	6.3	7.3	3.4	1.8	2.7	5.0	3.2	4.2
60 - 64	0.9	0.4	0.7	0.8	1.1	1.0	0.9	0.9	0.9
65+	1.5	0.3	1.0	1.2	0.4	0.8	1.3	0.4	0.9
Marital status									
Never married	12.9	19.5	15.7	32.3	41.1	36.2	25.6	34.1	29.2
Married	85.8	71.0	79.6	66.0	49.5	58.8	72.9	56.5	65.8
Separated	0.7	5.2	2.6	1.3	6.0	3.4	1.1	5.7	3.1
Divorced	0.0	0.7	0.3	0.1	0.8	0.4	0.1	0.8	0.4
Widowed	0.5	3.6	1.8	0.3	2.5	1.3	0.3	2.9	1.4
Nationality									
Ugandan	99.6	98.7	99.3	96.5	99.4	97.8	97.6	99.2	98.3
Non-Ugandans	0.4	1.3	0.7	3.5	0.6	2.2	0.4	0.8	1.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

According to the World Health Organization (WHO), 2007, “Disability” is a term encompassing impairments, activity limitations, and participation restrictions. Employees in the Formal Sector were asked whether they had any form of disability. Figure 5.2 presents a distribution of employees with a disability by main activity of

the workplace. Overall, disability among employees was estimated at one percent with the majority in Arts, Entertainment, and Recreation (5%) compared to the rest.

Figure 5.2: Distribution of Employees with Disability by activity of the workplace (%)



5.2 Education Attainment of Employees

From the human capital perspective, education is viewed as directly affecting labor productivity through the creation of skills. By creating skills that enhance labor productivity, education is a force that directly influences economic activity and social welfare². The survey collected information on the schooling status and the education attainment of the employees.

5.2.1 Highest Level Attained and Schooling Status of Employees

The schooling status of employees in the Formal Sector was also collected during the survey. Table 5.2 shows that, overall, 94 percent of the employees had attended school in the past, 5 percent were attending at the time of the survey, while one percent had never attended school. In terms of the level of education attained for persons that had attended school in the past, the majority of employees had a Certificate or Diploma (47%) followed by a Bachelor's Degree (21%). Variations by Sector reveal that, females in the Public Sector had a Certificate or Diploma (59%) compared to males (49%). A similar pattern was observed in the Private Sector for both females (50%) and males (39%) with the same education attainment. In addition, the

² <https://www.oecd.org/else/emp/3888221>

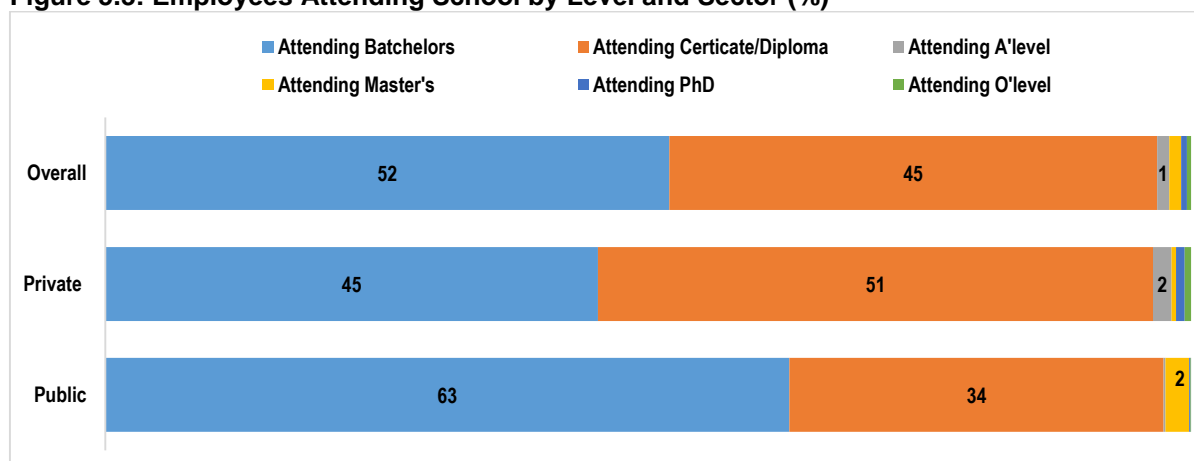
Public Sector had twice as many employees with a PhD (6%) compared to their Private Sector counterparts (3%).

Table 5.2: Employees by the highest level of Formal Education Completed by Sector and Sex (%)

Education Status	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Current Schooling Status									
Never attended	0.6	0.7	0.6	1.1	0.8	0.9	0.9	0.8	0.8
Attended school in the past	92.6	93.7	93.1	93.4	94.1	93.7	93.1	94.0	93.5
Currently attending school	6.8	5.7	6.3	5.5	5.1	5.4	6.0	5.3	5.7
Highest Educational Attainment									
Primary	5.7	4.3	5.1	11.9	9.8	11.0	9.8	8.0	9.0
Secondary	14.2	8.4	11.8	24.6	18.2	21.8	21.0	15.0	18.4
Certificate/Diploma	48.5	58.6	52.7	38.7	50.3	43.8	42.1	53.0	46.8
Degree	24.1	22.5	23.4	20.6	19.5	20.1	21.8	20.5	21.2
Master's and PhD	6.9	5.7	6.4	3.7	1.9	2.9	4.8	3.1	4.1
Not stated	0.6	0.5	0.6	0.5	0.4	0.4	0.5	0.5	0.5
Total	100	100	100	100	100	100	100	100	100

Figure 5.3 shows the distribution of employees by the highest level of formal education they were attending at the time of the survey by Sector. Majority of employees were pursuing either a Bachelor's Degree (52%) or a Certificate/Diploma (45%). A higher proportion of employees in the Public Sector pursuing a Bachelor's Degree (63%) compared to their counterparts in the Private Sector (45%). However, the reverse was true for employees in the Private Sector pursuing a Certificate/Diploma (51%), compared to those in the Public Sector at only 34 percent. Two percent of employees in the Public Sector were pursuing a Doctorate at the time of the survey.

Figure 5.3: Employees Attending School by Level and Sector (%)



5.2.2 Field of Specialization

Specialization in a field of work starts with selecting an education path. An individual who obtains a minimum of a Certificate in a specific area may set himself up as a subject matter expert or specialist with a likelihood of receiving a higher pay. The survey solicited information on the major field of specialization in line with one's highest level of education completed. The fields of specialization were grouped in accordance with the International Standard Classification of Education (ISCED), a framework for assembling, compiling, and analyzing cross-nationally comparable statistics on education.

Table 5.3 presents the distribution of employees by the broad categories of field of specialization by Sector. Six in every ten employees (60%) had specialized in the field of Education with a higher proportion in the Public Sector (63%) compared to the Private Sector (58%). In addition, 16 percent of the employees had specialized in the field of Business Administration and Law with marginal variations across Sectors.

Table 5.3: Distribution of Employees by Field of Specialization and Sector (%)

Field of Specialization	Sector		Total
	Public	Private	
Education	63.0	57.5	59.7
Business Administration and Law	15.1	16.6	16.0
Engineering, Manufacturing and Construction	3.4	5.8	4.9
Health and Welfare	6.0	3.9	4.7
Social Sciences, journalism and information	3.3	4.3	3.9
Services	2.6	4.2	3.5
Information and Communication Technologies	1.3	4.0	2.9
Art and Humanities	2.4	1.9	2.1
Natural Sciences, Mathematics and Statistics	1.9	1.1	1.4
Agriculture, forestry, fisheries and veterinary	1.0	0.8	0.9
Total	100	100	100

Table 5.4 presents the distribution of employees in their respective field of specialization by Sector and sex. The findings reveal that, across all fields of specialization, the share of males was higher than that of female employees. For instance in Natural sciences, Mathematics and Statistics - males (78%) Vs females (22%); Information and Communication Technology – males (63%) Vs females (37%) and Engineering, Manufacturing and Construction – males (81%) Vs females (19%). On the other hand, the share of female employees (71%) was higher than that of males (29%) in the field of Health and Welfare.

Table 5.4: Employees' Field of Specialization by Sector and Sex (%)

Field of Specialization	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Education	56.1	43.9	100	50.3	49.8	100	52.4	47.6	100
Art and Humanities	47.5	52.5	100	80.6	19.4	100	66.0	34.0	100
Social Sciences, journalism and information	70.1	29.9	100	55.4	44.6	100	61.1	38.9	100
Business Administration and Law	55.3	44.7	100	48.6	51.4	100	51.0	49.0	100
Natural Sciences, Mathematics and Statistics	71.7	28.3	100	86.5	13.5	100	78.4	21.6	100
Information and Communication Technologies	65.2	34.8	100	62.2	37.8	100	63.2	36.8	100
Engineering, Manufacturing and Construction	73.3	26.7	100	83.9	16.1	100	81.4	18.6	100
Agriculture, forestry, fisheries and veterinary	84.9	15.1	100	76.3	23.7	100	80.2	19.8	100
Health and Welfare	29.0	71.0	100	28.8	71.2	100	29.0	71.0	100
Other Services	65.2	34.8	100	51.9	48.2	100	55.9	44.1	100

Table 5.5 presents the distribution of employees by their field of specialization and highest level of education attained. Overall, close to seven in every ten employees (67%) were Certificate/Diploma holders while 27 percent had a Bachelor's Degree with notable variations in the various fields of specialization. Disaggregation by the field of specialization reveals the majority of the Certificate/Diploma holders were in the field of Other Services (85%), Education (79%), and Health and Welfare (76%). On the other hand, the majority of employees with a Degree were in the field of Social Sciences, Journalism and Information (64%), Business Administration and Law (45%) and Information and Communication Technology (45%) among others.

Table 5.5: Employees' Field of Specialization by Highest Level of Education Attained (%)

Field of Specialization	Highest level of education				Total
	Diploma/ Certificates	Bachelor's Degree	Master's	Not stated	
Education	78.8	18.8	2.2	0.2	100
Art and Humanities	52.1	41.3	6.7	0	100
Social Sciences, journalism and information	21.1	64.2	14	0.7	100
Business Administration and Law	36.3	44.9	18.4	0.4	100
Natural Sciences, Mathematics and Statistics	41.8	42.0	15.0	1.2	100
Information and Communication Technologies	44.8	44.8	10.1	0.3	100
Engineering, Manufacturing and Construction	69.3	24.0	6.5	0.2	100
Agriculture, forestry, fisheries and veterinary	52.4	40.9	6.6	0.1	100
Health and Welfare	75.7	20.8	3.2	0.3	100
Other Services	84.8	11.1	2.6	1.5	100
Total	66.9	26.7	6.1	0.3	100

5.3 Employment in the Formal Sector

The survey collected information on the nature of current employment to get an insight into the prevailing working conditions in the Formal Sector. Information was collected on the individual's current main occupation, job title, nature, and type of contract, period worked, whether one's current job matches his or her training among other information.

5.3.1 Employees' Main Occupation

Information was solicited on the employees' main occupation at the time of the survey. The grouping of the occupations is based on the International Standard Classification of Occupational 2008 (ISCO-08) which provides a system for classifying and aggregating occupational information obtained through censuses and surveys as well as from administrative records. The grouping allows for the production of relatively internationally comparable data as well as summary information at the highest level of aggregation.

Table 5.6 summarizes information on the employees' occupation by selected background characteristics. Male employees mostly dominated in the occupations of Managers, Technicians and Associate Professionals, Service and Sales workers, Craft and related Service workers, Plant and Machine Operators and Assemblers and Elementary Occupations, while females were more among Professionals and Clerical Support Workers.

Considering the employee's level of education, over half of the Managers were Degree holders (55%), 70 percent of Certificate or Diploma holders were employed as Professionals, 46 percent as Technicians and Associate Professionals and 54 percent as Clerical and Support workers. On the other hand, 18 percent of Degree holders were employed as Professionals, 35 percent as Technicians and Associate Professionals and 21 percent as Clerical and Support Workers. In terms of age, the majority of the Managers were of the age 30 to 41 years (41%) while employees in the other occupations were of the age 24 to 35 years.

Table 5.6: Employees' Main Occupation by Selected Background Characteristics (%)

Background characteristics	Managers	Professionals	Technicians and Associate Professionals	Clerical Support Workers	Services and Sales Workers	Craft and Related Trades Workers	Plant and Machine Operators and Assemblers	Elementary Occupation	Total
Sex									
Male	69.6	49.0	57.8	26.2	61.6	88.0	89.0	58.8	56.9
Female	30.4	51.0	42.2	73.8	38.4	12.0	11.0	41.3	43.1
Level of Education									
Primary	0.9	0.8	1.3	3.2	27.5	19.1	18.6	33.6	9.0
Secondary	4.3	10.0	12.1	21.0	46.8	44.4	53.0	53.0	21.1
Certificate/Diploma	21.2	69.6	45.7	54.0	18.3	30.6	26.3	11.0	44.1
Bachelor Degree	54.8	17.9	34.8	21.2	6.4	5.5	2.1	1.8	21.2
Master's and above	18.2	1.5	5.6	0.4	0.2	0.0	0.0	0.1	4.1
Not stated	0.5	0.3	0.6	0.3	0.8	0.4	0.1	0.4	0.4
Age group									
14 - 17	0.1	0.1	0.1	0.0	0.2	1.3	0.1	1.2	0.2
18 - 23	1.6	11.9	6.3	13.3	13.0	24.0	13.9	19.3	11.0
24 - 29	15.2	27.4	31.6	33.3	26.0	33.9	29.6	29.2	25.8
30 - 35	20.3	20.6	25.0	23.3	23.2	17.2	20.9	19.1	21.2
36 - 41	21.1	17.2	16.5	13.5	12.7	12.7	12.7	13.2	16.4
42 - 47	18.7	11.3	11.1	8.0	10.7	5.7	12.1	7.0	11.9
48 - 53	13.2	6.3	5.4	3.9	7.8	3.7	4.7	6.1	7.5
54 - 59	7.4	3.8	2.8	3.7	4.3	1.3	4.7	1.9	4.3
60 - 64	1.3	0.7	0.8	1.0	1.0	0.1	0.8	1.2	0.9
65+	1.3	0.6	0.4	0.1	1.2	0.1	0.6	1.9	0.9
Total	100	100	100	100	100	100	100	100	100

5.3.1.1 Employees' Main Occupation by Sector and Sex

Table 5.7 shows that the majority of employees in the Formal Sector were Professionals (56%) followed by Service and Sale workers (17%) and Managers (14%). The Public Sector had a higher proportion of Professionals (56%), while in the Private Sector, Managers constituted 15 percent, and Elementary workers (11%). Differences by gender were more pronounced for the managerial occupations with twice as many males in such positions compared to their female counterparts regardless of the Sector.

Table 5.7: Employees' Main Occupation by Sector and Sex (%)

Categories	Public			Private			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Managers	13.3	8.2	11.2	18.8	10.3	15.1	16.9	9.6	13.8
Professionals	53.1	60.2	56.0	35.5	48.8	41.3	41.6	52.5	46.3
Technicians and Associate Professionals	7.4	11.5	9.1	5.4	6.7	6.0	6.1	8.3	7.1
Clerical support workers	0.7	3.7	1.9	1.6	5.3	3.2	1.3	4.8	2.8
Service and sales workers	19.6	13.3	17.0	18.2	16.5	17.4	18.7	15.4	17.3
Craft and related trades workers	0.3	0.4	0.3	3.3	0.5	2.1	2.3	0.4	1.5
Plant and machine operators, and assemblers	1.3	0.1	0.8	6.2	1.0	4.0	4.5	0.7	2.9
Elementary occupations	4.3	2.7	3.7	11.0	10.9	10.9	8.7	8.2	8.5
Total	100.0	100.0	100.0	100	100	100.0	100.0	100.0	100.0

5.3.1.2 Employees' Main Occupation (ISCO – Level II) by Sector and Sex

Table 5.8 summarizes the share of employees by occupations at level II of ISCO by sex and Sector. The findings show that, the various occupations were dominated by male employees except for Personal Service Workers, Cleaners, and Helpers, General and Keyboard Clerks, Health Professionals, Customer Service Clerks, and Personal Care Workers which had a higher share of female employees. Considering the Sector, the majority of the occupations were in the Private Sector except for Protective Service workers, Health Professionals, and Health Associate Professionals among others.

Table 5.8: Employees' Occupation by Sector and Sex (%)

Occupation (ISCO Level II)	Sex			Sector			Number
	Male	Female	Total	Public	Private	Total	
Teaching professionals	49.5	50.5	100	38.6	61.4	100	404,520
Personal service workers	43.2	56.8	100	23.1	76.9	100	83,020
Protective services workers	86.0	14.0	100	52.7	47.3	100	73,490
Administrative and commercial Managers	67.7	32.3	100	27.0	73.0	100	66,500
Production and specialised services Managers	68.8	31.2	100	50.3	49.7	100	64,780
Chief executives, senior officials and legislators	73.5	26.5	100	31.9	68.1	100	40,490
Cleaners and helpers	47.4	52.6	100	13.6	86.4	100	40,090
Refuse workers and other elementary workers	70.2	29.8	100	13.2	86.8	100	34,500
Business and administration professionals	49.4	50.6	100	32.9	67.1	100	22,160
Business and administration associate professionals	52.5	47.5	100	30.2	69.8	100	21,640
Sales workers	50.6	49.4	100	2.9	97.1	100	18,970
General and keyboard clerks	19.2	80.9	100	37.3	62.7	100	18,740
Health professionals	24.1	76.0	100	62.1	37.9	100	18,310
Health associate professionals	46.9	53.1	100	66.5	33.5	100	15,890
Stationary plant and machine operators	83.3	16.7	100	2.1	97.9	100	14,880
Drivers and mobile plant operators	94.7	5.3	100	17.1	82.9	100	14,370
Science and engineering associate professionals	89.3	10.7	100	12.0	88.0	100	7,910
Numerical and material recording clerks	57.0	43.0	100	9.6	90.4	100	6,780
Customer services clerks	18.8	81.3	100	8.3	91.7	100	6,640
Legal, social and cultural professionals	49.1	50.9	100	47.6	52.4	100	6,240
Metal, machinery and related trades workers	96.0	4.0	100	12.8	87.2	100	5,930
Labourers in mining, construction, manufacturing and transport	80.1	19.9	100	6.8	93.2	100	5,070
Science and engineering professionals	79.5	20.5	100	36.3	63.7	100	4,970
Building and related trades workers, excluding electricians	91.6	8.4	100	1.5	98.5	100	4,760
Legal, social, culture	73.9	26.1	100	21.1	78.9	100	4,750
Food processing, wood working, garment and other craft and related trades workers	66.9	33.1	100	8.5	91.6	100	3,300
Hospitality, retail and other services Managers	66.0	34.0	100	2.7	97.3	100	2,560
Agricultural, forestry and fishery labourers	44.5	55.5	100	7.7	92.3	100	2,520
Personal care workers	36.9	63.1	100	68.3	31.7	100	2,110
Other	73.4	26.6	100	21.1	78.8	100	4,180
Total	56.9	43.1	100	33.9	66.1	100	1,020,070

5.3.1.3 Employees' in Selected Managerial Positions by Qualification and Sex

Table 5.9 summarizes employees in the managerial positions by education level restricted to those with at least Bachelor's Degree. In the Chief Executive, Senior Official, and Legislators category, Managing Directors and Chief Executive Officers with a Bachelors' Degree comprised (61%) while those with a Master's Degree were 56 percent. In both cases, the share of males was much higher than that of females.

Considering, Senior Government Officials, the majority of employees with a Bachelor's or Master's Degree were females compared to their male counterparts.

Considering employees in the Professional Service Managers category, at least three quarters of the Education Managers had a Bachelor's Degree (77%) or Master's Degree (76%) compared to their counterparts in the same category. Differences by sex show that there more male Education Managers (80%) were Bachelor's Degree holders compared to females (69%) while the reverse is true for females Education Managers (91%), with a Master's Degree compared to males (69%).

Table 5.9: Employees in Selected Managerial Positions by Qualification and Sex (%)

Managers Category	Bachelors' Degree			Master's Degree		
	Male	Female	Total	Male	Female	Total
Chief Executives, Senior Officials and Legislators						
Senior Government officials	7.4	14.9	9.0	26.4	46.9	35.6
Traditional Chiefs and Village Heads	26.2	42.7	29.7	11.8	4.9	8.7
Managing Directors and Chief Executives	66.4	42.4	61.3	61.8	48.3	55.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Administrative and Commercial Managers						
Finance Managers	5.0	5.0	4.9	14.3	9.0	12.3
Human Resource Managers	10.5	24.8	17.6	17.6	27.2	21.3
Policy and Planning Managers	2.8	0.3	1.8	8.4	0.7	5.4
Sales ,Marketing and Development Managers	18.2	14.8	16.6	13.1	6.1	10.4
Advertising and Public Relations Managers	1.8	1.7	1.7	2.6	0.8	1.9
Others	61.7	53.3	57.4	44.1	56.2	48.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
Production and Specialized Services Managers						
Production Manager in Agriculture, Forestry and Fisheries	26.8	0.0	23.5	45.2	0.0	29.9
Manufacturing, Mining, Construction and Distribution Managers	42.5	27.9	40.7	28.9	12.9	23.5
Information and Communication Technology Service Managers	30.7	72.1	35.8	25.9	87.1	46.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
Professional Service Managers						
Financial and Insurance Branch Managers	6.5	9.7	7.4	11.0	4.2	8.8
Health Service Managers	1.0	2.1	1.3	13.7	1.8	9.9
Social Welfare Managers	0.6	0.0	0.4	0.1	0.9	0.3
Education Managers	79.8	69.3	76.7	68.6	90.5	75.6
Others	12.1	18.9	14.1	6.6	2.6	5.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Hospitality, Retail and Other Service Managers						
Hotel Managers	49.6	4.7	34.2	95.3	43.5	71.2
Restaurant Managers	15.5	20.6	17.3	0.0	34.8	16.2
Retail and Whole Trade Managers	12.6	15.2	13.5	-	-	-
Sports, Recreation and Cultural Center Managers	2.6	2.4	2.5	-	-	-
Others	19.6	57.1	32.5	4.7	21.7	12.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

5.3.1.4 Employees' in Science and Engineering Professions by Qualification and Sex

Table 5.10 summarizes employees in the Science and Engineering profession by education level restricted to a Bachelor's Degree and above. The majority of employees in the Physical and Earth Sciences with a

Bachelors' Degree were Chemists (59%) followed by Mathematicians, Actuaries and Statisticians (30%). The Mathematicians, Actuaries and Statisticians (61%), were more likely to upgrade to a Master's Degree followed by the Geologists and Geophysicists (32%) compared to others. The variation by gender showed that female Mathematicians, Actuaries, and Statisticians were more likely to upgrade to a Master's Degree while male Geologists and Geophysicists were more likely to upgrade to a Master's Degree compared to their counterparts respectively.

Considering the Engineering Professional (excluding Electro technology), 55 percent of the Civil Engineers were holders of a Bachelor Degree with a larger share of males (67%) than females (27%). Among the Electro Technology Engineers, the majority were Electronic Engineers (54%) with a Bachelor's Degree, followed by Telecommunication Engineers (34%) and Electrical Engineers at 12 percent. For employees in the Architects, Planners, Surveyors and Designers category, the majority with a Bachelor's Degree were Cartographers and Surveyors (43%), followed by Town and Traffic Planners (34%).

Table 5.10: Employees in Science and Engineering Professions by Qualification and Sex (%)

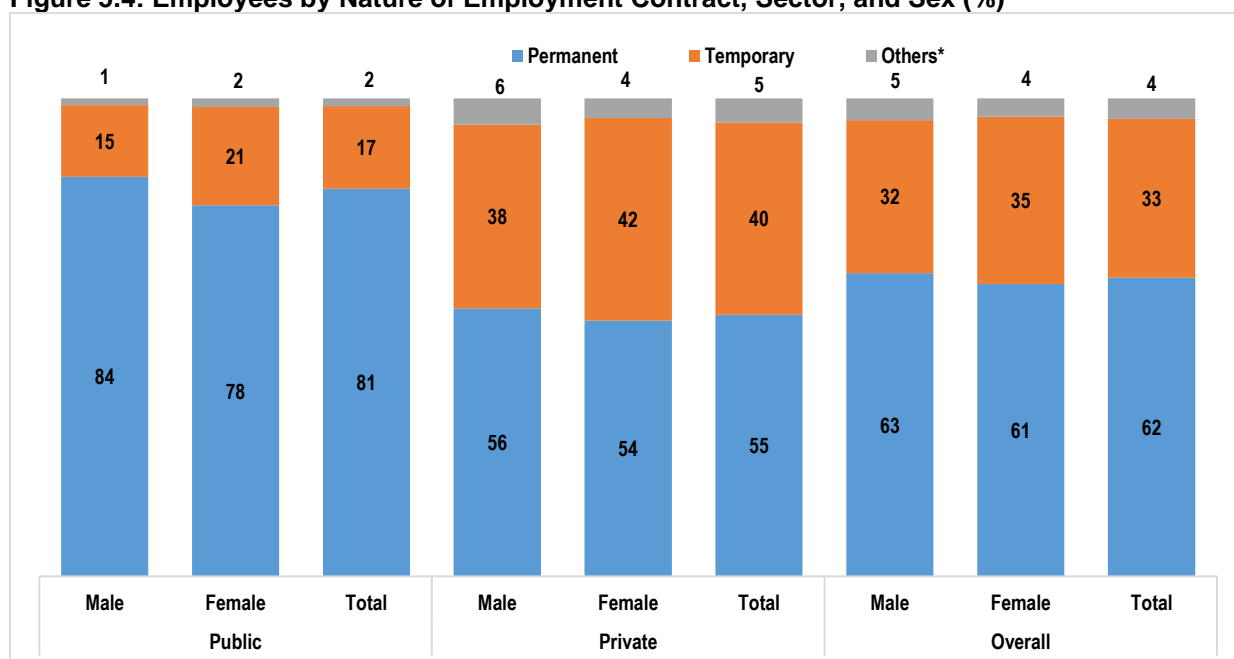
Engineering Professional	Bachelors' Degree			Master's Degree		
	Male	Female	Total	Male	Female	Total
Physical and Earth Science Professional						
Physicists and astronomers	0.9	1.8	1.1	0.6	1.8	0.8
Meteorologist	3.3	7.1	4.1	1.6	0.0	1.3
Chemists	64.2	39.9	59.3	3.5	15.8	5.4
Geologists and Geophysicists	6.3	1.8	5.4	34.7	14.0	31.5
Mathematicians, Actuaries and Statisticians	25.3	49.4	30.1	59.6	68.4	60.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Life Science Professionals						
Biologist, Botanist, Zoologist and Related Professionals	1.4	0.2	1.2	7.3	1.7	6.2
Farming ,Forestry and Fisheries advisers	92.9	58.9	86.2	69.8	50.0	65.9
Environmentalists	5.7	40.8	12.6	22.8	48.3	27.9
Total	100.0	100.0	100.0	100.0	100.0	100.0
Engineering Professional (excluding electro technology)						
Industrial and Production Engineers	4.6	0.5	3.4	-	-	-
Civil Engineers	67.0	27.2	55.4	96.0	73.9	95.0
Environmental Engineers	0.1	0.2	0.1	0.2	26.1	1.5
Mechanical Engineers	8.5	0.5	6.1	0.9	0.0	0.8
Chemical Engineers	0.2	0.0	0.1	1.5	0.0	1.5
Mining Engineers, Metallurgist and related professionals	0.1	0.0	0.1	0.4	0.0	0.4
Others	19.5	71.7	34.7	0.9	0.0	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Electro technology Engineers						
Electrical Engineers	11.2	42.9	12.1	66.7	100.0	80.0
Electronic Engineers	55.2	0.0	53.6	33.3	0.0	20.0
Telecommunication Engineers	33.6	57.1	34.3	-	-	-
Total	100.0	100.0	100.0	100.0	100.0	100.0
Architects, Planners, Surveyors and Designers						
Building Architects	7.5	15.9	10.1	1.9	1.5	1.7
Product and Garment engineers	0.0	4.4	1.4	-	-	-
Town and Traffic Planners	37.7	24.2	33.5	66.7	97.7	83.7
Cartographers and Surveyors	53.3	21.0	43.3	0.9	0.0	0.4
Graphic and Multimedia Designers	1.5	34.5	11.8	30.6	0.8	14.2
Total	100.0	100.0	100.0	100.0	100.0	100.0

5.3.2 Nature of Employment Contract

An employment contract is a legally binding agreement between two parties - usually between the employer, and the employee, and is designed to give both parties some level of security and protection. For the employee, a contract gives him/her the security that he is working for a professional business that has clearly defined obligations and agreement on all terms of employment.

The survey sought to understand the nature of contract for employees in the Formal Sector for their main job. Figure 5.4 summarizes the information on the nature of contracts for employees in the Formal Sector by sex. Regardless of Sector, the majority of employees had a permanent contract with their employer - this was predominant in the Public Sector (81%) compared to the Private Sector (55%) with marginal variation by the sex of the employee. The Private Sector registered a higher proportion of Temporary employees (40%) compared to the Public Sector (17%).

Figure 5.4: Employees by Nature of Employment Contract, Sector, and Sex (%)



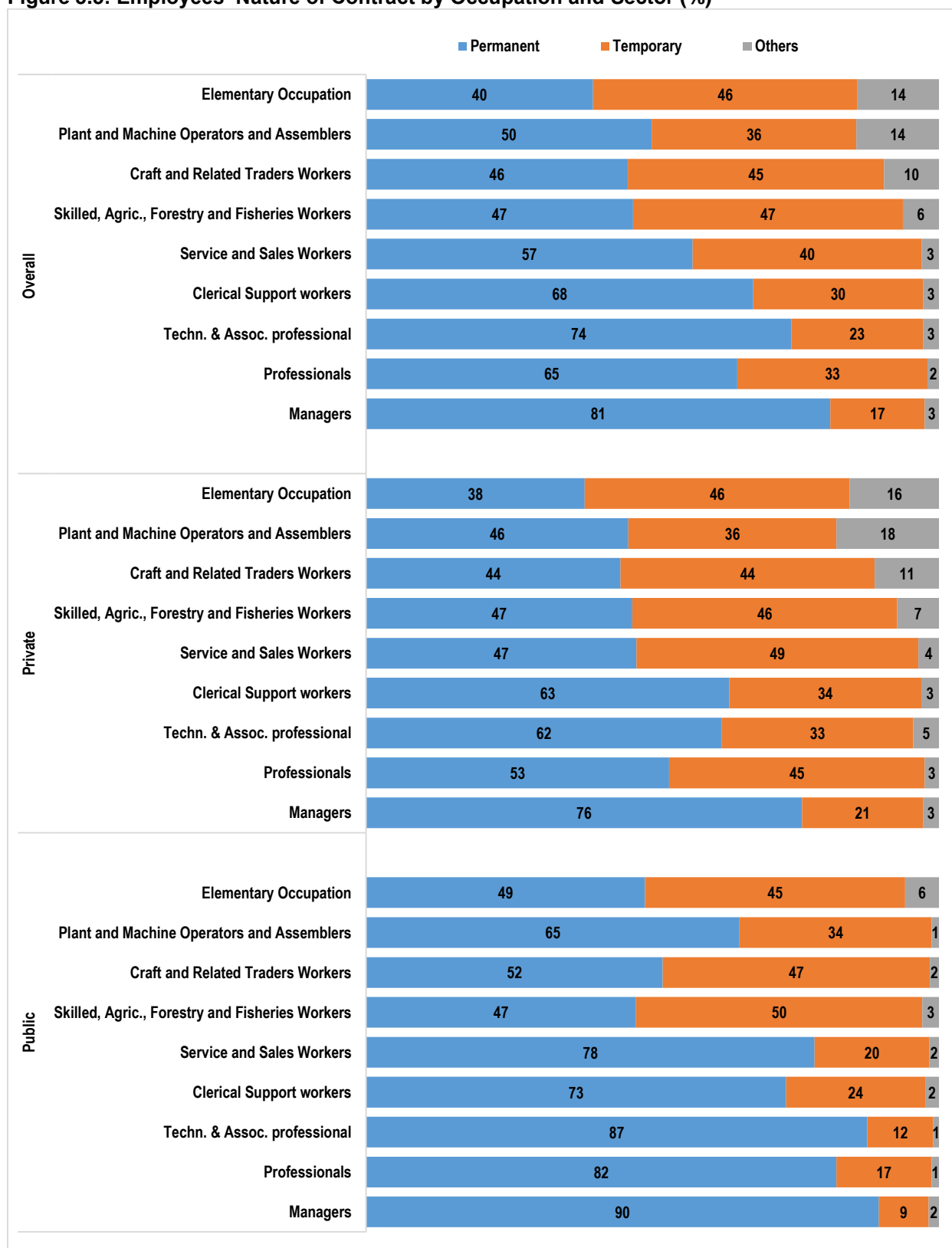
*Others includes: Causal, Seasonal, Daily among others

5.3.2.1 Employees' Nature of Employment Contract by Occupation

Figure 5.5 presents the distribution of employees by occupation, the nature of employment contract and Sector. Across most of the occupations, most of the employees had Permanent contracts except for those in Elementary occupations who had temporary contracts (46%). Disaggregation by Sector reveals that, in the Public Sector, at least 70 percent of employees ranging from Managers (90%) to Sales and Service worker (78%) had Permanent employment contracts. On the other hand, in the Private Sector, less than 70 percent of employees in the various occupations had a Permanent contract with exception of Managers (76%). Across occupations, overall, few employees had the other contract type except for those in Elementary occupations, and Plant and Machine Operators and Assemblers (14% respectively). Such

contracts were common among some occupations especially in the Private Sector compared to their Public Sector counterparts.

Figure 5.5: Employees' Nature of Contract by Occupation and Sector (%)

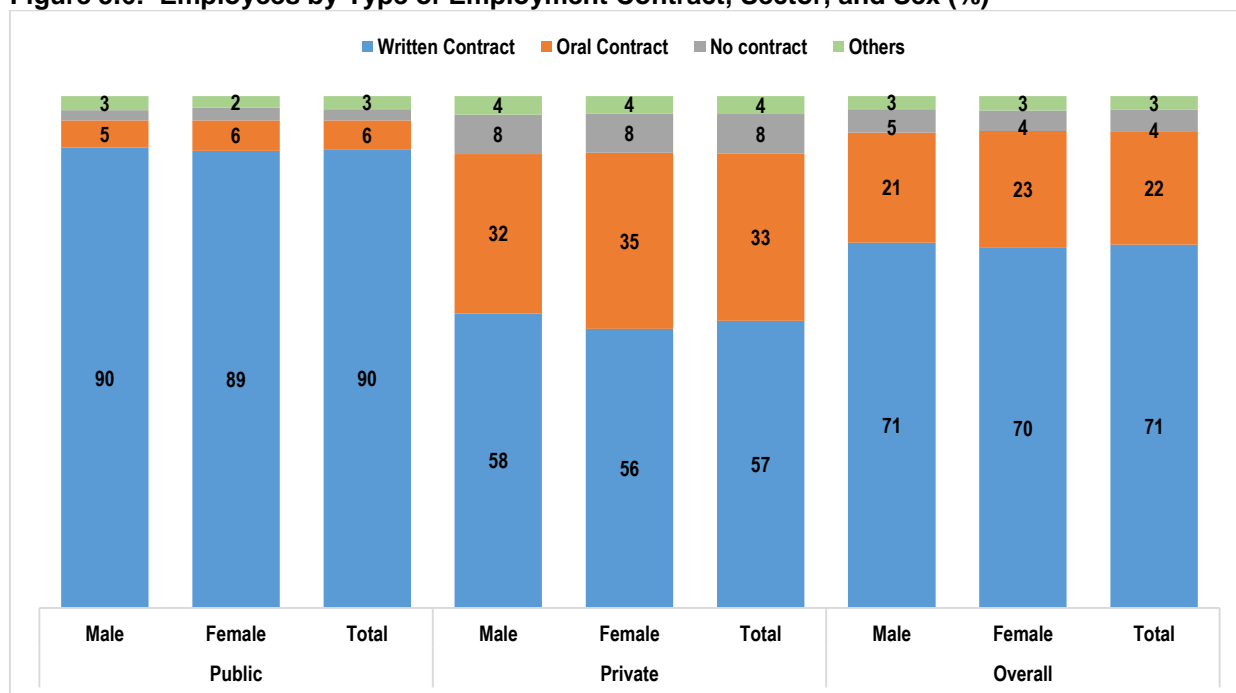


*Others includes: Causal, Seasonal, Daily and others

5.3.3 Employees' by Type of Employment Contract

Figure 5.6 presents the distribution of employees by the type of contract undertaken on the main job. Irrespective of the Sector of employment, the majority of employees had written contracts with 90 percent in the Public Sector compared to 57 percent in the Private Sector. On the other hand, there were a notable proportion of employees in the Private Sector, with oral contracts (33%) as well as those without a contract (8%).

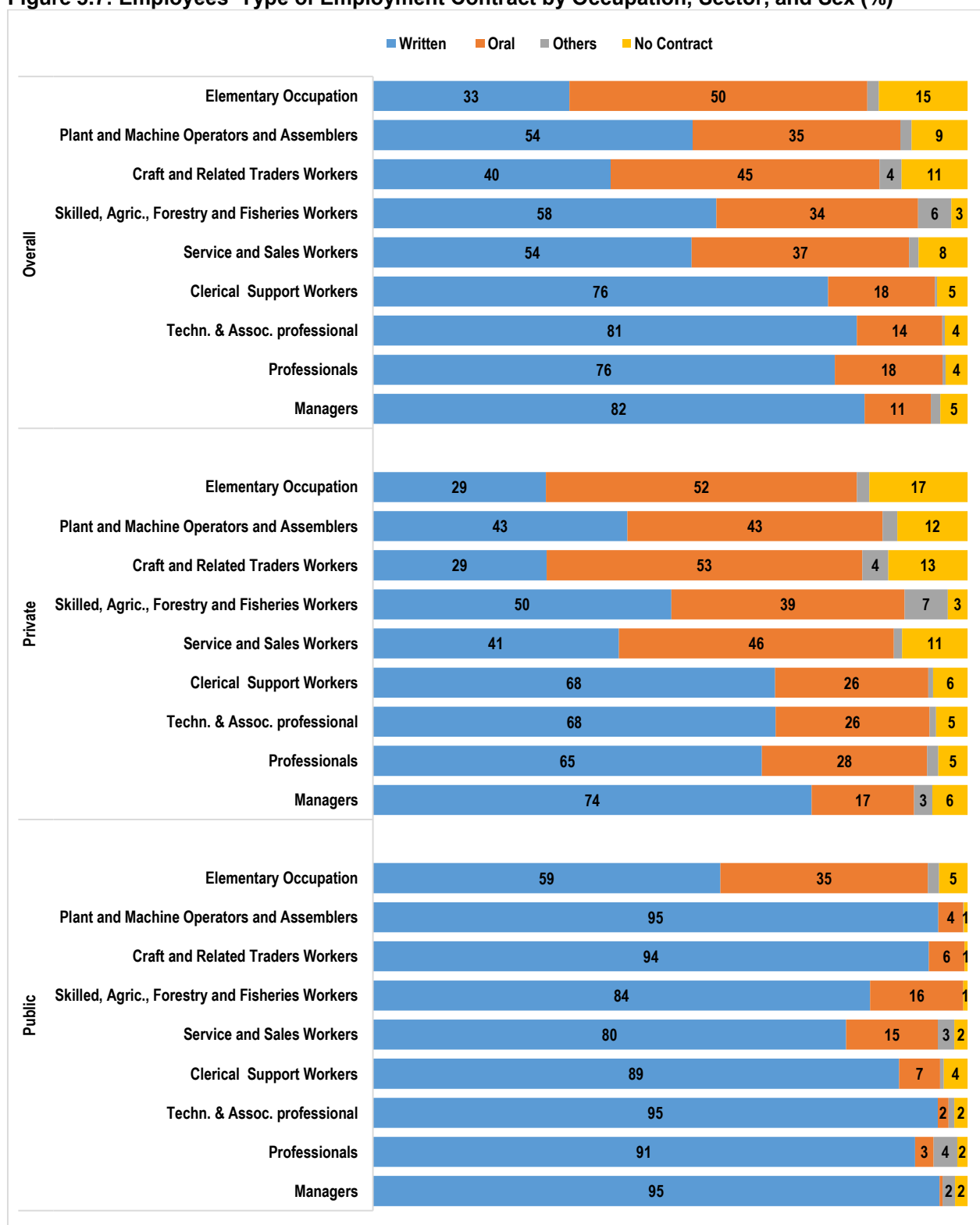
Figure 5.6: Employees by Type of Employment Contract, Sector, and Sex (%)



5.3.3.1 Employees' Type of Employment Contract by Occupation

Figure 5.7 provides the distribution of employees by the type of employment contract, occupation, and Sector. Public employees are more likely to have a formal contract compared to their private sector counterparts. Overall, at least three quarters of employees ranging from Managers (82%) to Clerical support workers (76%) had a written contract compared to the other categories. Across the various occupations in the Public Sector, at least 80 percent or more of the employees had a written contract except for those in Elementary occupations (59%). On the other hand, in the Private Sector, at least 65 percent of employees in the occupations ranging from Managers (74%) to Clerical support workers (68%) had a written contract compared to the other categories which mostly had oral contracts. Furthermore, overall, employees with no contract were in Elementary Occupation (15%), Craft and Related Trade Workers (11%), and Plant and Machine Operators and Assemblers (9%). Regardless of the occupation, employees in the Private Sector were more likely not to have a contract compared to their Public Sector counterparts.

Figure 5.7: Employees' Type of Employment Contract by Occupation, Sector, and Sex (%)

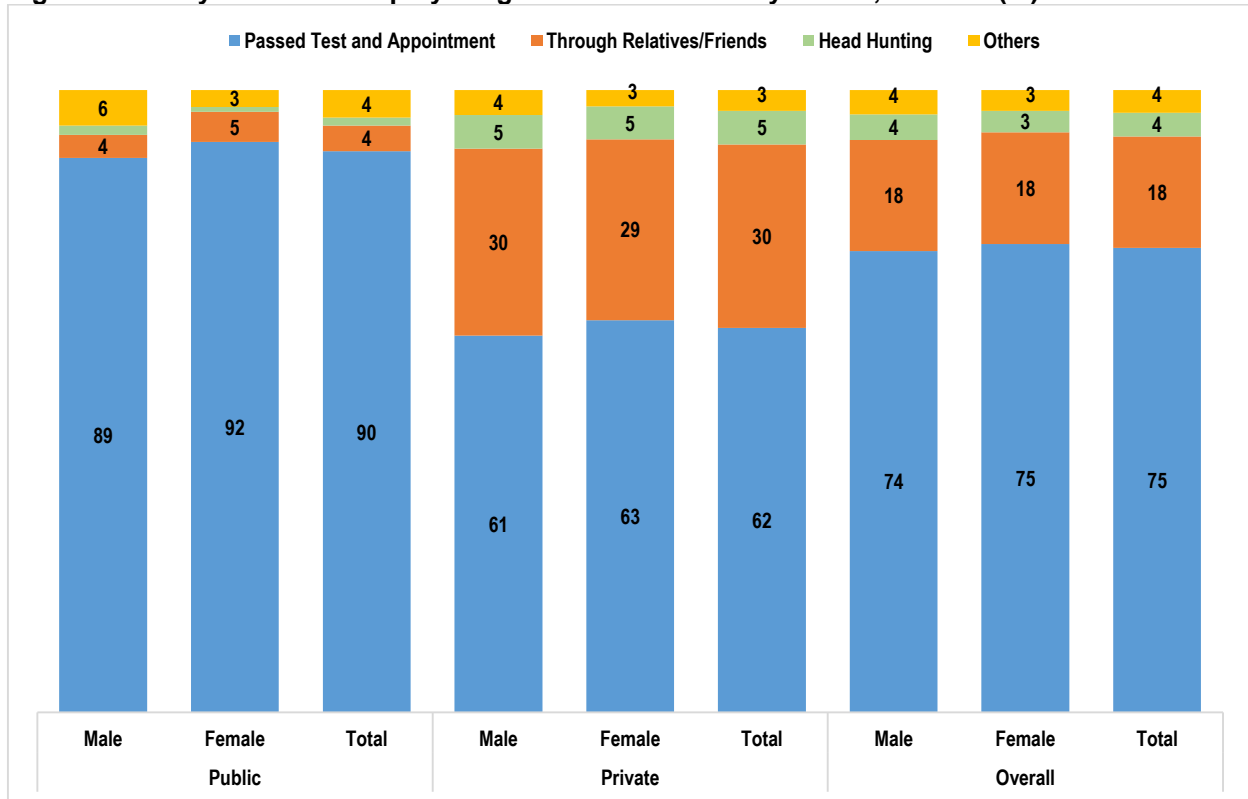


5.3.4 Ways in through which Employees' got Current Job

Figure 5.8 presents findings on the way employees obtained their current job by Sector and sex. Overall, three in every four employees (75%), got their job by passing tests and interviews, and being appointed with

90 percent in the Public Sector and 61 percent in the Private Sector. About two in every ten employees got their job through relatives/friends with 30 percent in the Public Sector compared to four percent in the Private Sector. A small proportion of employees were head hunted (4%) while others (4%) were either nominated, elected or got in through some other way.

Figure 5.8: Ways in which Employees got the Current Job by Sector, and Sex (%)

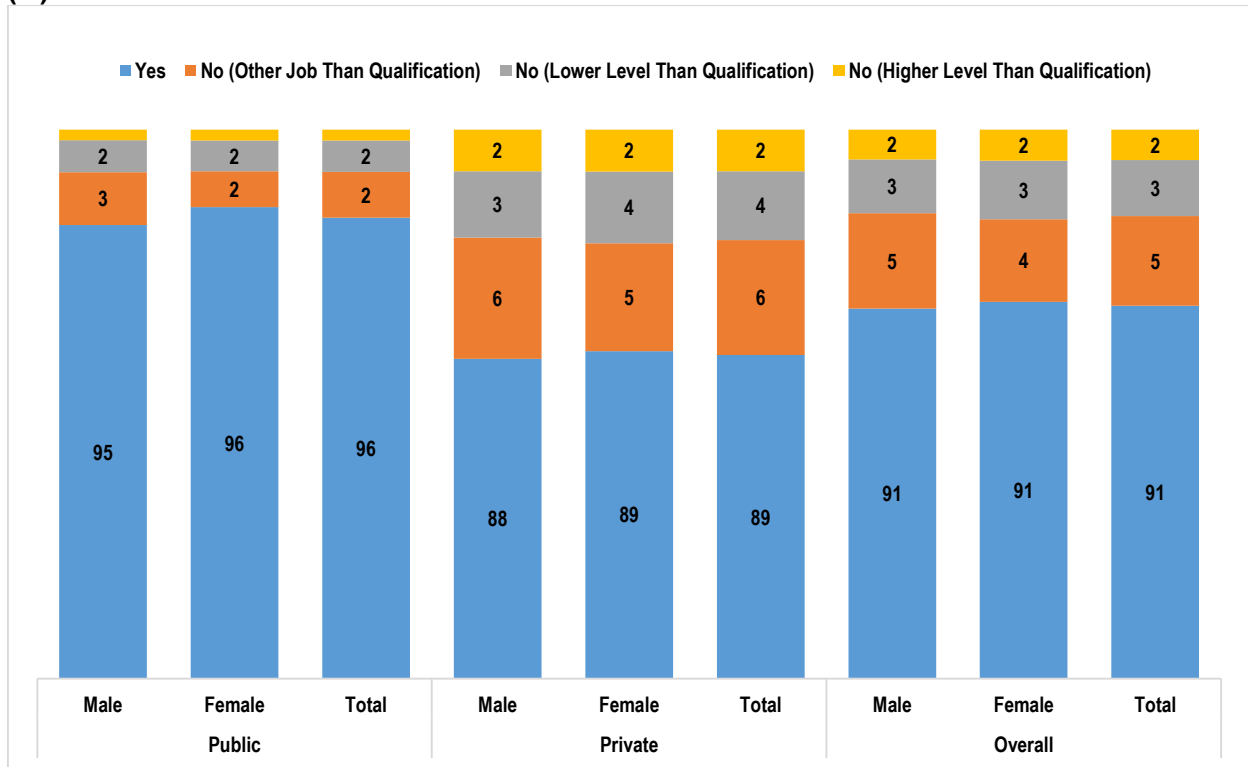


Others includes Nominated, elected and others

5.3.5 Employees' Matching of the Current Job to Qualification

Figure 5.9 presents the distribution of employees by whether their current job matches with the official education level acquired. Nine in every ten employees (91%) reported that their current job matched the education level acquired with 96 percent in the Public Sector compared to 89 percent in the Private Sector. Five percent of the employees in the Formal Sector indicated that their qualifications matched those for another job than the one they have; three percent revealed that their current job was at a lower level than the qualifications, while two percent of the employees were in jobs at a higher level than their qualification. The Private Sector has a higher proportion of employees whose qualifications do not match their current job (6%) compared to two percent in the Public Sector.

Figure 5.9: Employees by Whether the Current Job Matches their Qualification by Sector and Sex (%)

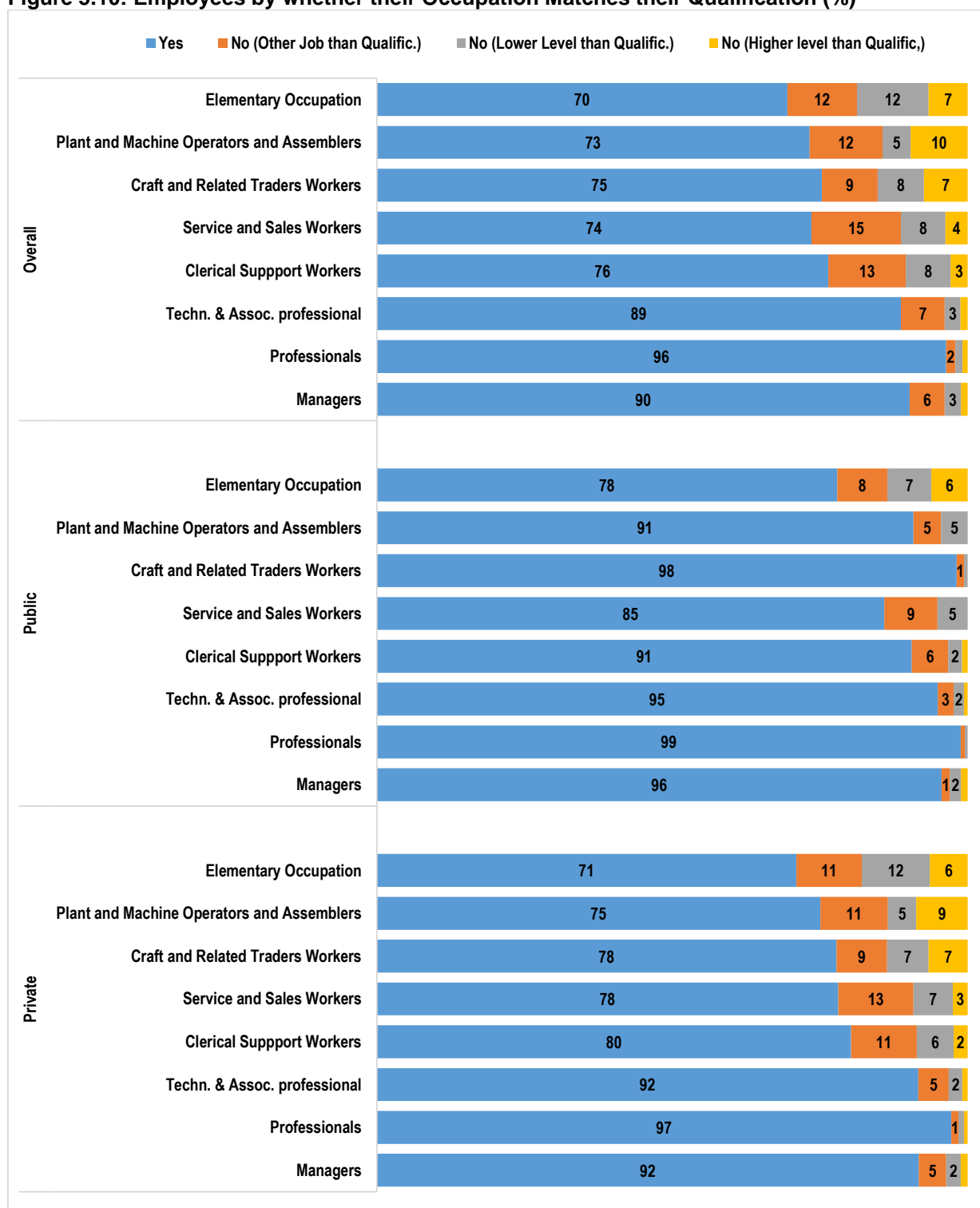


5.3.5.1 Matching Employees' Occupation to Qualification

In developing economies, several factors may cause an individual to take on a job which may not be in line with his/her field or qualification. Though the survey did not collect information on such factors, employees were asked about whether their current job matched their official education and qualifications (Certificate or Degree).

Figure 5.10 shows the distribution of employees by how their occupation matched their qualification. Overall, across all occupations, at least 70 percent of employees revealed that their occupation matched the official qualification. More employees in the Public Sector, indicated that their occupation matched the official qualification compared to their respective counterparts in the Private Sector. For instance, all Professionals in the Public Sector (99%) compared to 97 percent in the Private Sector had their occupation matching the official qualification. In the Private Sector, employees whose qualification matched another occupation ranges from about five percent among Managers to 13 percent among Service and Sales Workers compared with only one percent for Managers to nine percent among Service and Sales Workers in the Public Sector.

Figure 5.10: Employees by whether their Occupation Matches their Qualification (%)



5.3.6 Employees' First Job

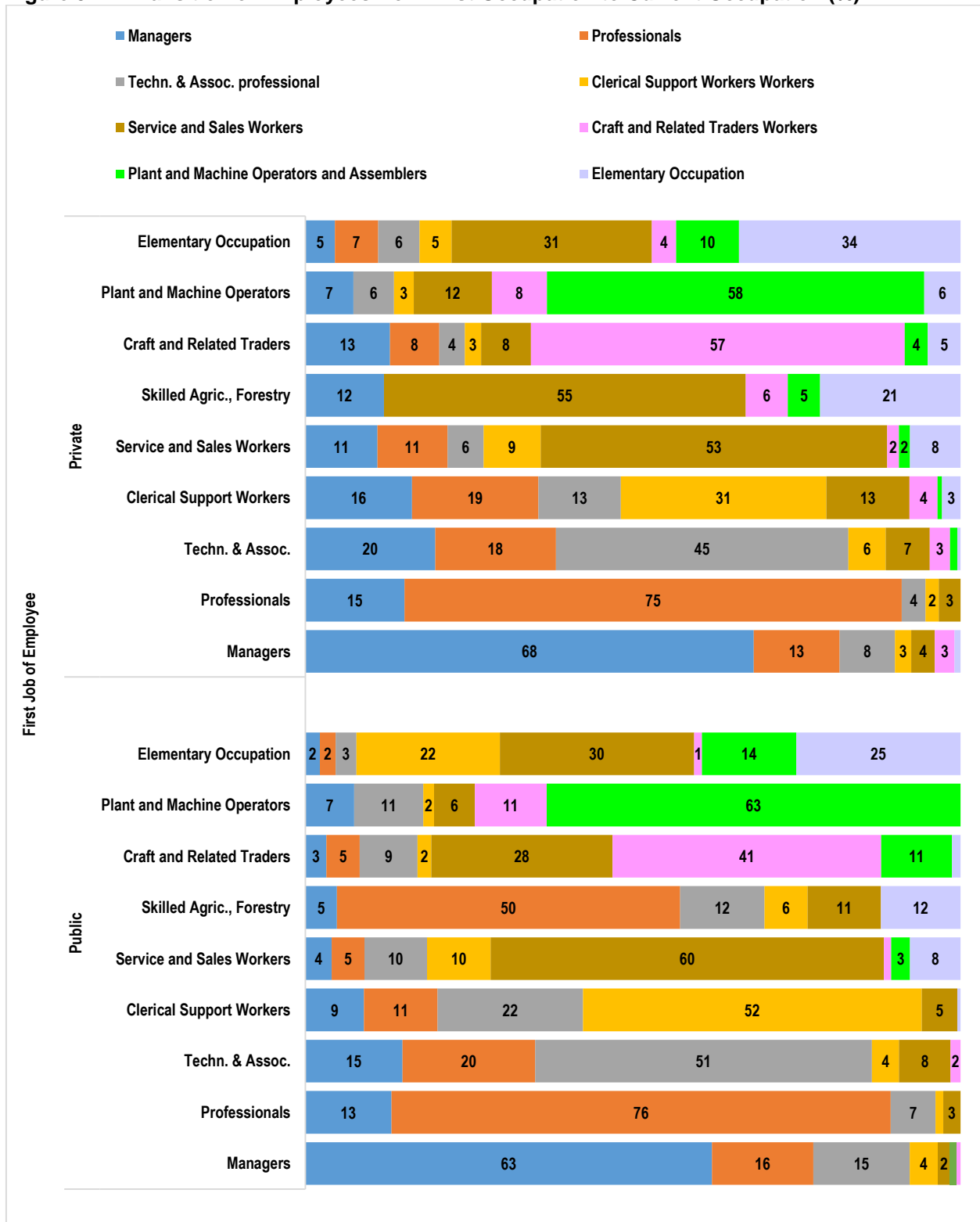
Employees were asked a series of question about their first employment or job. The information collected about the job included: the employment status (own account, employer, employee or unpaid family worker), the main activity of the workplace, occupation and job title, highest level of education by the time of the first job, and the main reason for leaving the previous job among others.

5.3.6.1 Employees' First Job and Current Occupation

Figure 5.11 presents the distribution of employees by how they have transited from the first occupation to the current one by Sector. In the Public Sector, 76 percent of employees that were Professionals in their first job were still in the same occupation in their current job; followed by Managers; and Plant and Machine Operators with 63 percent respectively, and Service and Sales Workers (60%) compared to employees in the other occupations. A notable proportion of employees that were Professionals in their first job had since moved to Manager Positions (13%) while seven percent had moved to Technicians and Associate Professionals positions (7%). In addition, employees that were Technicians and Associate Professionals in their first job had since transitioned upwards to Managerial Positions (15%) and the Professional level (20%)

The Managers who changed from first job the majority joined the field of Professionals (16%) in the current job and Technical and Associate Professionals at 15 percent, while for the Professionals the majority in the current job became Managers at 13% compared to other occupations they joined. Regardless of the Sector, persons that had started with Elementary Occupations had since moved into the various level of occupation. For instance, in the Public Sector, 30 percent of employees who were elementary workers had sales and services, 22 percent had moved to Clerical Support Workers, three percent to Technicians and Associate Professionals positions while two percent had moved to Professional and Managerial level positions respectively. A similar trend was observed for persons who had started with Elementary Occupations in the Private Sector.

Figure 5.11: Transition of Employees from First Occupation to Current Occupation (%)

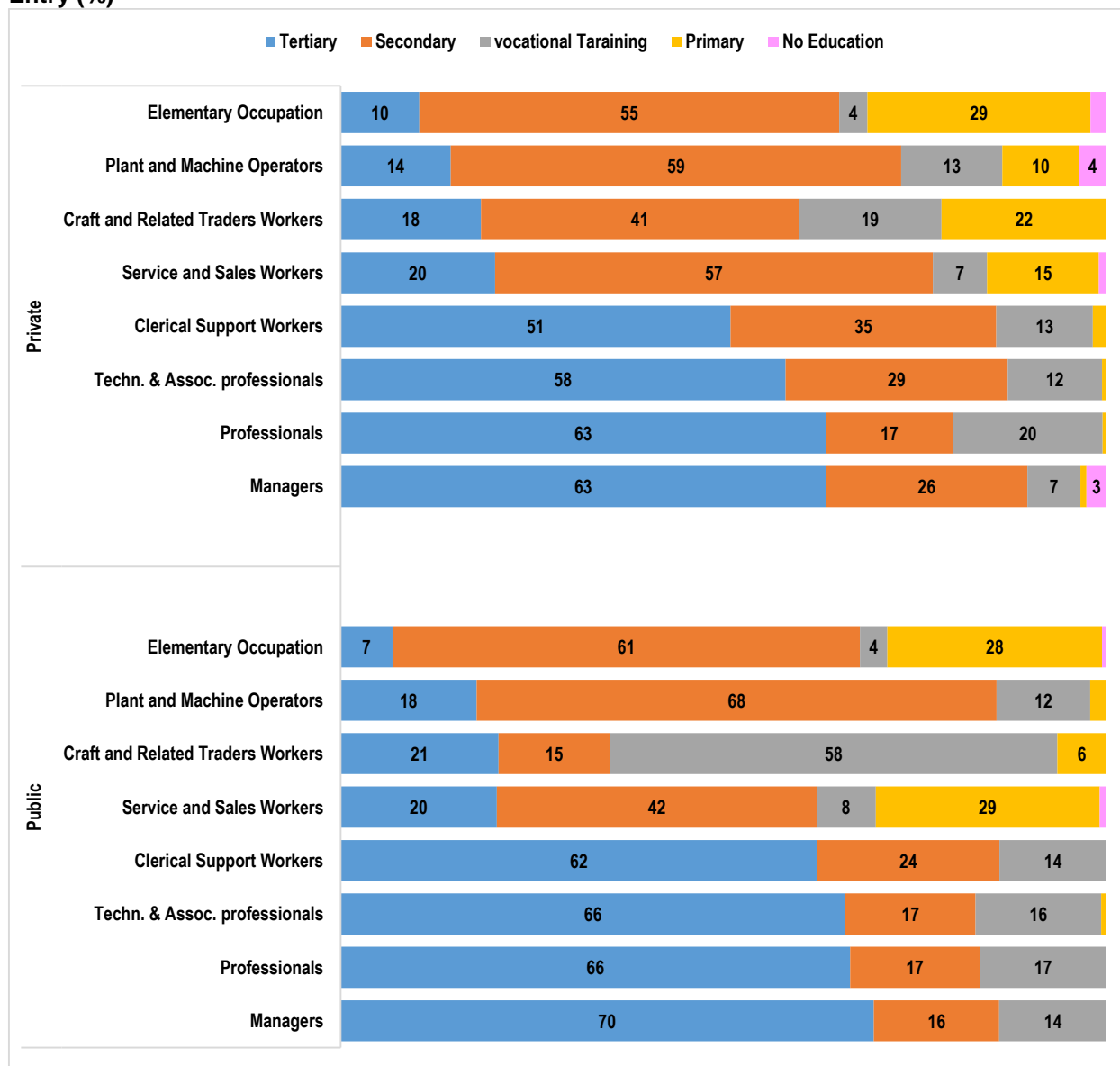


5.3.6.2 Employees' First Occupation by Highest level of Education at time of Entry

Figure 5.12 presents the distribution of employees by their highest level of education at their first entry into the job market. In the Public Sector, at least 60 percent of the employees in the occupations ranging from

Manager (70%) to Clerical Support workers (62%) had attained Tertiary level education at the time of entry. It is worth noting that a considerable number of employees with Tertiary level education at entry started out in Elementary Occupations (7%). On the other hand, some employees got their first job as a Manager or professional with secondary level education (16% and 76% respectively). A similar pattern was observed for employees in the Private Sector across the various occupation categories.

Figure 5.12: Employees' first Occupation in the Job Market by Sector and Level of Education at Entry (%)



5.3.6.3 Time taken to get the First Job

Information was also collected on how long it took for the employees to get their first job. Table 5.11 presents the average number of months it took for employees to get their first job for persons that have Tertiary education. Overall, it took employees about 10 months to enter the job market regardless of sex. However,

disaggregation by the current level of education shows that, the duration of acquiring an entry job decreases with an increase in the level of education – for instance, employees who have a Master’s or PhD took an average of six months to enter the job market while those with a Bachelor’s Degree or Diploma took about eight and 10 months respectively.

Table 5.11: Average Number of Months it took to get the First job by Qualification and Sex

Qualification	Male	Female	Total
Diploma	10	10	10
Degree	9	7	8
Master’s and PhD	6	6	6
Total	10	10	10

5.4 Labor Rights and Related Issues

5.4.1 Membership to Labor Unions and Professional Associations

Labor rights or workers' rights are a group of legal rights and claimed human rights having to do with labor relations between workers and their employers, usually obtained under labor and employment law. In general, these rights have to do with negotiating workers' pay, benefits, and safe working conditions. One of the most central of these rights is the right to unionize. Unions may take advantage of collective bargaining and industrial action to increase their members' wages and change their working situation. Labor rights can also take the form of worker's control and worker's self-management in which workers have a democratic voice in decision and policy making³.

Uganda is party to the 1998 ILO Declaration on Fundamental Principles and Rights at Work and ensures compliance with the legal and regulatory framework to promote the rights of workers through the available labour laws and policies. Promoting and protecting the rights and interests of workers in accordance with existing labour laws and fundamental labour standards is among the key goals stated in the 2011 National Employment Policy of Uganda. Amongst the priority areas in the policy is improving effective labour administration by establishing administrative structures and systems that promote and protect the rights of workers, ensure safety and health at the workplace and guarantee industrial harmony. That can be best achieved through proper implementation of the labour laws with emphasis on freedom of association that includes the freedom of the workers to form or join trade unions of their choice for effective representation at all levels and collective bargaining through social dialogue (MGLSD, 2011).

³ https://en.wikipedia.org/wiki/Labor_rights

In addition to labor unions, the survey asked questions on whether the employee belonged to any professional association and their organization (employer) regularly contributes to the National Social Security Fund (NSSF). Information, was collected on other labor related issues with a focus on the availability of health and safety policy; whether the employees are informed of the plausible dangers at workplace, and are aware of control measures to take in such an event. Employees also provided data on whether their employer has a person responsible for safety and health, the common workplace accidents, and handling mechanisms; provision of personal protective equipment to employees, common occupational diseases, existence of a policy to address stress and measures to control sexual harassment in the organization.

5.4.1.1 Membership to Labour Unions

Figure 5.13 shows that, overall, only seven percent of the employees had membership to a Labor Union, with slightly more males (8%) than females (6%). Employees in the Public Sector (14%) were more likely to have membership to Labor Union compared to only three percent of those in the Private Sector. Regardless of the Sector, more male employees had membership with Labour Unions compared to their female counterparts. In the Public sector, Labor Union membership stood at 15 percent among men, compared to 13 percent among females. On the other hand, only three percent of male employees, and two percent of female employees in the Private sector were members of Labor Unions.

Figure 5.13: Employees’ Membership to a Labor Union by Sector and Sex (%)

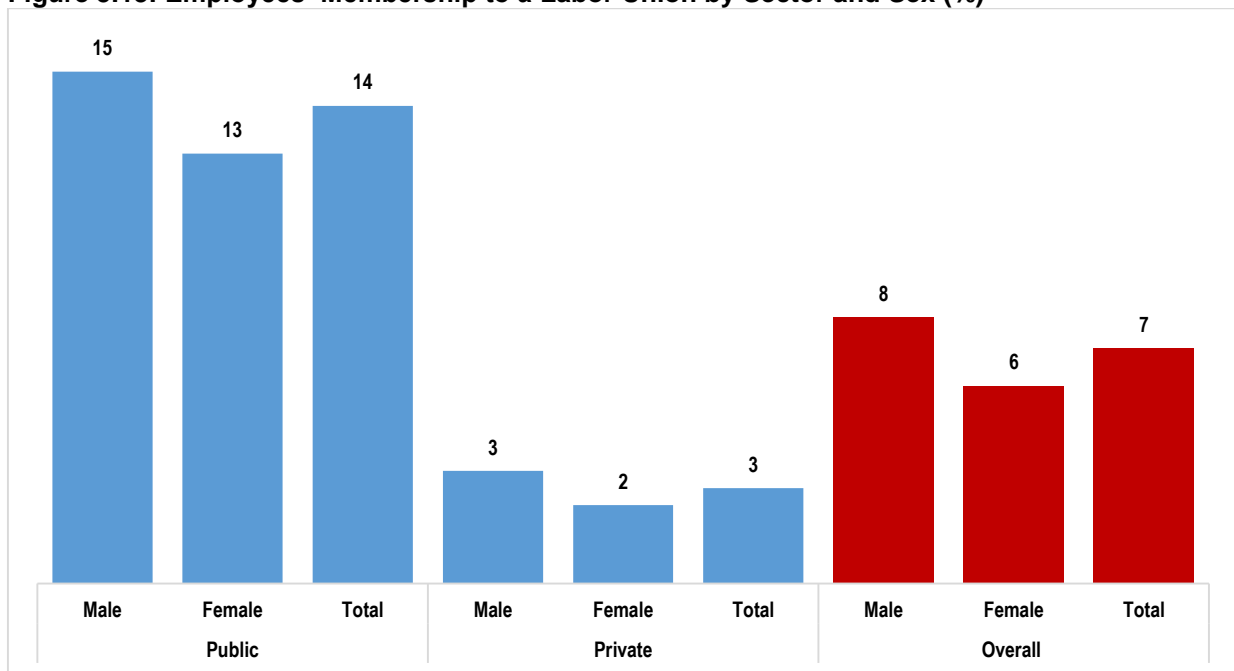
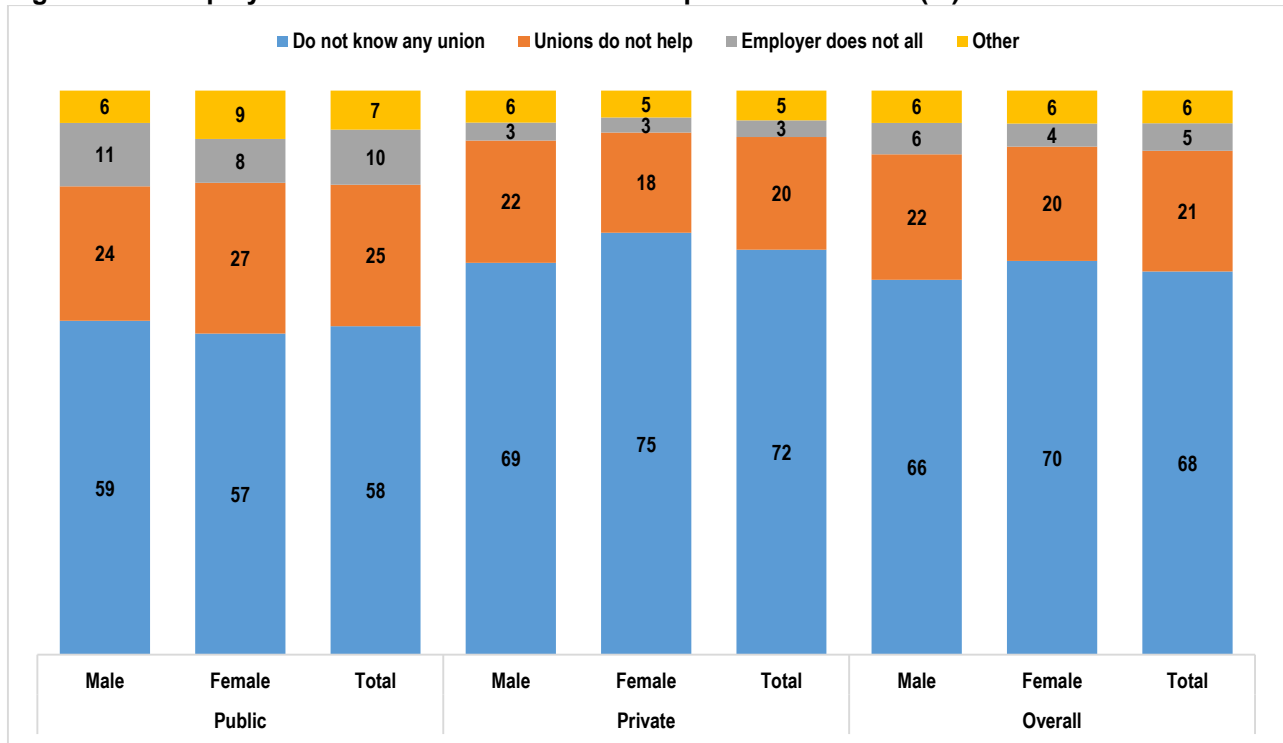


Figure 5.14 reveals that, the main reason for employees’ Non-membership to labor unions was lack of awareness (68%) with more of female employees (70%) compared to the males at 66 percent. Twenty one (21) percent of the employees never joined the Labor Unions because they thought that unions do not help,

with slight variations by sex i.e. males (22%) and females (20%). Regardless of the Sector, lack of awareness was the major reason given for not belonging to a Labor Union.

Figure 5.14: Employees' Reasons for Non-Membership to Labor Unions (%)

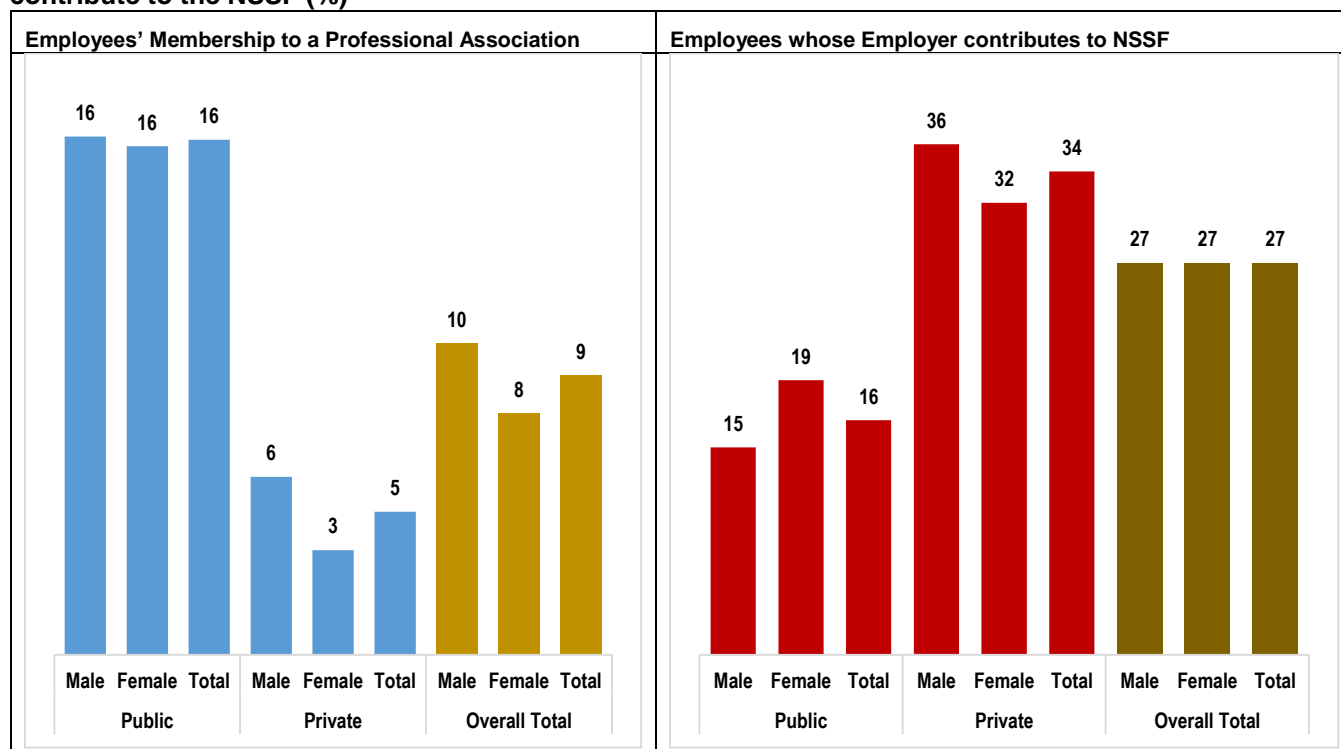


5.4.1.2 Membership to Professional Organizations and Whether Employer Contributes to NSSF

Professional Organizations can enhance the employee's personal and organizational development; provide endless networking opportunities and information about one's field of specialization. Figure 5.15 presents the distribution of employees by membership to any Professional Organization; and those whose employer regularly contributes to NSSF by Sector and sex.

Overall, only nine percent of the employees were members of Professional Associations with slightly more male employees (10%) than females (8%). Considering the Sector, more employees in the Public Sector (16%) compared to their Private Sector counterparts (5%) were members to Professional Associations. Close to three in every ten employees (27%) revealed that their employer regularly contributes to their NSSF account with a higher proportion in the Private Sector (34%) compared to those in the Public Sector (16%). It should be noted that the majority of employees in the Public Sector are entitled to pension payment after retiring from office.

Figure 5.15: Employees' Membership to a Professional Association and whether Employer's contribute to the NSSF (%)



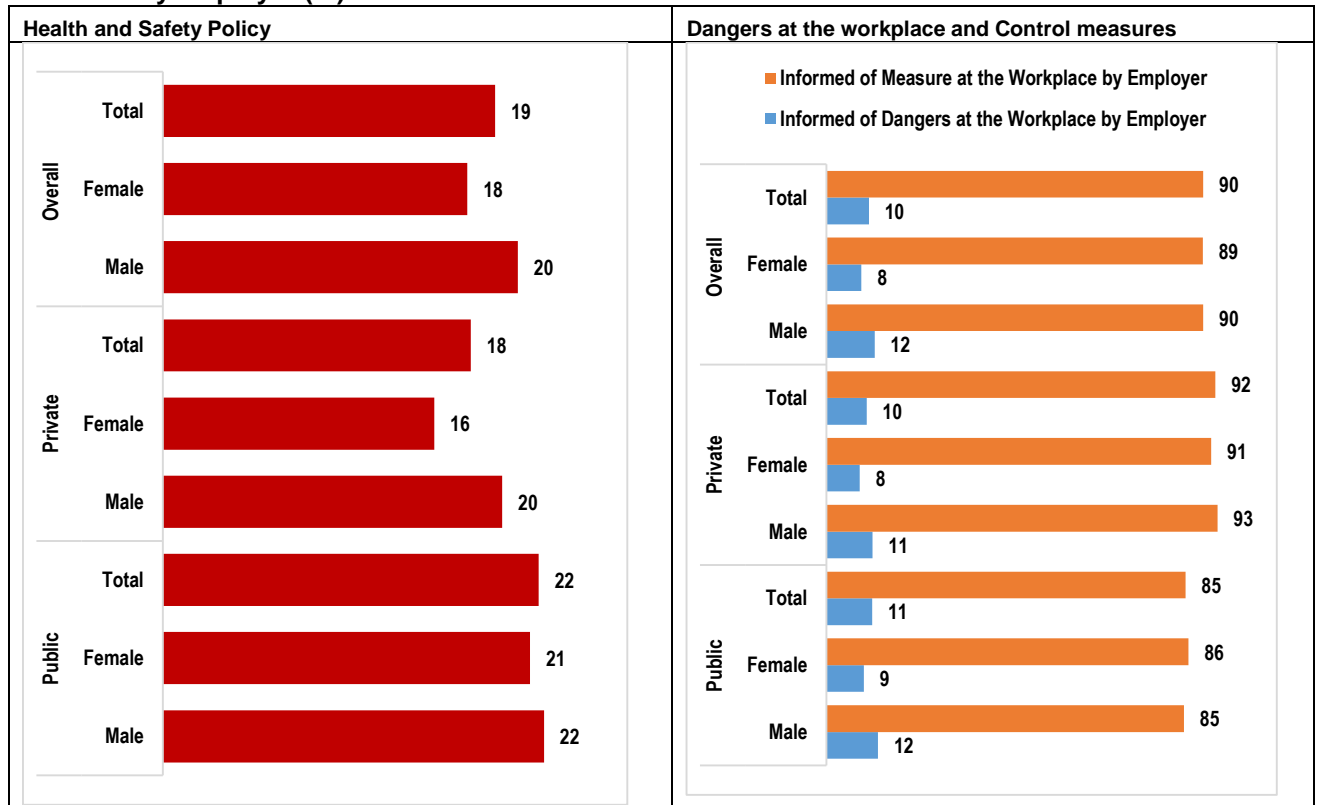
5.4.2 Employees' Health and Safety

The Occupational Safety and Health Act of 2006 outlines and explains a number of aspects which have to be observed by employers and employees to enable a safe working environment. These include among other things, the establishment of the occupational safety and health boards, the duty of the employers to protect their workers, safety and health measures employers should consider, Institution of safety committees, responsibility of the employers to provide protective gear etc. Some of the clauses in the Act were of paramount importance in identifying key areas for investigation in the survey.

Figure 5.16 shows that, overall, 19 percent of the employees stated that their Establishments/organizations had a health and safety policy; with slightly more males (20%) than females (18%) reporting knowledge of the policy. Employees in the Public Sector (22%) were more likely to report the availability of a Health and Safety Policy than their counterparts in the Private Sector (18%).

Only one in every ten employees (10%) reported that their employers informed them about the dangers at the workplace; no variations were observed by Sector. Furthermore, more males (12%) than females (8%) were informed of the dangers encountered at the workplace. A similar pattern was observed in both the Public and Private Sector. Of the employees informed about the dangers at the workplace, 90 percent were also informed of the measures to take in case of danger. More employees in the Private Sector (92%) were informed of the control measures to take compared to those in the Public Sector (85%).

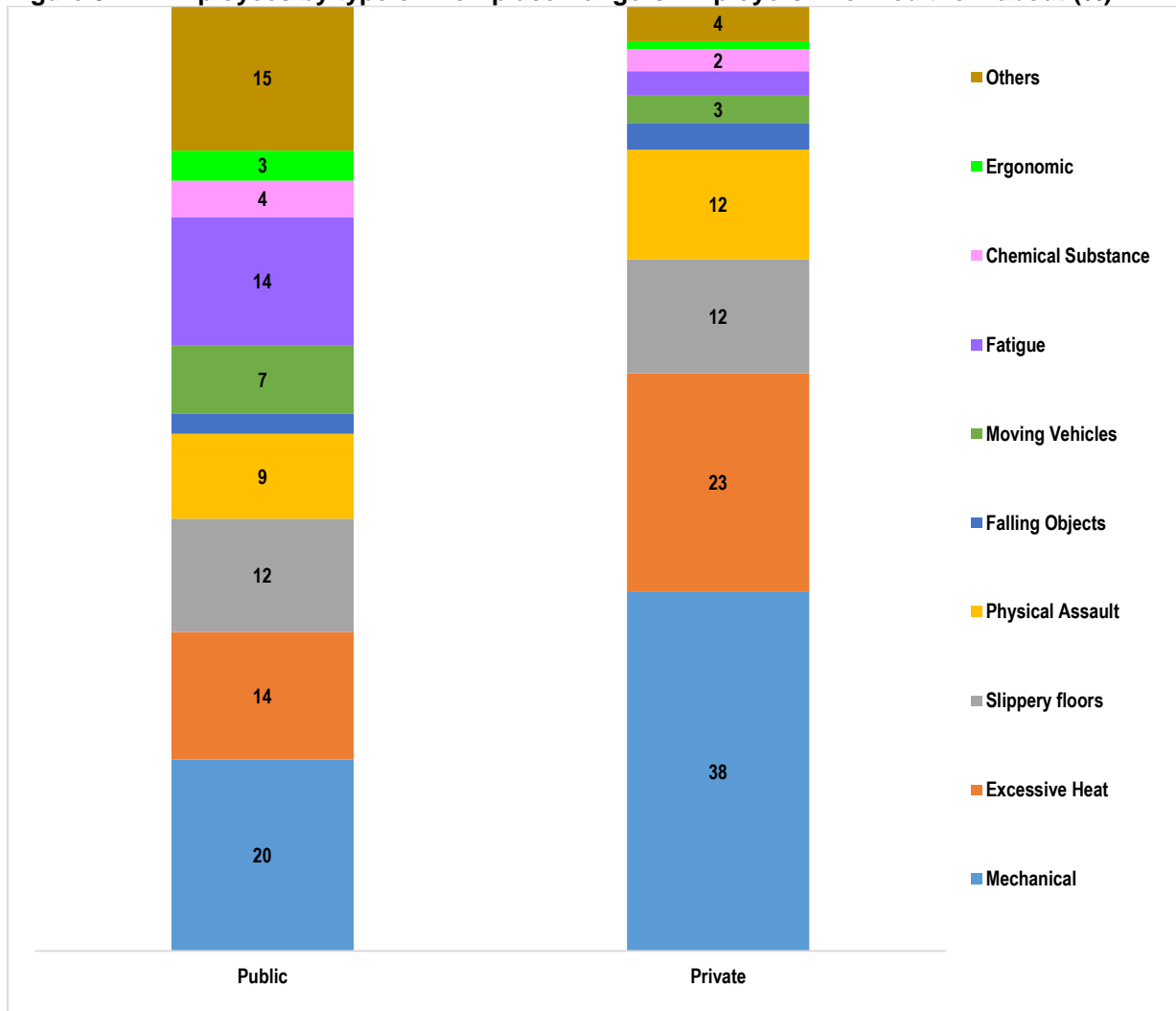
Figure 5.16: Availability of Health and Safety Policy, Employees informed of dangers and control measures by employer (%)



5.4.2.1 Types of Dangers at the Workplace

The 2006 Occupational Safety and Health Act defines a dangerous occurrence as a readily identifiable event, with the potential to cause injury, or disease to persons at work or the public. Employees were asked to state up to five type of dangers which could be faced at the workplace based on the Employer information. Figure 5.17 presents the distribution of employees by the types of dangers encountered at the workplace. Mechanical dangers (which refers to moving parts of machinery) were the most common danger employees received information with about 38 percent in the Private Sector compared to 20 percent in the Public Sector. In addition, excessive heat was the second most reported danger employees had been informed about by their employers – was most reported by employees in the Private Sector (23%) compared to those in the Public Sector (14%).

Figure 5.17: Employees by type of Workplace Dangers Employers informed them about (%)

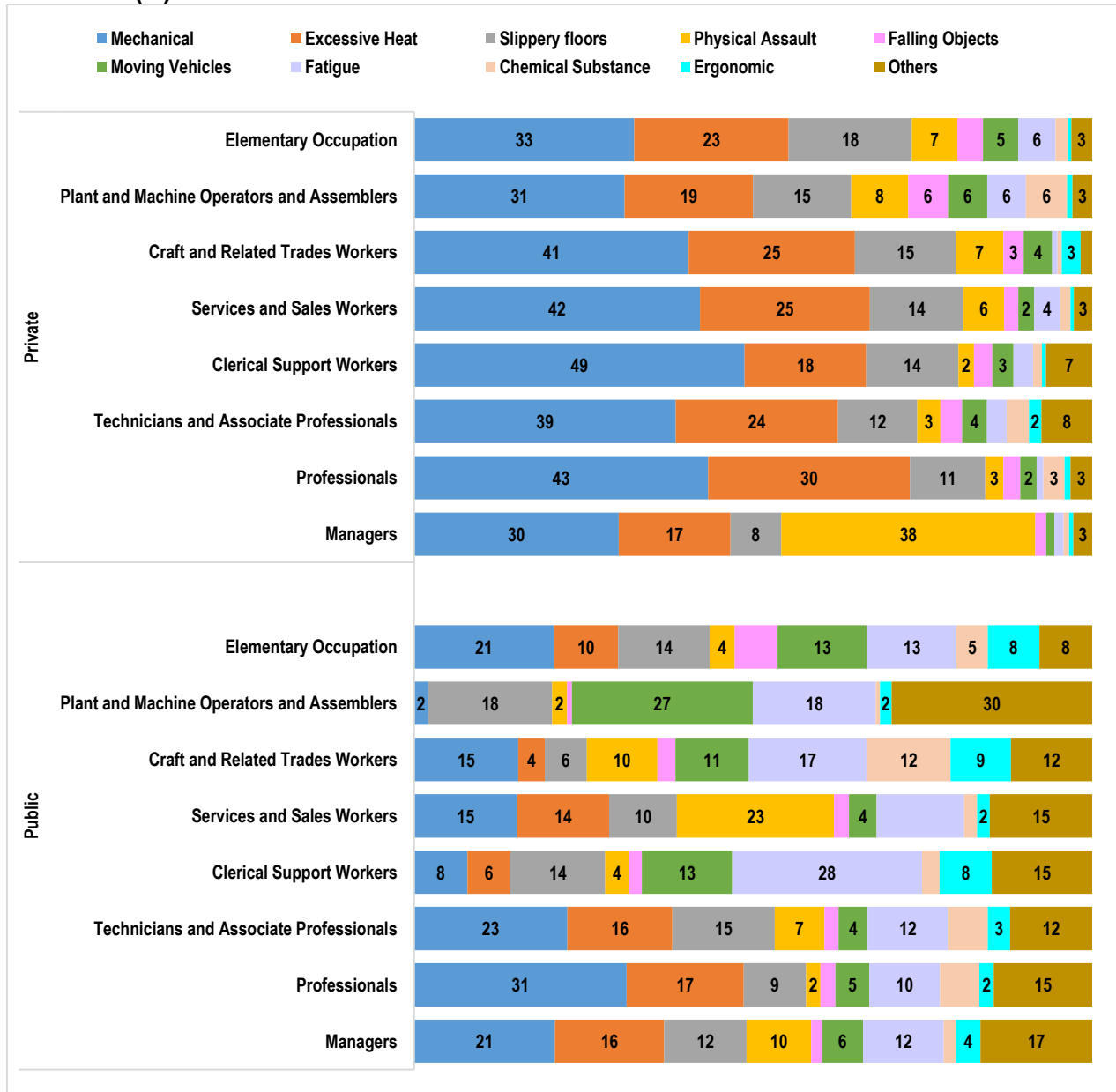


5.4.2.2 Dangers at the Workplace by Employees' Occupation

Figure 5.18 presents the distribution of employees by their occupation and type of dangers encountered at the workplace. In the Public Sector, Professionals (31%), Technicians, and Associate Professionals (23%), Managers and Elementary Occupation workers with 21 percent respectively were the most informed of the mechanical dangers encountered at the workplace compared to others. The findings indicate that employees are generally informed of the dangers that are directly linked to their occupation. For instance, Clerical Support workers were the most informed about fatigue (28%), Service, and Sales workers about physical assault (23%), and Plant and Machine Operators and Assemblers about moving vehicles (27%).

Similarly, in the Private Sector, mechanical dangers were the most reported with percentages ranging from 30 percent for Managers to 49 percent for Clerical Support workers. In addition, Managers were more informed about physical assault (38%), while Elementary workers about slippery floors (18%).

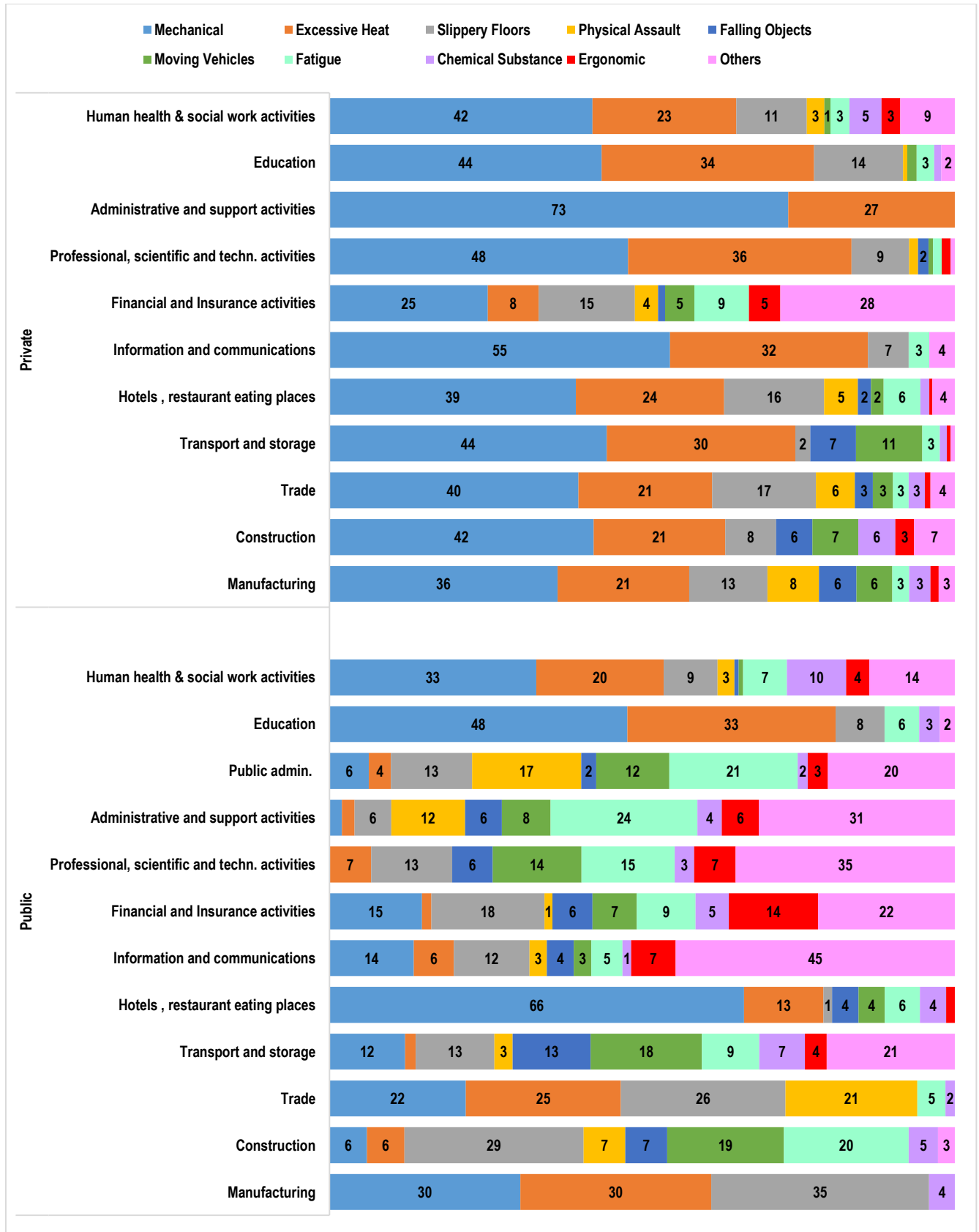
Figure 5.18: Employees by Occupation, type of Workplace Dangers Employers Informed them of and Sector (%)



5.4.2.3 Dangers at the Workplace by Main Activity of Employer

Figure 5.19 presents the distribution of employees by Industry of employer and type of dangers encountered at the workplace. In the Public Sector, employees in the Financial and Insurance industry were most informed about the dangers like slippery floors (18%) mechanical dangers (15%), excessive heat (14%), and ergonomics (14%), while those in Public Administration were informed about dangers like fatigue (21%) and physical assault (18%) among others. Employees that mostly reported mechanical danger were in Hotels, Restaurants and eating places (66%), education (48%), Human Health and Social work (33%), and Manufacturing (30%) compared to other industries in the same Sector. In the Private Sector, a similar pattern is observed for employees across the various industries.

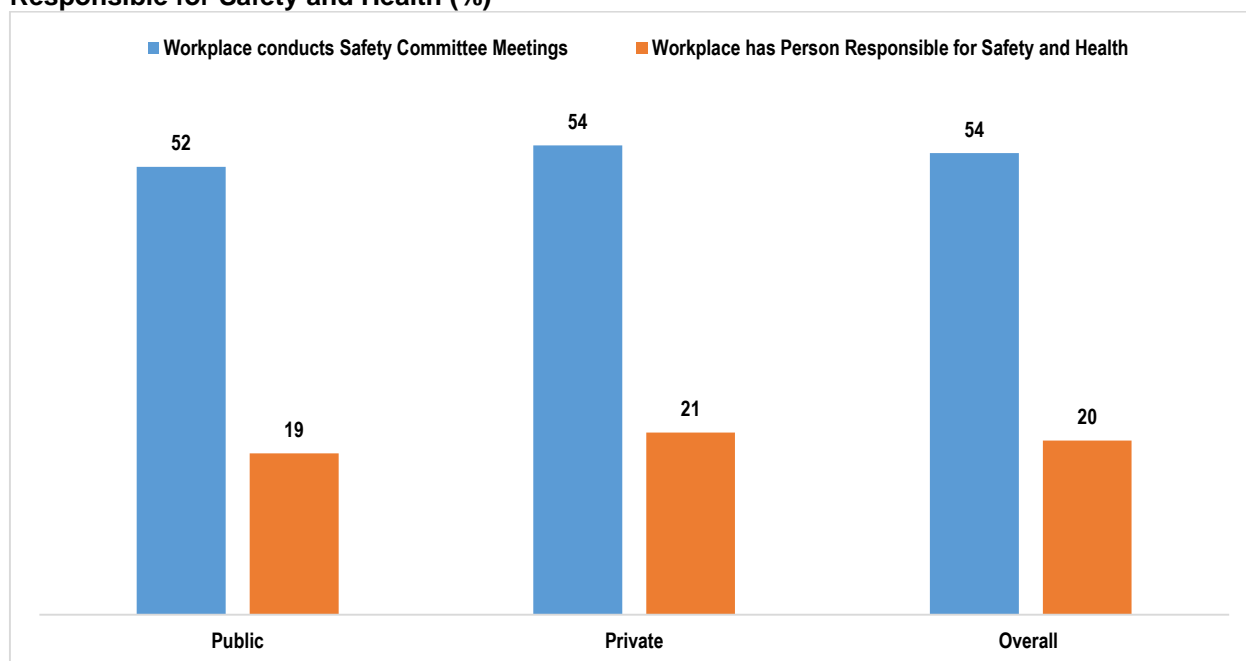
Figure 5.19: Employees by Industry, type of Workplace Dangers Employers Informed them of and Sector



5.4.2.4 Safety Committee Meetings

The survey solicited information on whether the workplace conducts safety committee meetings, and has someone responsible for safety and health. Figure 5.20 shows that, overall, 54 percent of the employees indicated that their workplace conducted safety committee meetings. The Private Sector had more employees who reported that their workplace conducts safety committee meetings (54%) compared to those in the Public Sector (52%). Furthermore, only 20 percent of the employees revealed that their workplace has a person responsible for safety and health with slightly more in the Private Sector (21%) compared to those in the Public Sector (19%).

Figure 5.20: Employees whose workplace conducts Safety Committee Meetings and have a Person Responsible for Safety and Health (%)



5.4.2.5 Workplace Accidents

Occupational accidents are defined as the occurrence arising out of or in the course of work which results in fatal occupational injury or non-fatal occupational injury. An occupational injury refers to any personal injury resulting from an occupational accident⁴. According to the International Labor Organization (ILO), more than 337 million accidents happen on the job each year, resulting, together with occupational diseases, and in more than 2.7 million deaths annually⁵. Additionally, there were 374 million non-fatal work-related injuries and illnesses each year, many of which resulted in extended absence from work. The human cost of this adversity is vast and the economic burden of poor occupational safety and health practices is estimated at 3.94 percent of global Gross Domestic Product each year. The ILO aims to create worldwide awareness of

⁴ The Occupational Safety and Health Act, 2006

⁵ ILO Safety and Health Work, 1996-2017

the dimensions and consequences of work-related accidents, injuries, and diseases and to place the health and safety of all workers on the international agenda to stimulate and support practical action at all levels.

Figure 5.21 shows that the survey also solicited information on the workplace accidents by first establishing whether the workplace had a record of accidents, and investigations on the common accidents and injury at the workplace. Overall, only 15% of the employees stated that their workplace had a practice of recording workplace accidents.

Figure 5.21: Employees reporting the existence of a record of Accidents at the Workplace (%)

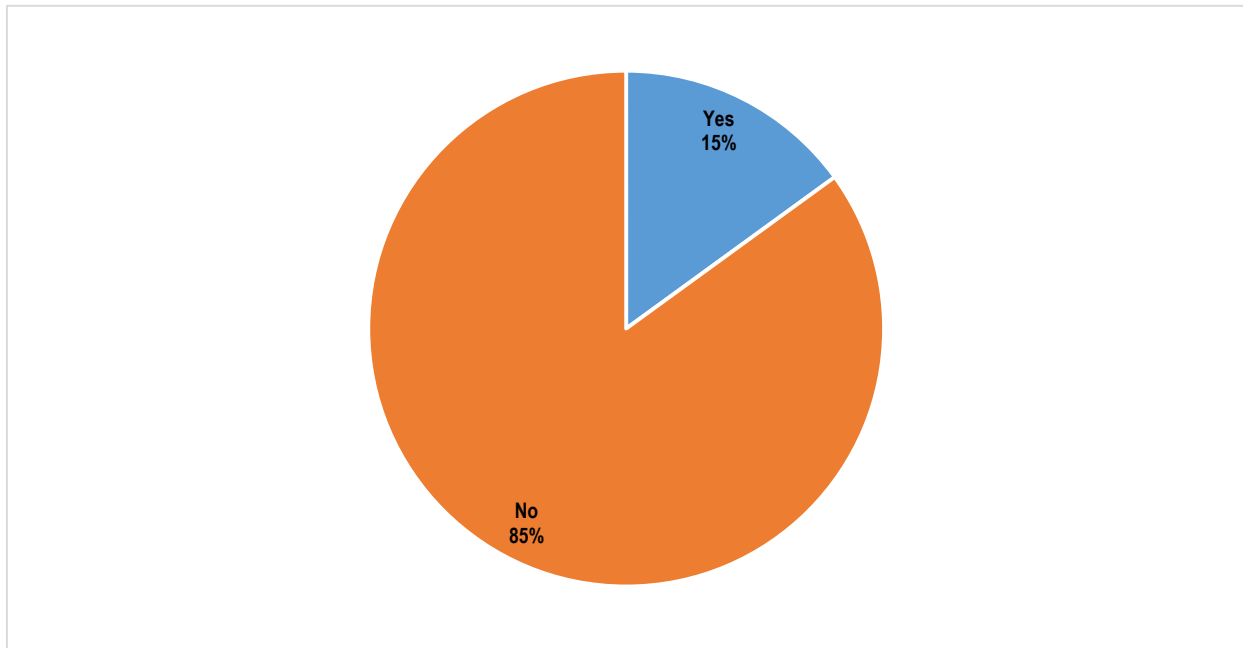
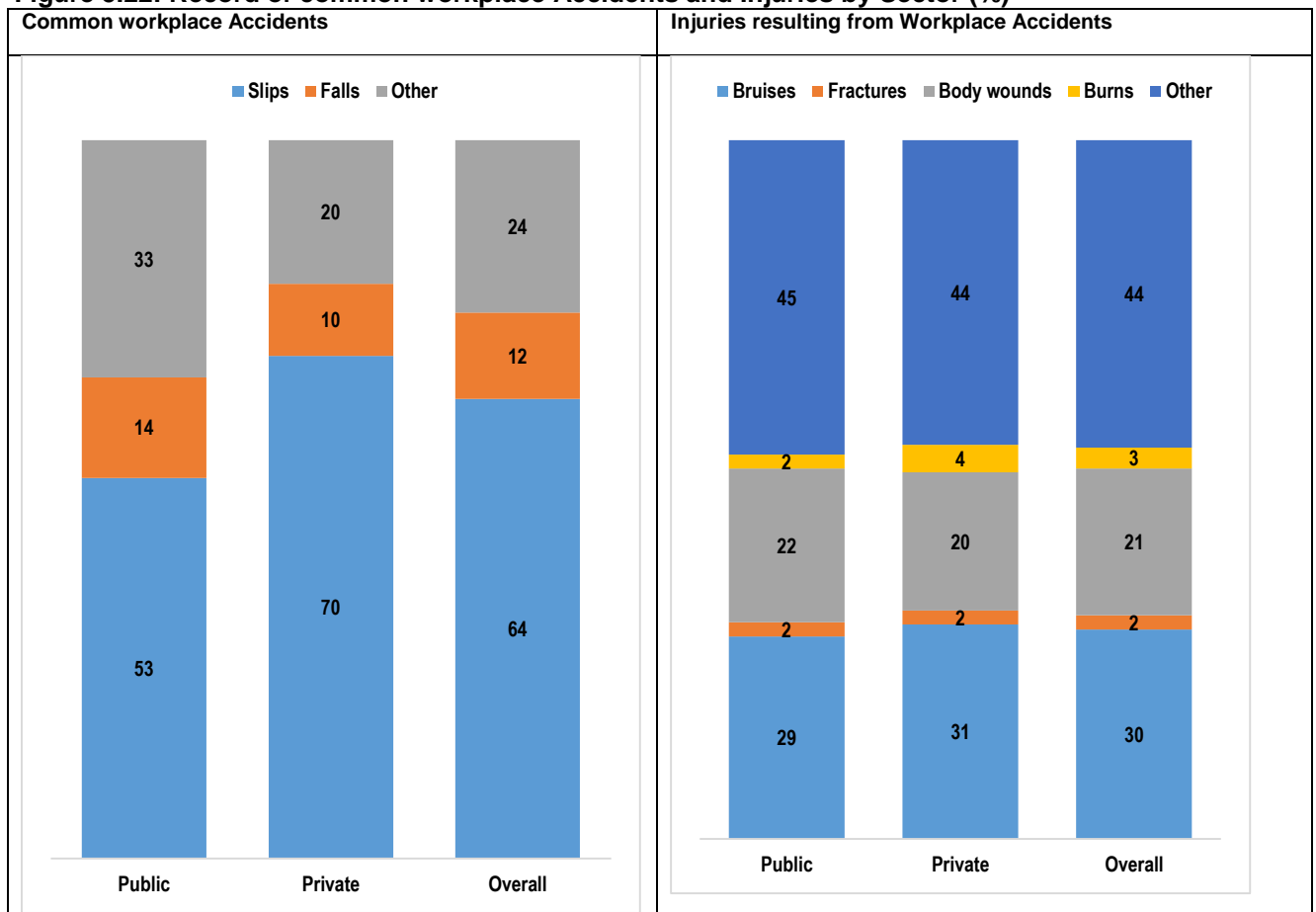


Figure 5.22 further shows that the majority of the employees reported slips (64%) followed by falls (12%). Among the common workplace accidents. Slips were mostly reported by employees in the Private Sector (70%) compared to those in the Public Sector (53%). In addition, bruises (30%), followed by body wounds (21%) were the most common workplace injuries reported by employees in the Formal Sector.

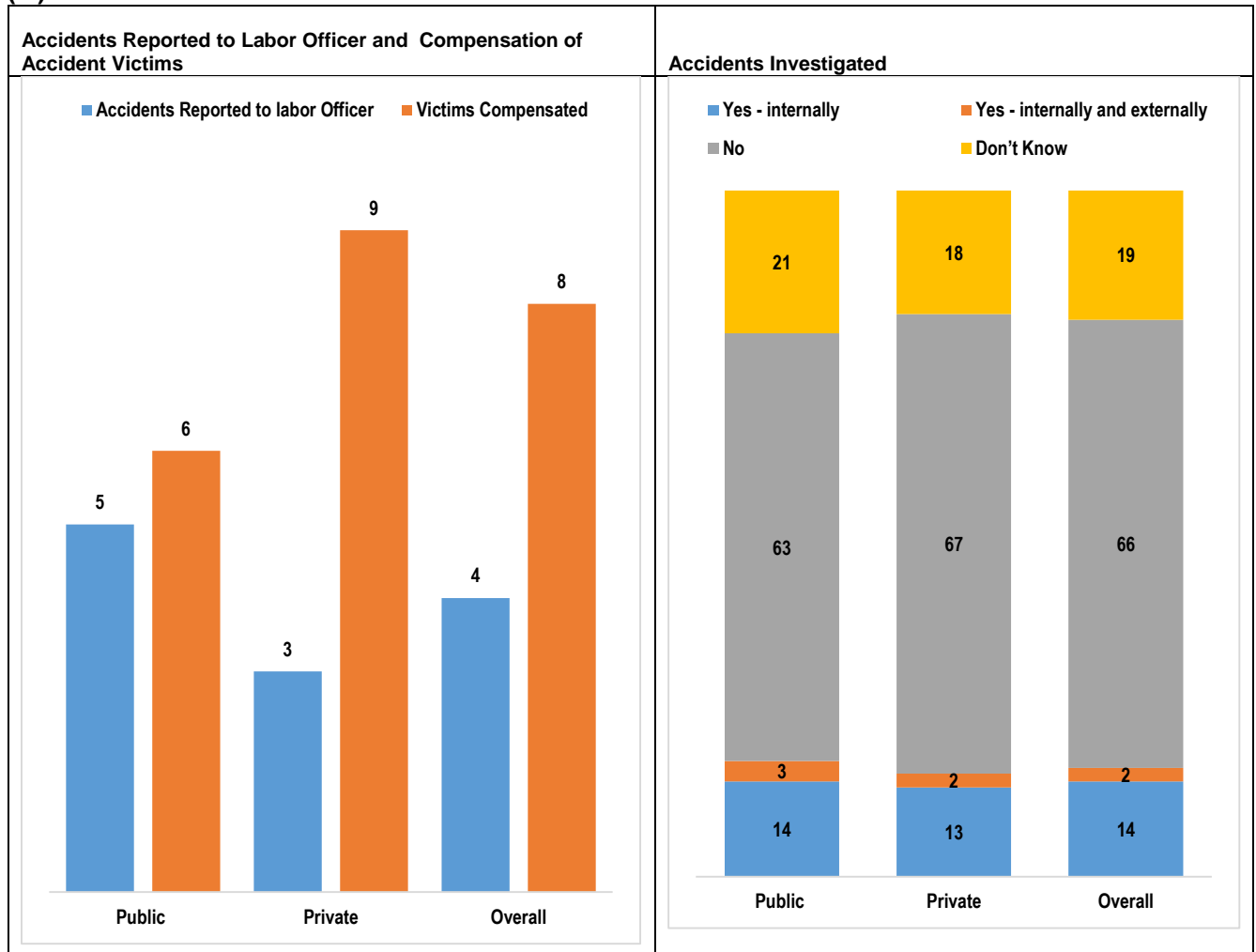
Figure 5.22: Record of common workplace Accidents and Injuries by Sector (%)



5.4.2.6 Reporting and Investigation of Accidents, And Compensation of Accident Victims

The survey also inquired into whether the matter is reported to the Labor Officer, and an investigation conducted when an accident occurs at the workplace. Figure 5.23 shows that, only 4 percent indicated that, the workplace accidents that occurred were reported to the Labor Officer with 5 percent in the Public Sector and two percent in the Private Sector. About 16 percent of the employees revealed that the workplace accidents that occurred were internally investigated (14%), while two percent had been subjected to both internal and external investigations. Furthermore, only eight percent of the employees reported that accident victims had been compensated with a higher likelihood in the Private Sectors (9%) compared to the Public Sector.

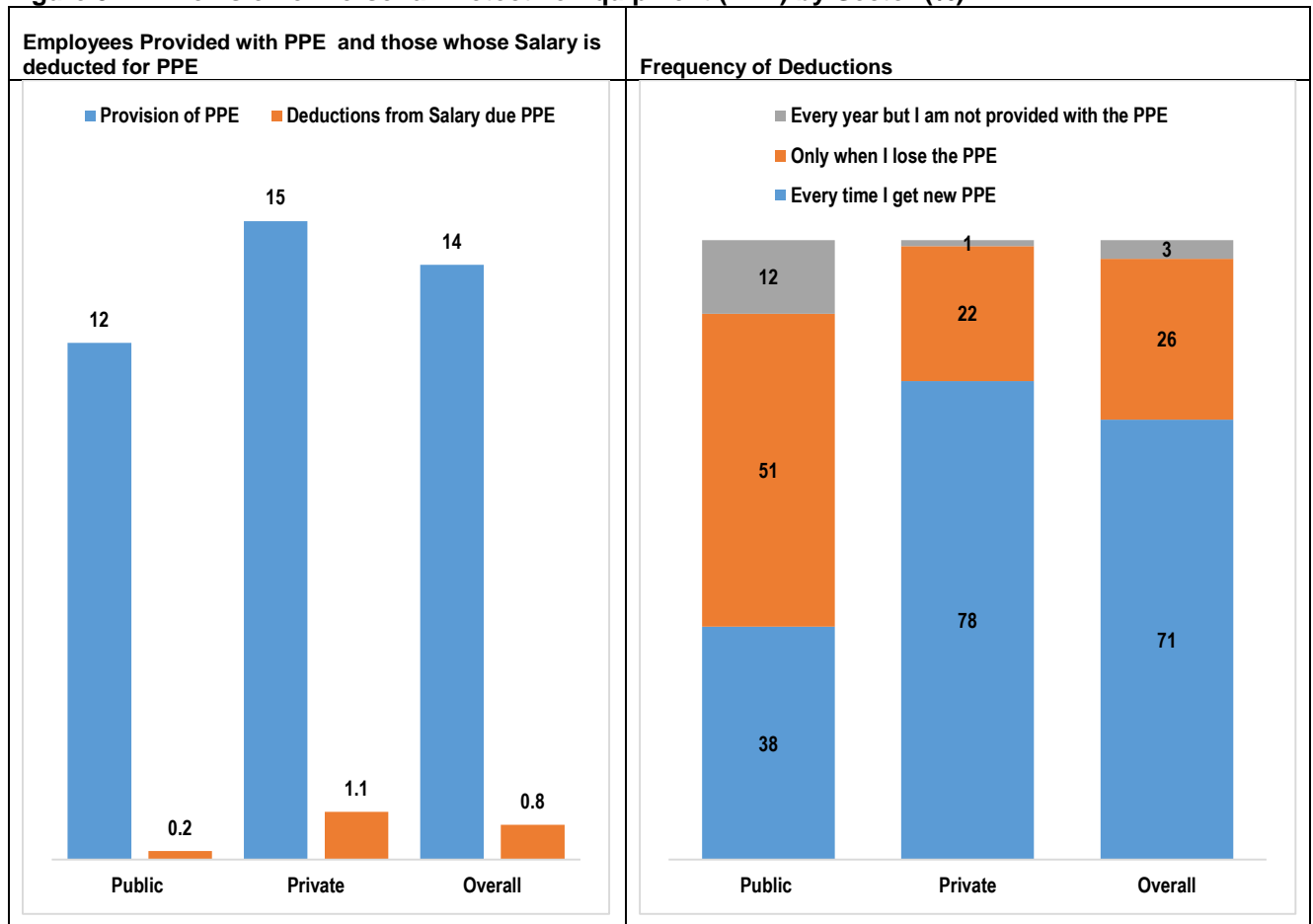
Figure 5.23: Reporting and Investigation, Compensation of Workplace Accidents Victims by Sector (%)



Clause 19 of the 2006 Occupational Health and safety Act states that, it is the responsibility of the employer to provide, where necessary, adequate and suitable personal protective clothing and equipment to the workers to prevent, as far as reasonably practicable, the risks of accidents or of adverse effects on health. The survey made an investigated into whether employees had ever been provided with Personal Protective Equipment (PPE) regardless of the place of work; if so, whether any deductions were made on the employee's salary as payment for the PPE received; and the frequency of deduction.

Figure 5.24 summaries the distribution of employees by provisional of Personal Protective Equipment. Overall, only 14 percent of employees had ever been provided with suitable and adequate PPE with a higher percentage in the Private Sector (15%) compared to those in the Public Sector (12%). Of the employees that reported receiving PPE, the proportion who revealed that their salary was deducted to pay for the PPE was negligible (1%). For the ones whose salary was deducted, seven in every ten employees (71%) indicated that it was done every time they got new PPE; while 26 percent only had their salary deducted when they lost their PPE.

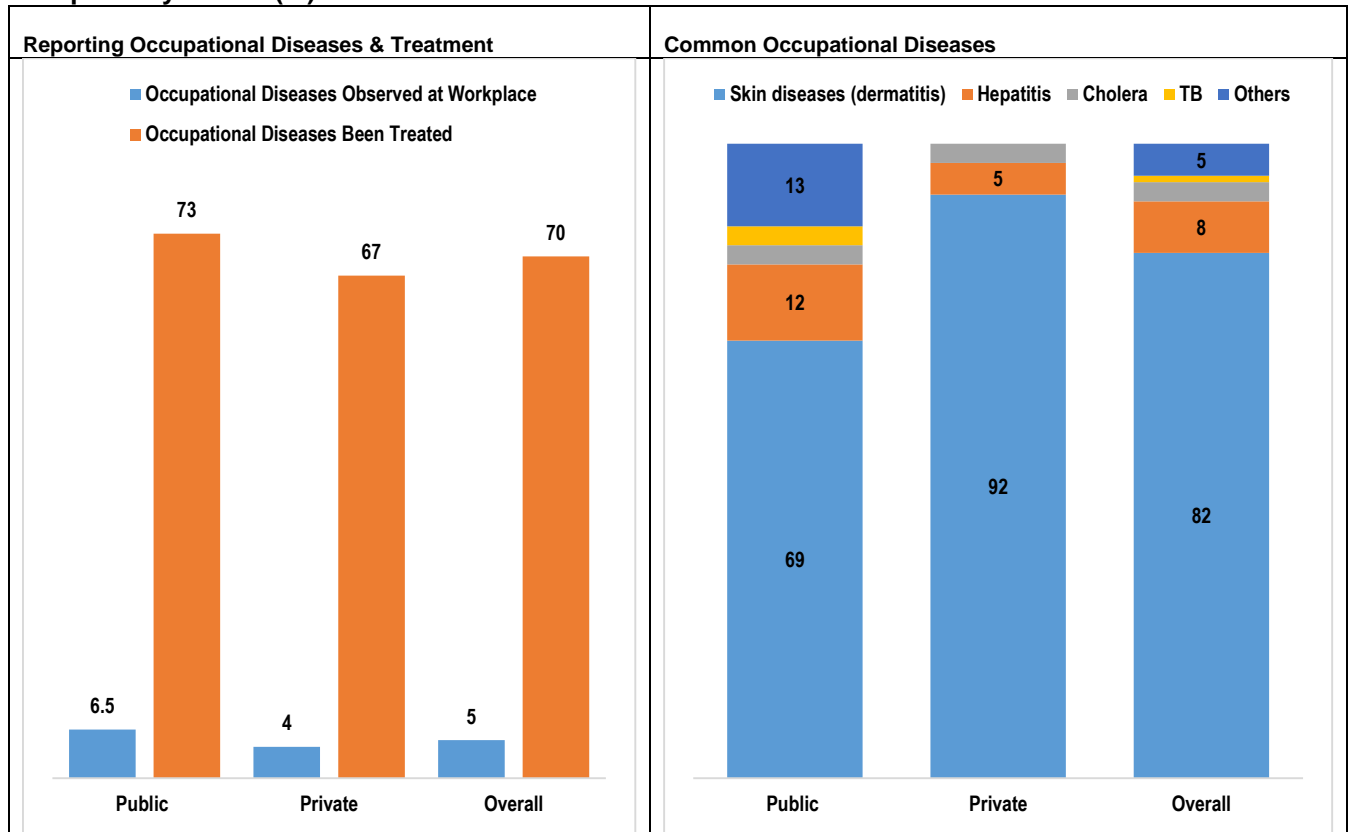
Figure 5.24: Provision of Personal Protective Equipment (PPE) by Sector (%)



5.4.2.7 Occupational Diseases

According to the Occupational, safety, and health Act of 2006, an occupational disease is a disease contracted as a result of an exposure to risk factors arising from a work activity. Employees were asked whether there were any occupational diseases observed at their workplace; and up to three common occupational diseases were listed and whether they were treated by the employer. Overall, five percent of the employees had observed occupational diseases at their workplaces with slightly a higher percentage among the Public Sector employees (7%) compared to those in the Private Sector (4%). Figure 5.25 reveals that, the most common occupational disease at the workplace were skin diseases (82%), followed by Hepatitis (8%). Skin diseases were most observed by employees in the Private Sector (92%) compared to their Public counterparts (69%). In terms of the occupational diseases treated at the workplace (employers), overall, of the employees that had observed occupational diseases, seven in every ten (70%) reported that treatment was provided by their employer.

Figure 5.25: Employees Reporting Occupational Diseases (OD) Occurrence and Treatment at the workplace by Sector (%)



5.4.2.8 Stress Management and Sexual Harassment at the Workplace

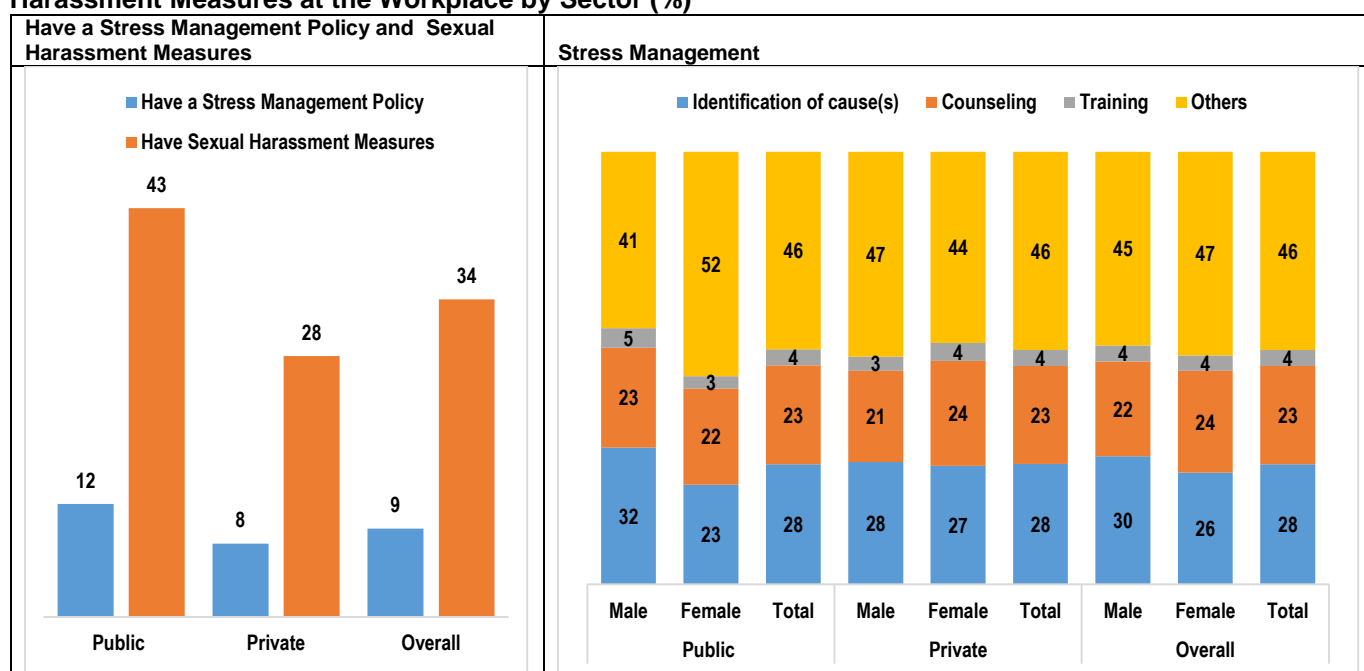
Stress can arise due to a combination of factors which can be broadly grouped as social, economic, and environmental. Stress is the psychological and physical state that results when the resources of the individual are not sufficient to cope with the demands and pressures of the situation. Thus, stress is more likely in some situations than in others and in some individuals than others. Stress can be a hindrance to the achievement of goals, both for individuals and for organizations.⁶

The survey asked employees whether their workplace has a policy for addressing stress and sexual harassment. Figure 5.26 shows that, overall, only 9 percent of the employees reported that their workplace has a policy to address stress with a higher percentage in the Public Sector (12%) compared to the Private Sector (8%). All employees were asked about how they manage stress at the workplace regardless of whether they have a stress policy or not. Overall, about a third of the employees (28%) reported that, identifying the cause(s) of stress was a key in stress management; followed by counseling (23%) and only four percent mentioned training.

⁶ <https://www.helpguide.org/articles/stress/stress-in-the-workplace.htm>

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature made as a term or condition of an individual's employment, education, living environment, or participation in a University community.⁷ In that respect, sexual harassment must have a detrimental effect on workers' employment, job performance, and job satisfaction. Employees were asked whether their employer has any measures to control sexual harassment at the workplace. One third of the employees (34%) revealed that their workplace had measures to control sexual harassment with slightly more males (35%) than female employees (33%). A higher proportion of employees in the Public Sector (43%) reported that their workplace had measures to control sexual harassment compared to those in the Private Sector (28%).

Figure 5.26: Employees reporting Availability of a Stress Management Policy and Sexual Harassment Measures at the Workplace by Sector (%)



5.5 Job Search by Employee and Candidate Preferences

The survey also solicited information on job search to get an insight into the different methods/means employees use when looking for a job, whether they wished to move from their current residence in search for a new job; if so, the plausible reasons for such a decision. Furthermore, questions were asked on the area one would prefer to move to for a job, up to three reasons for non-interest; while those who were only willing to move within Uganda or East African Community (EAC) stated up three reasons in the order of importance.

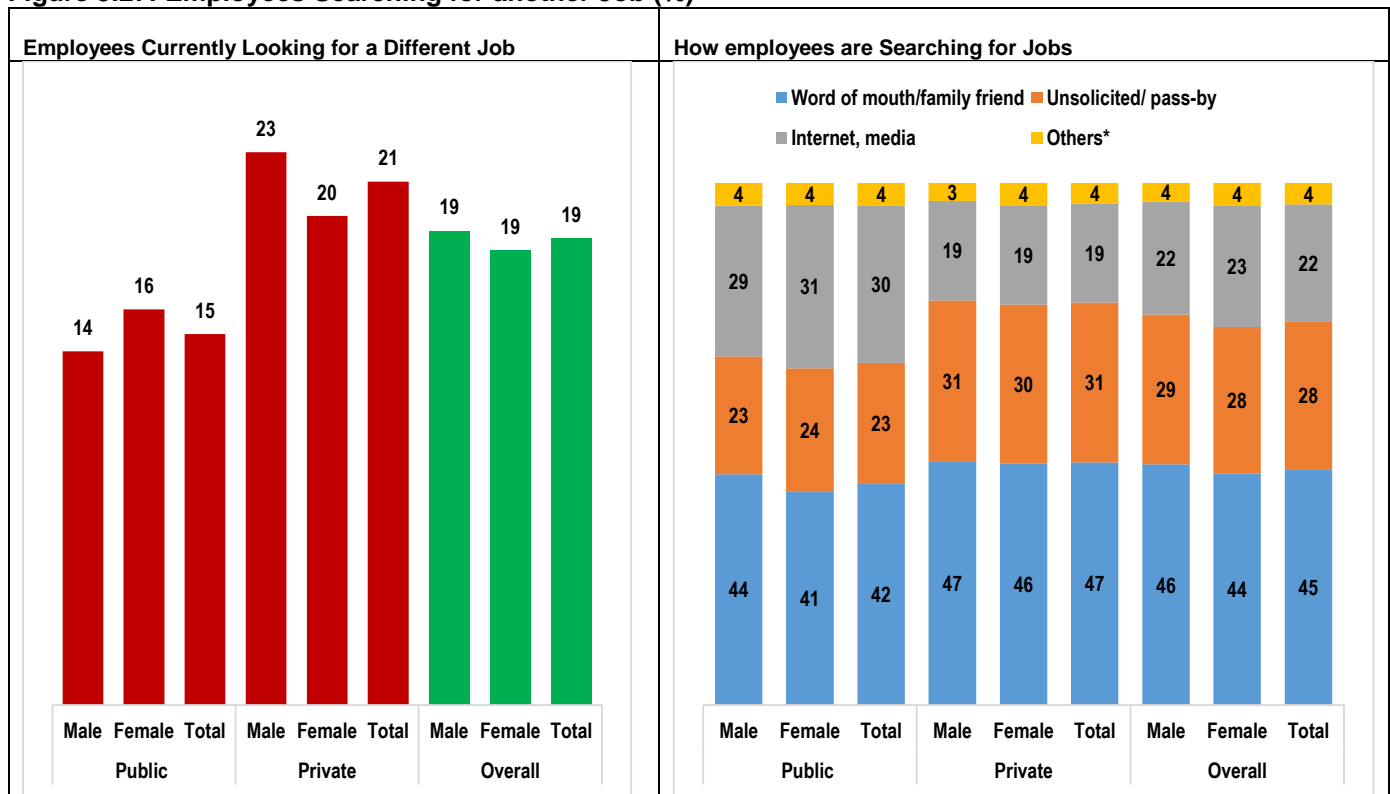
Figure 5.27 shows that about two in every ten formal sector employees (19%) were looking for a job with a higher proportion in the Private sector (21%) compared to the Public sector (15%). In the public sector, 16%

⁷ <https://sapac.umich.edu/article/63>

of females and 14% of male employees were looking for a different job; in the Private sector where more males (23%) than females (20%) were looking for a job.

In terms of the methods/means employees were using to search for a different job, overall, the majority were using word of mouth/family/friends (45%) followed by unsolicited/passers-by applications (28%) and the internet/other media channels (22%). Furthermore, irrespective of the sex of the employees, more employees in the Private Sector were looking for a different job by word of mouth/family/friends while a notable proportion in the Public Sector were using the internet/media channels.

Figure 5.27: Employees Searching for another Job (%)



5.5.1 Employees' Search for Job and Preference of Area

The employees were asked whether they wanted to move away from their current residence to search for a new job. Figure 5.28 shows that, three in every ten employees (30%) searching for a new job were willing to move away from their current residence with more in the Private Sector (32%) than the Public Sector (26%). Of the employees who were willing to move or relocate in search for another job, overall, the majority indicated that better salaries/benefits (81%), followed by better working conditions (13%) and search for new exposure (4%) were some of the reasons fronted for the willingness to move with no variations by Sector. However, within the Public Sector, more male employees were searching for a new job for better remuneration (86%) compared to females (76%).

Figure 5.28: Employees willing to change the current residence for a new job and reasons for willingness to move (%)

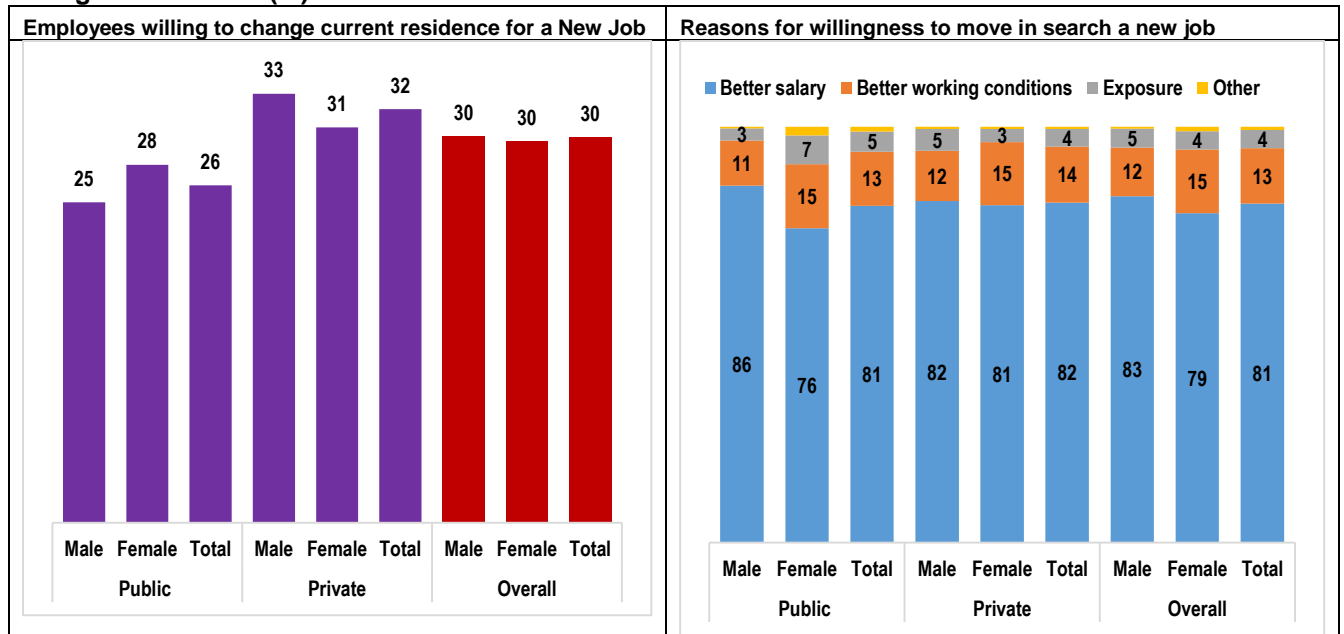
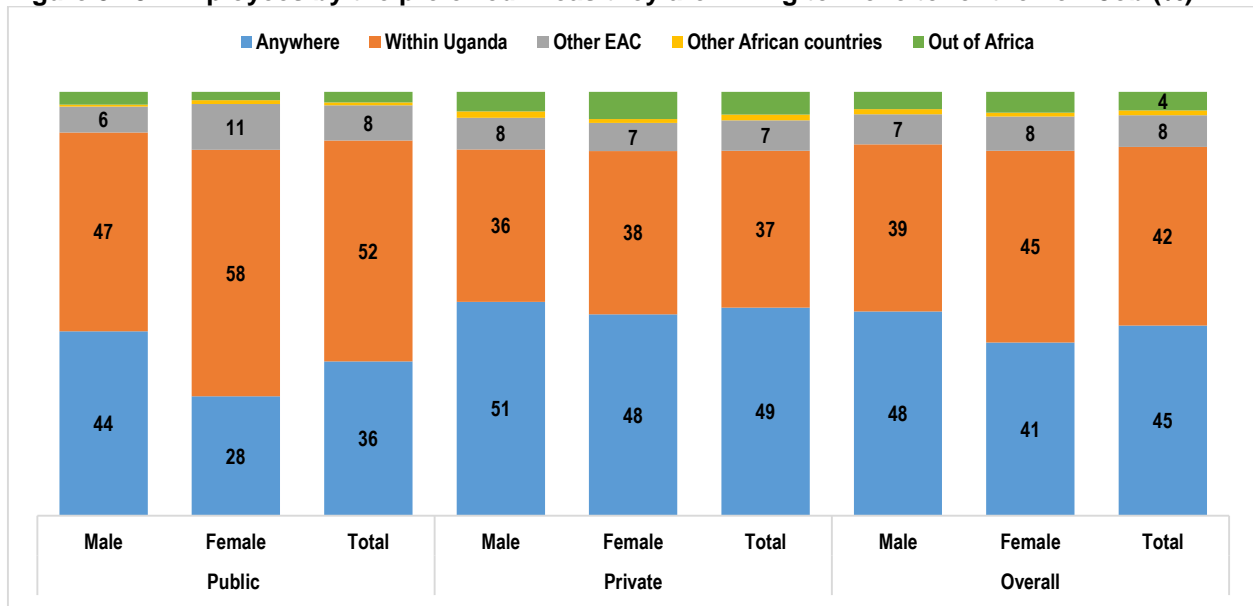


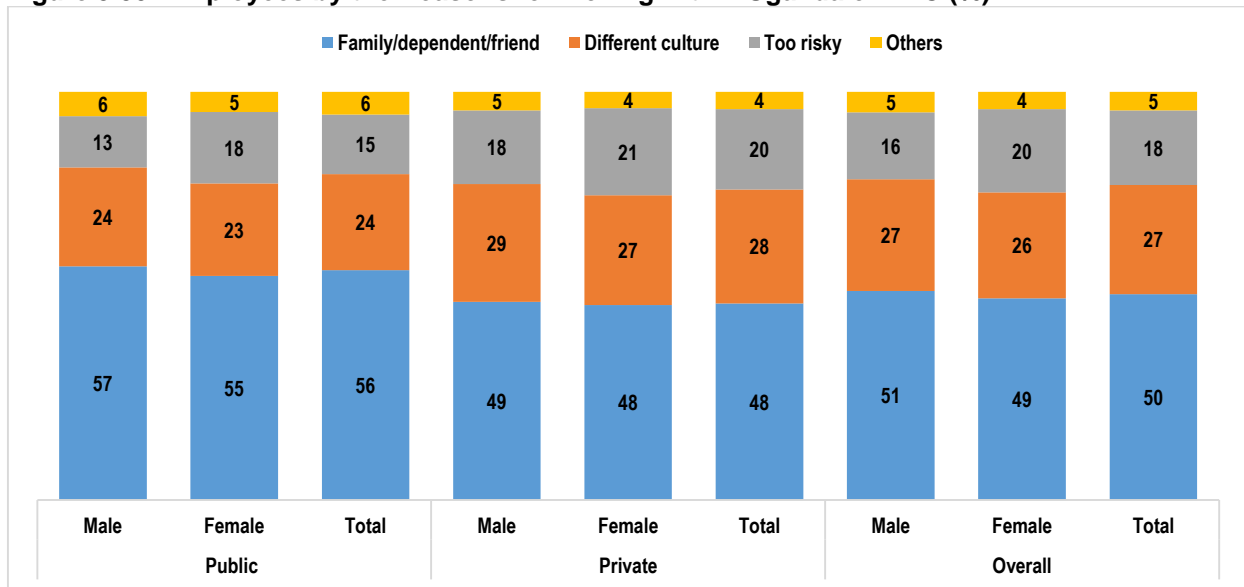
Figure 5.29, presents the distribution of employees by their preferred areas for a new job by Sector and sex. Overall, the majority of employees were willing to work anywhere (45%) with more males (48%) than females (41%). In addition, about four in every ten employees preferred a new job within Uganda (42%); with more females (45%) than males (39%). Disaggregation by Sector reveals that, in the Public Sector, over half of the employees preferred a new job in Uganda (52%) with more females (58%) than males (47%). On the other hand, about a half of the employees in the Private Sector (49%) were willing to take a new job anywhere with more males (51%) than females (48%). It is worth noting that, about 8 percent of employees searching for a new job preferred to work in the other East African Community member countries while four percent preferred a new job out of Africa (4%).

Figure 5.29: Employees by the preferred Areas they are willing to move to for the new Job (%)



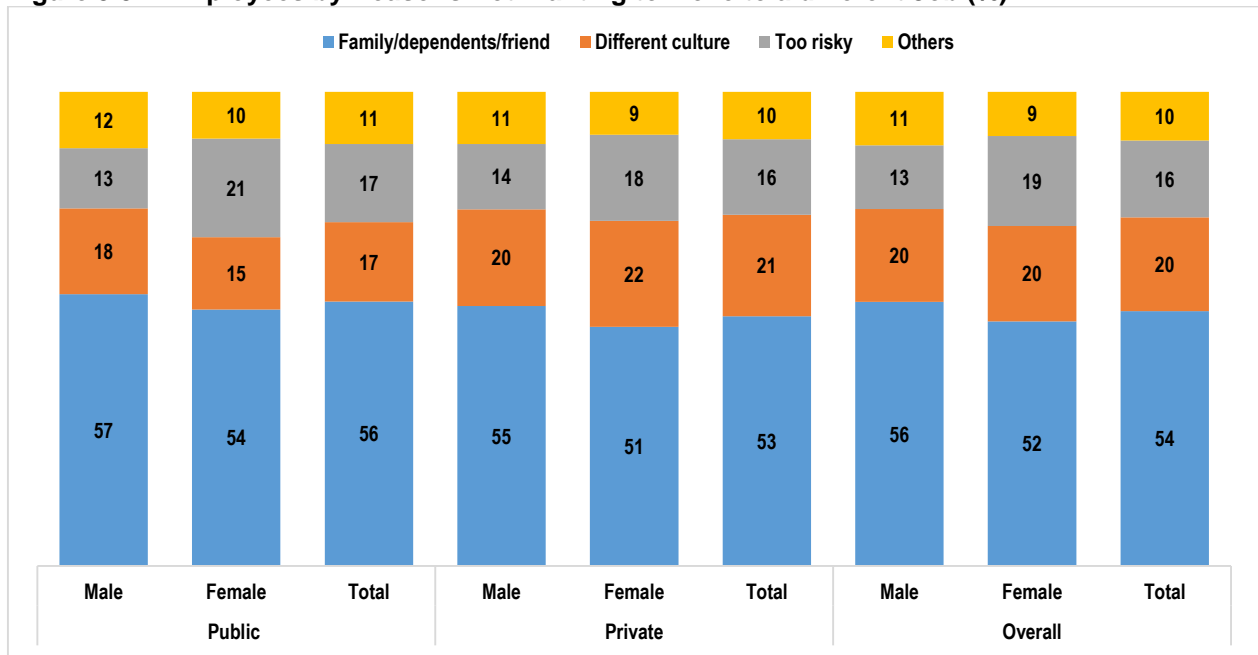
Employees who preferred a new job within Uganda or other EAC member country were further asked for the reasons for their choice. Figure 5.30 shows that, half of the employees cited family/dependents/friends (50%), followed by different cultures (27%) and high risks (18%) as the main reason for their choice of new job areas. Irrespective of the Sector and sex of the employees, a similar pattern was observed.

Figure 5.30: Employees by the Reasons for Moving within Uganda or EAC (%)



Concerning the employees who were not willing to leave their current residence in search for a new job, employees were asked for the reasons for their preference. Figure 5.31 reveals that, overall, the major reason advanced was family/dependents/friends (54%) followed by different culture (20%) and high risk to leave (16%).

Figure 5.31: Employees by Reasons Not Wanting to Move to a different Job (%)



5.6 Employee's Challenges at the Workplace

Employees' challenges at the workplace can be referred to as limitations or hindrances which can impact on individual's performance if no remedial action is taken. Figure 5.32 reveals that, underpayment of salary (21%), followed by excess workload/hours (16%), fatigue (13%) and stress (11%) were the main challenges faced by employees in the workplace. A similar pattern was observed in the challenges cited by employees in both the Public and Private Sector. Overall, at least one percent of the employees in the Private Sector mentioned sexual harassment as one of the challenges they were facing at the workplace while it was less than one percent in the Public Sector.

Figure 5.32: Challenges reported faced by Employees by Sector (%)



5.7 Summary of Findings

There were more males (56%) employees in the Formal Sector compared to their female counterparts (44%). The majority of employees were in the age group 24 – 29 years (26%) and 30 – 35 years (21%). Disability among employees was estimated at one percent with the majority in the Arts, Entertainment, and Recreation Sector (5%) compared to the rest. Overall, 66 percent of the employees were married with a higher proportion of males (73%) compared to females (57%). The majority of employees were Ugandans (98%) compared to only two percent from other countries. Overall, 94 percent of the employees had attended school in the past, five percent were attending at the time of the survey, while one percent had never attended school. The majority of employees had a Certificate/Diploma (47%) followed by a Bachelor’s Degree (21%). Six in every ten employees (60%) had specialized in the field of Education with a higher proportion in the Public Sector (63%) compared to the Private Sector (58%). Across all fields of specialization, the share of males was higher than that of female employees. Over half of the Managers were Degree holders (55%), 70 percent of Certificate/Diploma holders were employed as Professionals, 46 percent as Technicians and Associate Professionals and 54 percent as Clerical and Support workers. The majority of the Managers were of the age 30 to 41 years (41%) while employees in the other occupations were of the age 24 to 35 years. The bulk of employees in the Formal Sector were Professionals (56%) followed by Service and Sales workers (17%), and Managers (14%). Most of the occupations were dominated by male employees expect for Personal Service workers, Cleaners and Helpers, General and Keyboard Clerks, Health Professionals, Customer Service Clerks, and Personal Care workers which had a higher share of female employees.

The majority of employees had a permanent contract with their employer - this was predominant in the Public Sector (81%) compared to the Private Sector (55%). In addition, the majority of employees had written contracts with 90 percent in the Public Sector compared to 57 percent in the Private Sector. Overall, three in every four employees (75%), got their job by passing Tests and being appointed with 90 percent in the Public Sector and 61 percent in the Private Sector. Nine in every ten employees (91%) reported that their current job matched the education level acquired with 96 percent in the Public Sector compared to 89 percent in the Private Sector. Overall, only seven percent of the employees had membership to a Labor Unions, with slightly more males (8%) than females (6%). the main reason for employees' Non-membership to Labor Unions was lack of awareness (68%) followed by the employees who think that labor unions do not help (21%). Overall, only nine percent of the employees were members of Professional Associations with slightly more male employees (10%) than females (8%). Close to three in every ten employees (27%) revealed that their employer regularly contributed to their NSSF savings with a higher proportion in the Private Sector (34%) compared to those in the Public Sector (16%).

About two in every ten employees (19%) stated that their Establishments/organizations had a Health and Safety Policy; while only one in every ten employees (10%) reported that their employers were informed about the dangers at the workplace. Over half (54%) of the employees indicated that their workplace conducted safety committee meetings; while only 20 percent of the employees revealed that their workplace has a person responsible for safety and health. Overall, only 15% of the employees stated that their workplace had a practice of recording workplace accidents. Only 4 percent indicated that, the workplace accidents that occurred were reported to the Labor Officer, 16 percent of the employees revealed that the workplace accidents that occurred were investigated – internally investigated (14%) while, 2 percent had been subjected to both internal and external investigations; only eight percent of the employees reported that accident victims had been compensated. Five percent of the employees had observed occupational diseases at their workplaces with slightly a higher percentage among the Public Sector employees (7%) compared to those in the Private Sector (4%). Overall, only nine percent of the employees reported that their workplace has a policy to address stress with a higher percentage in the Public Sector (12%) compared to the Private Sector (8%). At least three in every ten employees (34%) revealed that their workplace had measures to control sexual harassment with about the same proportion of male (35%) and female employees (33%).

About two in every ten Formal Sector employees (19%) were looking for a job with more in the Private Sector (21%) compared to those in the Public Sector (15%). The majority were using word of mouth/family/friends (45%), followed by unsolicited/passers-by applications (28%), and the internet/other media channels (22%). Three in every ten employees (30%) searching for a new job were willing to move away from their current residence with more in the Private Sector (32%) than the Public Sector (26%). Overall, the majority of employees were willing to work anywhere (45%) with more males (48%) than females (41%). In addition, about four in every ten employees preferred a new job within Uganda (42%); with more females (45%) than males (39%). Half of the employees cited family/dependents/friends (50%), followed by different cultures (27%) and high risks (18%) as the main reason for their choice of new job areas. Half of the employees cited family/dependents/friends (50%), followed by different cultures (27%) and high risks (18%) as the main

reason for their choice of new job areas. Underpayment of salary (21%), followed by excess workload/hours (16%), fatigue (13%) and stress (11%) were the main challenges faced by employees in the workplace.

6 CHAPTER SIX

CROSS CUTTING ISSUES

6.0 Introduction

This chapter presents on findings from responses on similar issues as reported by Employers and Employees including the availability of policies at the work place, working terms and conditions and Labour rights; comparing employees' earnings as reported by employers and employees, hours worked and entitlements offered to employees among others. The analysis focuses on any disparities that may exist between what employers reported versus what the employees indicated.

6.1 Policies at the Work Place

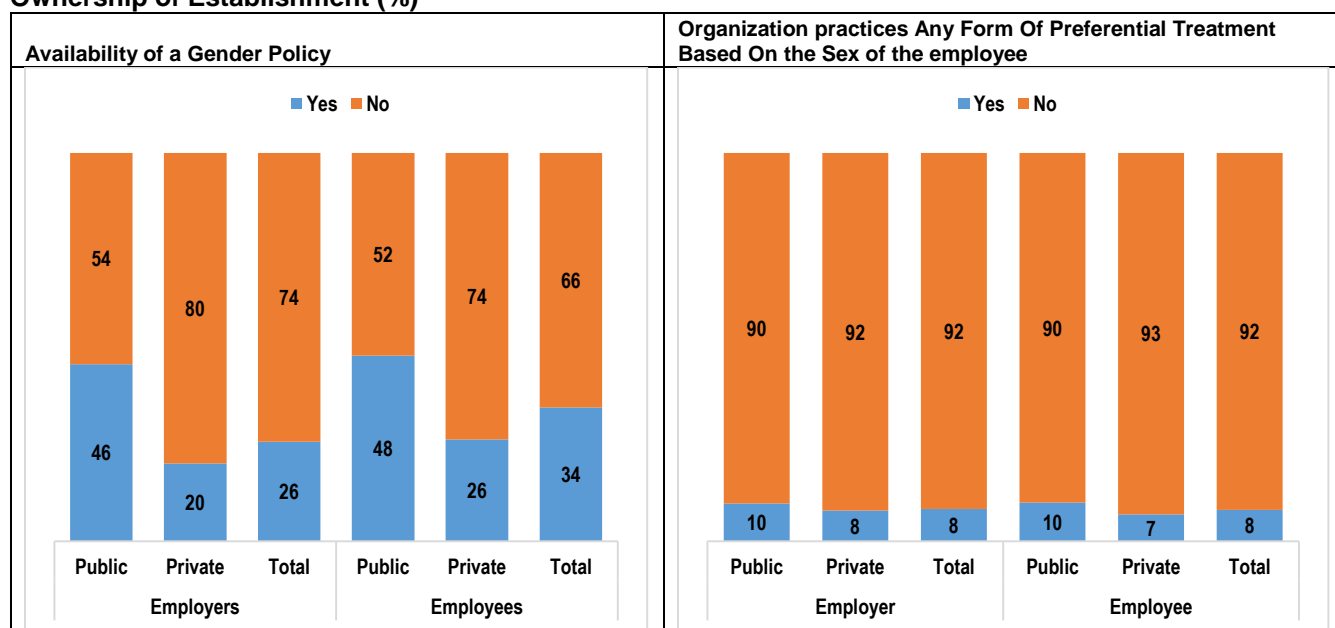
The importance and relevance of various policies at the work place cannot be over emphasized. Employees find it helpful to understand the kind of rules that cover their workplace. These can be provided in policies, procedures, codes, rules and guidelines. The survey collected information on the availability of a gender policy, disability policy and HIV/AIDS policy at the workplace from both employers and employees.

6.1.1 Gender Policy

Sustainable Development Goal 5 (SDG 5) focuses on gender equality and women empowerment. The Uganda Gender Policy 2007 provides "a clear framework for identification, implementation, and coordination of interventions designed to achieve gender equality and women's empowerment. The policy prescribes interventions that improve the earning potential of women and respond to the diverse livelihood needs of women and men. The National Gender Policy has been successful in raising awareness of gender inequalities at all levels of Government and within society. Nevertheless, gender inequality persists and women continue to face discrimination, particularly in access to economic opportunities.

The results in Figure 6.1 show that, overall 26 percent of employers while 34 percent of employees indicated that the organization had a Gender policy. The employers (46%) and employees (48%) in the Public-owned organizations were more likely to report the availability of a Gender policy compared to their counterparts in Private-owned Establishments (employers (20%) and employees (26%)). However, no major differences were observed in the proportion of employers and employees that reported the existence of practices of preferential treatment based on the sex of the employee regardless of the ownership of the organization.

Figure 6.1: Availability of a Gender Policy at the Workplace and preference of Sex of employee by Ownership of Establishment (%)



6.1.2 Contents of Gender Policy

With regard to what the gender policy contains, Table 6.1 presents the distribution of employers and employees by the various contents highlighted in the policy by ownership of the organization. The results show that, overall, although 35 percent of employees indicated that the policy contained quota of management positions for women, only 17 percent of the employers reported the same. Disparities were also evident between what employees and employers reported regarding the overall quota for women (11% and 3% respectively); preferential recruitment for women (16% and 24% respectively) as well as preferential recruitment for men (13% and 23% respectively). Further disaggregation by ownership of the organization shows salient differences between the Public and Private sectors for both employers and employees. For instance, 40 percent of employers and 28 percent of employees in Public sector reported that maternity leave is embedded in the workplace gender policy compared to 16 percent of employers and employees in the Private sector respectively.

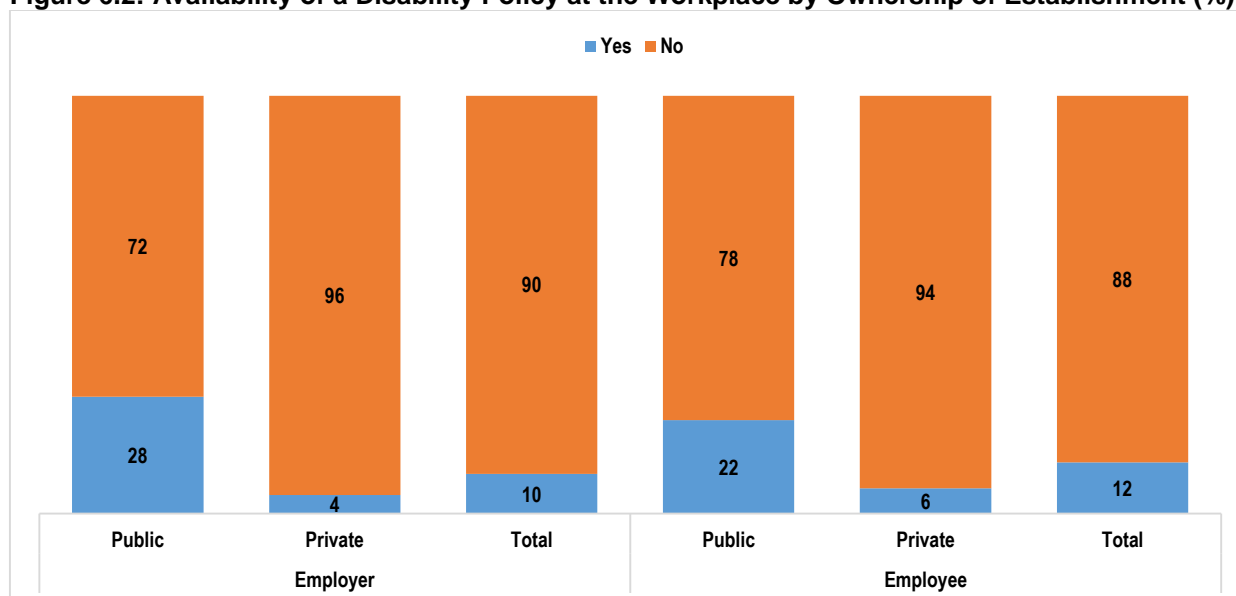
Table 6.1: Distribution of Employers and Employees by Content of Gender Policy and Ownership of Organization (%)

Content of Gender Policy	Employer			Employees		
	Public	Private	Total	Public	Private	Total
Quota of management positions for women	10.3	19.8	16.8	32.8	36.1	34.5
Maternity leave	39.5	16.1	23.5	28.2	15.5	21.7
Preferential recruitment for women	17.6	27.4	24.3	16.8	15.9	16.3
Preferential recruitment for men	17.0	26.2	23.3	11.5	14.6	13.1
Overall quota for women	2.1	3.4	3.0	7.1	13.7	10.5
Preferential payment	7.1	4.1	5.0	1.5	2.6	2.1
Differential retirement age	6.1	2.9	3.9	1.8	1.4	1.6
Others	0.4	0.2	0.3	0.4	0.2	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

6.1.3 Disability Policy

The Ugandan Government has implemented a number of policies aimed at combating disability discrimination in the workplace and leap towards equality of opportunities. However, despite the availability of progressive legislation and policies, persons with disabilities continue to face many barriers to accessing employment. The 2006 national policy on disability in Uganda highlights the need to create a conducive environment for participation of Persons With Disabilities (PWDs) among other objectives. Figure 6.2 shows that about one in every ten employers (10%) and 12 percent of employees indicated the availability of a disability policy at their workplace. Comparison by ownership shows that, more employers (28%) and employees (22%) in the Public organization reported availability of a Disability policy at the work place while it was only 4 percent and 6 percent of employers and employees in Private organizations respectively.

Figure 6.2: Availability of a Disability Policy at the Workplace by Ownership of Establishment (%)



6.1.4 HIV/AIDS Policy

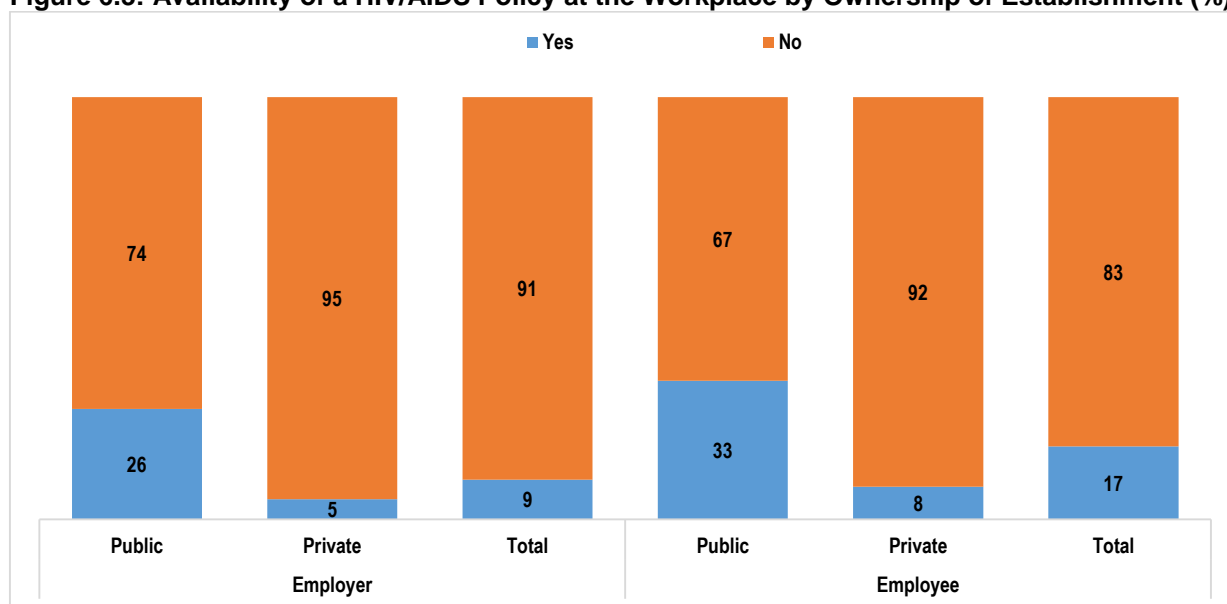
HIV/AIDS is a major threat to work because it mainly affects the productive part of society. Therefore the workplace is one of the most important and effective entry points for tackling the HIV epidemic. Employers and employees can work together to promote prevention through workplace education programmes, to provide care and treatment and to mitigate the effects of HIV/AIDS on those infected or affected. Keeping employees at work contributes to their well-being, maintains productivity, boosts their morale, and reinforces a working environment free of prejudice and discrimination⁸.

The 2003 National policy on HIV/AIDS and the work world provides guidelines for employers, workers, and the Government on prevention, management, as well as mitigation of the impact of HIV/AIDS within the world of work; elimination of stigma and discrimination on the basis of perceived or real HIV status within the world

⁸ HIV/AIDS workplace policy -GTZ Uganda

of work; the effectiveness of measures taken to combat HIV/AIDS and its impact within the world of work; and promotion of care, treatment and support for people living with HIV/AIDS within the world of work. Both the employers and employees were asked about the availability of a workplace HIV/AIDS policy and what it entails. Figure 6.3 shows that, overall, only nine percent of employers and 17 percent of employees revealed that an HIV/AIDS workplace policy was available in their organization. Differences by ownership showed that, more employers (26%) and employees (33%) in Public organizations compared to those in Private organizations (employers (5%) and employees (6%)) reported availability of an HIV/AIDS workplace policy.

Figure 6.3: Availability of a HIV/AIDS Policy at the Workplace by Ownership of Establishment (%)



6.1.5 Contents of HIV/AIDS Workplace Policy

The Uganda Public Service HIV/AIDS policy stipulates that, employees should: have equal rights, opportunities and obligations irrespective of their HIV/AIDS status; be protected against stigmatization and discrimination at the workplace; have access to complete and updated information and educational programmes on HIV/AIDS; be encouraged to voluntarily test for HIV shall with appropriate pre- and post-test counselling services; is not obliged to inform the employer regarding his/her HIV/AIDS status except where the Officer feels that sharing such information with a supervisor would be helpful; and with HIV/AIDS should be made fully aware of their responsibility to prevent onward transmission to others.

Analysis of the contents of the HIV/AIDS workplace policy presented in Table 6.2 shows that, overall, 40 percent of employees compared to 37 percent of employers indicated that their HIV/AIDS workplace policy contained information on Voluntary Counseling and Testing (VCT) services while 29 percent and 22 percent revealed that it contained free condom distribution for workers respectively. In the Public sector, slightly more employees (39%) than employers (35%) indicated that VCT services were included in their HIV/AIDS workplace policy compared to their counterparts in the Private sector (44% and 40% respectively).

Table 6.2: Distribution of Employers and Employees by Content of HIV/AIDS Policy and Sector (%)

Content of HIV/AIDS Policy	Employer			Employees		
	Public	Private	Total	Public	Private	Total
VCT services	34.6	39.9	36.5	38.7	44.2	40.0
Free condom distribution for workers	24.0	18.0	21.8	31.3	22.8	29.2
Free ARVs for workers who are HIV+	20.0	24.6	21.7	25.9	26.8	26.1
Free food rations for workers who are HIV+	6.3	8.5	7.1	2.8	3.9	3.1
Workers' rights	11.9	6.0	9.8	-	-	-
Others	3.2	3.0	3.1	1.4	2.3	1.6
Total	100.0	100.0	100.0	100.0	100.0	100.0

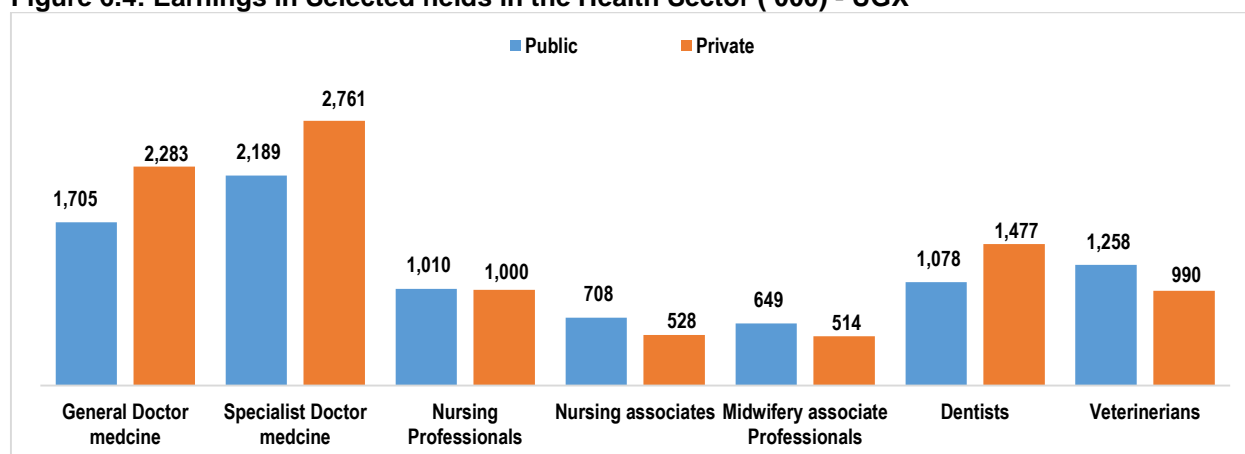
6.2 Earnings

In the survey, information was collected on the earnings of employees in the Public, Private, and Informal Sector. The gross average earnings of employees in some selected fields such as in health, education, engineering, driving, and general categories of employees is presented here. A comprehensive table on all employees' wages can be found in the Appendix Table A.5.

6.2.1 Health Sector Earnings

The earnings of some selected health Sector professionals in both Public and Private Sector is presented in Figure 6.4. The findings show that, earnings for health professionals in the Public and Private Sector vary by type of occupation. In the Private Sector, a General Doctor as well as a Specialist Doctor in medicine earned much higher than their counterparts in the Public Sector. A similar pattern was observed for Dentists in the Private Sector (1,477,000 UGX) compared to the Public Sector (1,078,000 UGX). Concerning the Nursing and Midwifery Professionals, those in the Public Sector were earning more than their Private Sector counterparts.

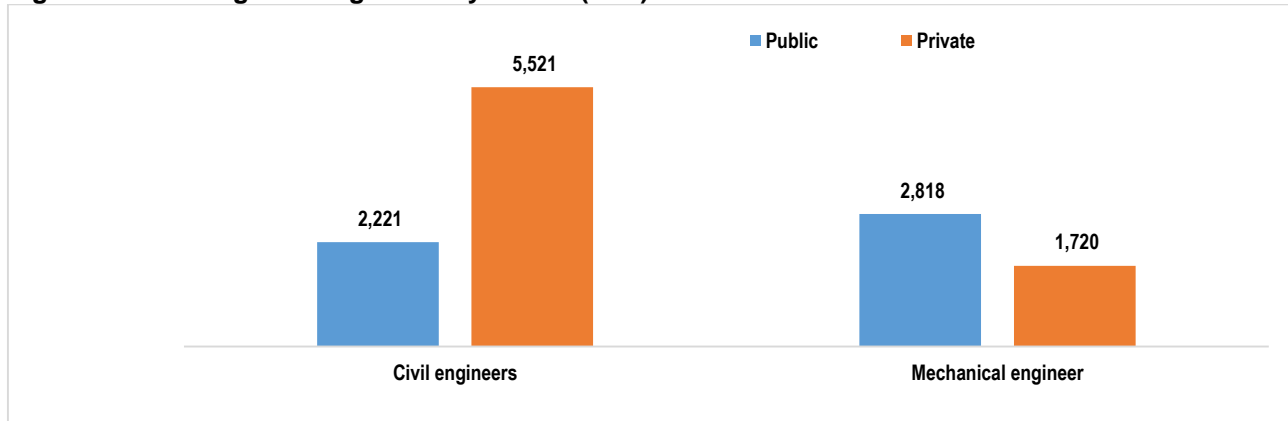
Figure 6.4: Earnings in Selected fields in the Health Sector ('000) - UGX



6.2.2 Earnings in the Engineering Sector

Figure 6.5 presents the earnings for Civil and Mechanical Engineers by Sector. The findings show that, Civil Engineers (5,521,000 UGX) in the Private Sector earn twice as much as their counterparts in the Public Sector (2,221,000 UGX). On the other hand, a different pattern was observed for the Mechanical Engineers with those in the Public Sector (2,818,000 UGX) earning two-fold higher than those in the Private Sector (1,720,000 UGX). The rest of the engineering field's earnings can be found in the Appendix Table A.5.

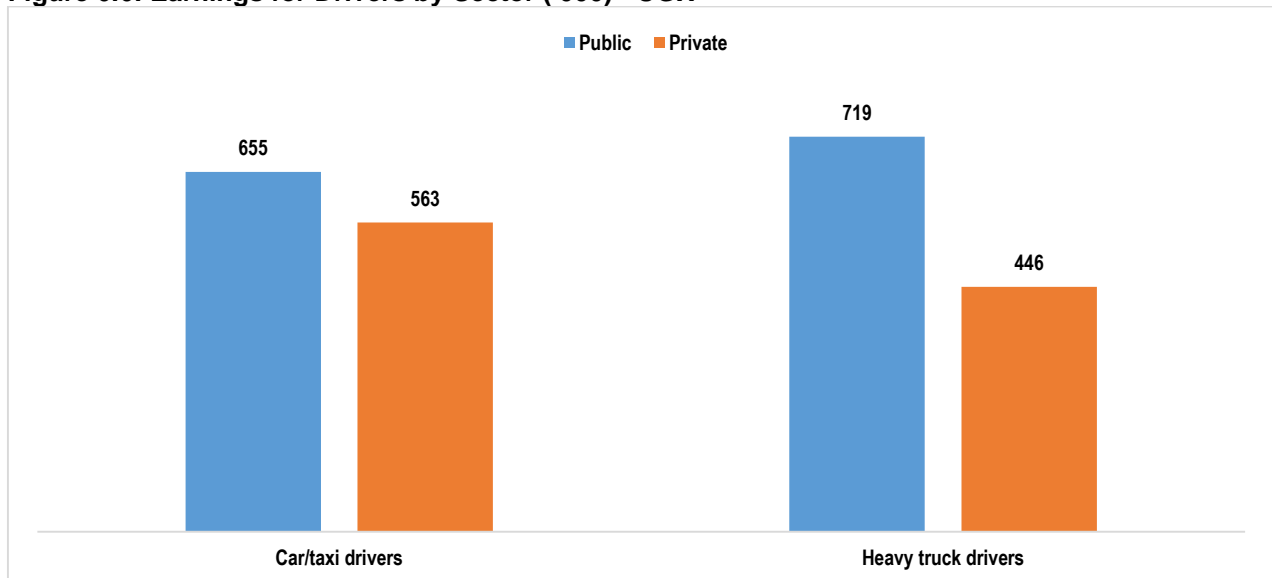
Figure 6.5: Earnings for Engineers by Sector ('000) - UGX



6.2.3 Earnings for Drivers

Drivers are among the lower cadre of employees in the organizational hierarchy yet valuable in terms of the roles they play. Two categories of drivers that include light and heavy vehicle drivers are presented to assess the significant differences in earnings across the Public and Private Sector. Figure 6.6 shows that, drivers in the Public Sector earned higher wages compared to those in the Private Sector. Light vehicle drivers, in the Public Sector earned about 100,000 UGX more than in the Private Sector. On the other hand, heavy truck drivers in the Public Sector earned almost twice as much as drivers in the Private Sector.

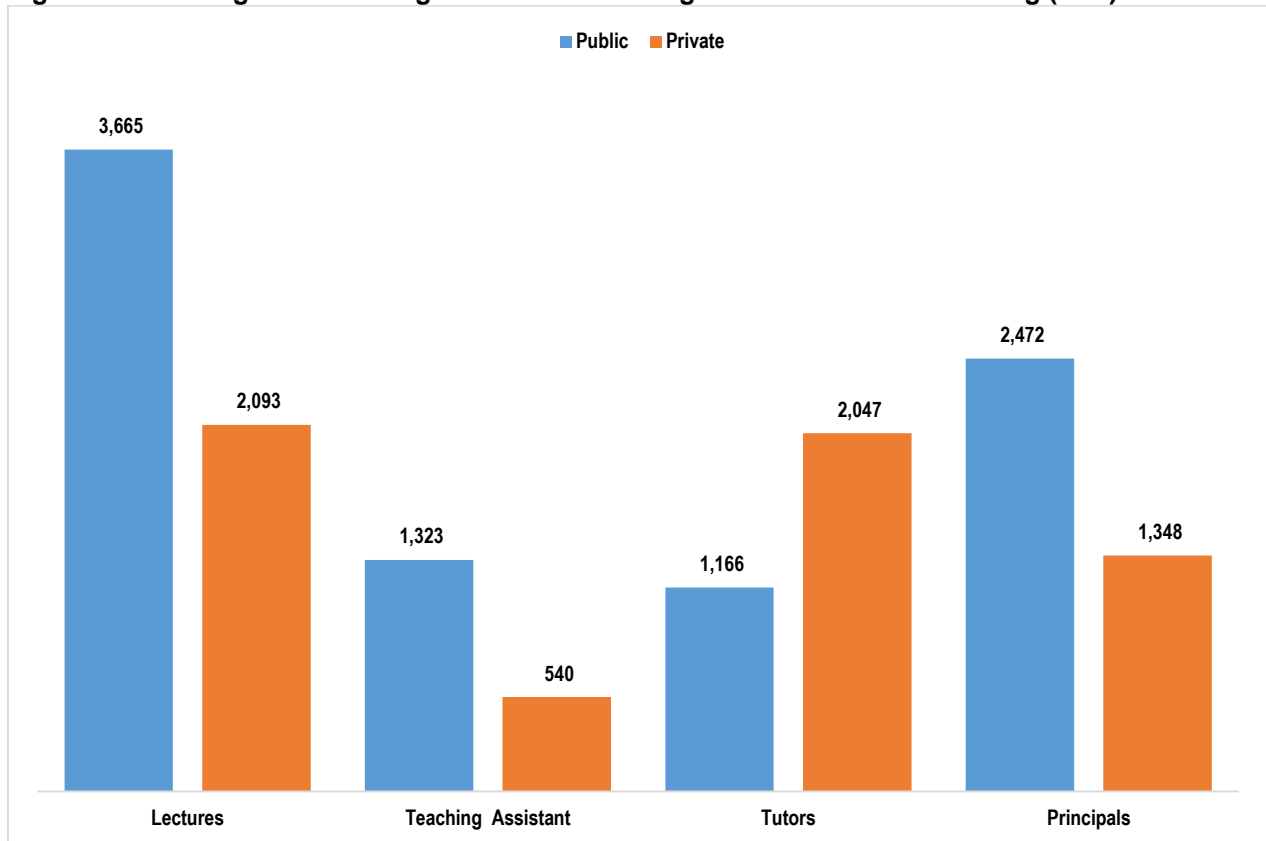
Figure 6.6: Earnings for Drivers by Sector ('000) - UGX



6.2.4 Earnings for Professionals in Training Institutions

Figure 6.7 shows the earnings of Teaching Professionals in the training Institutions. The findings show that, Lecturers, Teaching Assistants, and Principals of Colleges in the Public Sector earned at least twice as much as those in the Private Sector. On the other hand, Tutors in Colleges of the Private Institutions earned nearly double those in the Public Institutions were earning.

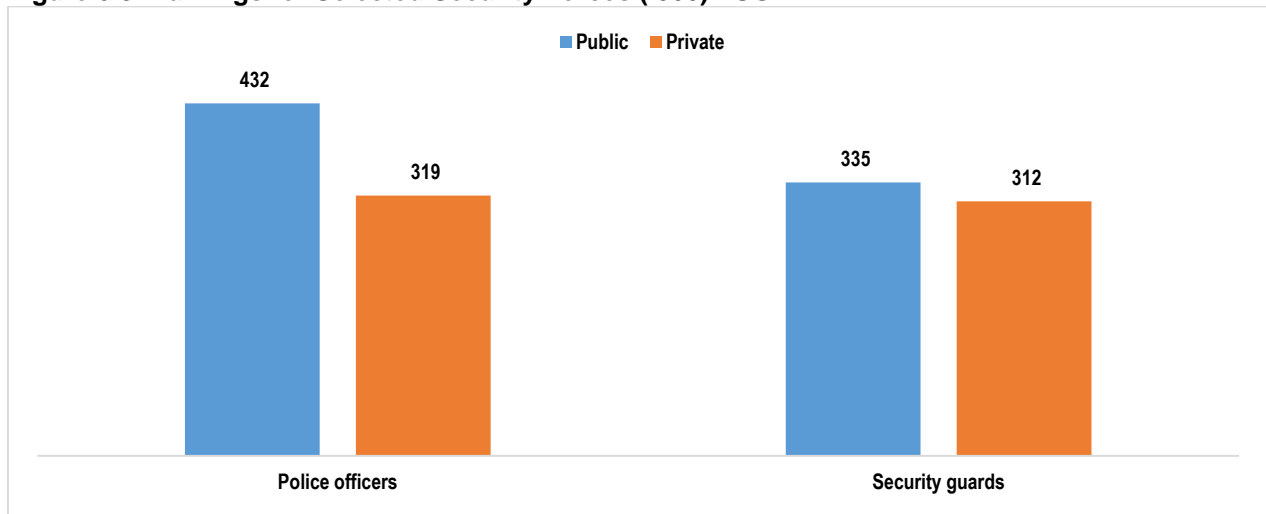
Figure 6.7: Earnings for Teaching Professionals in Higher Institutions of Learning ('000) - UGX



6.2.5 Earnings for Persons in Protective Services

The security forces play a very crucial role in provision of peace and security in any country. For that reason, their welfare should be a priority as noted in Uganda’s budget appropriations to the Sector. Information was collected on the earnings of the police, security guards, and prison services. Figure 6.9 shows that Police Officers and Security Guards working in the Public Sector earn slightly more than their counterparts in the Private Sector.

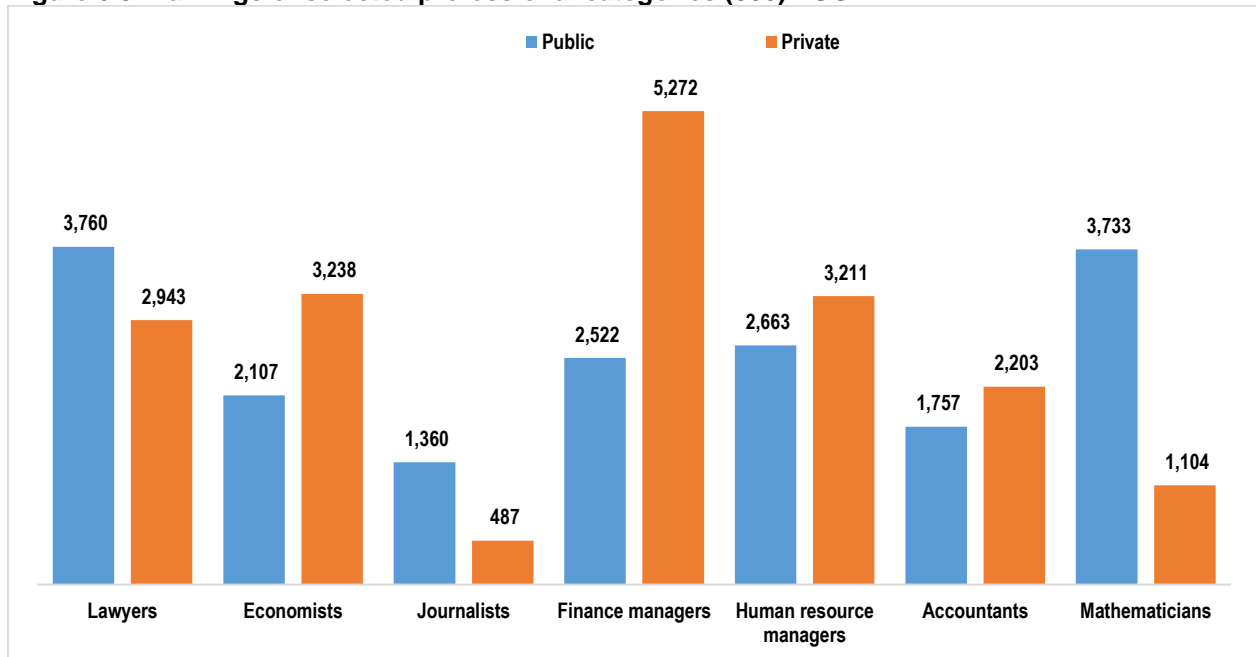
Figure 6.8: Earnings for Selected Security Forces ('000) - UGX



6.2.6 Earnings of Selected Professional Categories

Figure 6.9 presents the earning for selected Professional categories including: the Lawyers, Economists, Journalists, Managers of Finance and Human Resource, Accountants as well as Mathematicians. The findings show that, Lawyers, Journalists, and Mathematicians in the Public Sector earn much higher than their counterparts in the Private Sector. On the other hand, Economists, Finance and Human Resource Managers and Accountants in the Private Sector earn much more than those in the Public Sector. For instance, a Finance Manager in the Private Sector (5,272,000 UGX) earned twice as much as a similar employee in the Public Sector (2,522,000 UGX).

Figure 6.9: Earnings of selected professional categories (000) - UGX

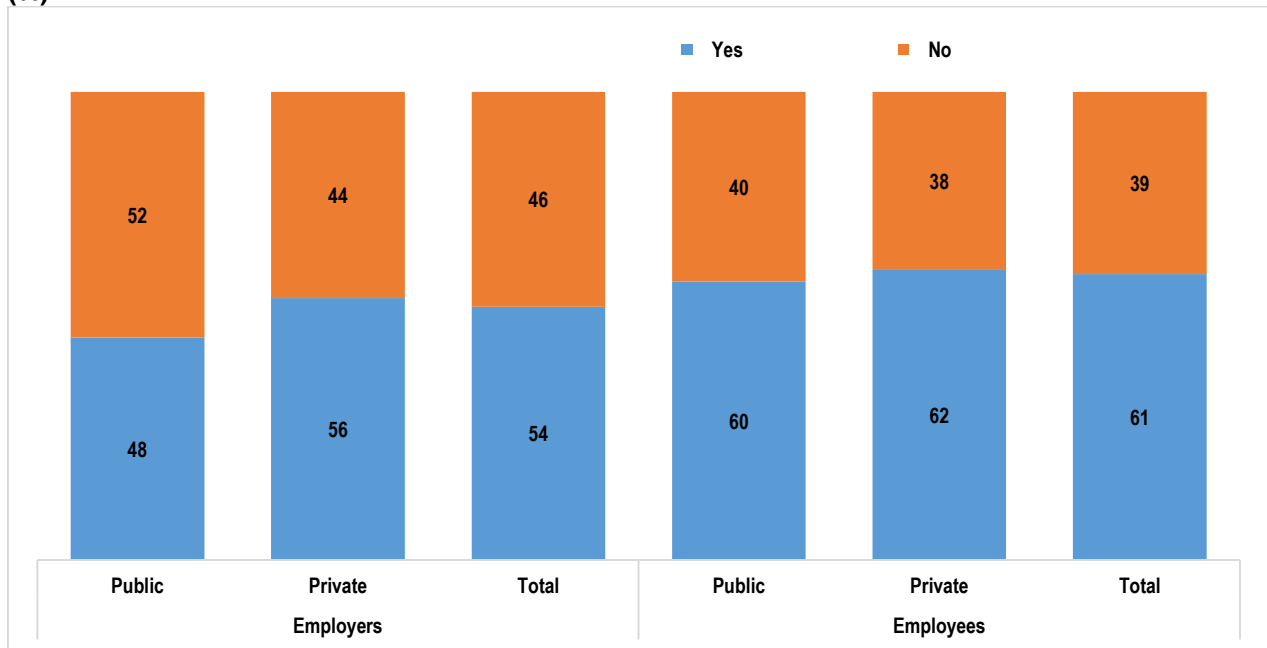


6.3 Use of Information and Communication Technology (ICT)

According to the NDP II, the ICT Sector is envisaged to facilitate sustainable, effective, and efficient development through harnessing and utilizing ICT in all spheres of life. It is composed of telecommunications, postal, information technology (IT), and broadcasting sub-Sectors. The Sector aims to: Increase access to ICT infrastructure to facilitate exploitation of the development priorities; Enhance the usage and application of ICT services in business and service delivery; Increase job creation through ICT Research and development; and Increase the stock of ICT skilled and industry ready workforce among others.

The survey collected information on the introduction of the use of ICT in various establishment from both employers and employees; what it was being used for; as well as how its' use affected the different aspects of the organization where it was being used. Figure 6.10 reveals that, overall, six in every ten employees (61%) compared to five in every ten employers (54%) indicated that the organization had introduced the use of ICT. No major differences were observed when data were disaggregated by the ownership of the organization except between the proportion of employers (48%) and employees (60%) in Public organizations that reported the use of ICT.

Figure 6.10: Use of Information and Communication Technology (ICT) by Ownership of organization (%)



Furthermore, data on the areas where ICT was being used in the organizations shows that, overall, regardless of ownership, ICT was mostly used for Production, followed by Communication and Human Resource Management. Disaggregation by ownership shows that, no major differences between what employers and employees reported.

Table 6.3: Areas Where ICT is being used by Ownership of Organization (%)

Areas ICT is being used	Employers			Employees		
	Public	Private	Total	Public	Private	Total
Production	21.4	21.4	21.4	19.0	20.8	20.1
Communication	17.0	17.1	17.1	15.9	16.3	16.2
Marketing	9.8	18.5	16.9	11.5	15.8	14.2
Human resource management	16.7	16.8	16.8	16.1	15.7	15.8
Records management	10.6	14.1	13.4	15.8	14.9	15.2
Accounting/Finance/Planning/Budgeting	14.1	8.7	9.7	12.5	10.6	11.3
Recruitment/Employment	9.9	2.9	4.2	7.5	4.2	5.4
Others	0.6	0.5	0.5	1.8	1.7	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

Regarding how the use of ICT had affected the various areas where it was being used, the findings in Table 6.4 show that, regardless of where it was being used it was almost universal among employees that ICT use had improved performance in the various areas. On the other hand, less than half of the employers indicated that the use of ICT had improved production (48%) and recruitment (38%), while 12 percent and 14 percent indicated that ICT had had no effect on the same respectively.

Table 6.4: How ICT has affected the various Areas it's being used for as reported by Employers and Employees (%)

Areas ICT is being used	Employers					Employees			
	Increased/Improved	Decreased/Worsened	No Effect	Not Applicable	Total	Increased/Improved	Decreased/Worsened	No Effect	Total
Production	48.3	0.4	11.8	39.4	100.0	94.6	0.4	5.0	100.0
Communication	81.4	0.5	3.2	14.9	100.0	98.3	0.3	1.4	100.0
Marketing	65.0	0.7	10.4	23.9	100.0	94.8	0.6	4.6	100.0
Human resource management	64.7	0.4	9.8	25.1	100.0	97.9	0.3	1.9	100.0
Records management	93.3	0.4	2.2	4.1	100.0	98.3	0.2	1.5	100.0
Accounting/Finance/Planning/Budgeting	86.1	0.4	3.4	10.1	100.0	98.0	0.3	1.8	100.0
Recruitment/Employment	37.5	2.2	14.4	45.9	100.0	91.6	0.8	7.6	100.0
Others	7.4	0.7	3.8	88.1	100.0	78.9	5.5	15.5	100.0

6.4 Summary of Findings

Overall, 26 percent of employers while 34 percent of employees indicated that their organization had a Gender policy. The employers (46%) and employees (48%) in the Public-owned organizations were more likely to report the availability of a Gender policy compared to their counterparts in Private-owned Establishments (employers (20%) and employees (26%)). Overall, although 35 percent of employees indicated that the policy contained one quota of management positions for women, only 17 percent of the employers reported the same. About one in every ten employers (10%) and 12 percent of employees indicated availability of the policy at their workplace. Only nine percent of employers and 17 percent of employees revealed that an HIV/AIDS workplace policy was available in their organization. Overall, 40 percent of employees compared to 37 percent of employers indicated that their HIV/AIDS workplace policy contained information on Voluntary Counseling and Testing (VCT) services while 29 percent and 22 percent revealed that it contained free condom distribution for workers respectively. Six in every ten employees (61%) compared to five in every ten employers (54%) indicated that the organization had introduced the use of ICT. Overall, regardless of ownership, ICT was mostly used for Production, followed by Communication and Human Resource Management.

In the Private Sector, a General Doctor as well as a Specialist Doctor in medicine earned much higher than their counterparts in the Public Sector. A similar pattern was observed for Dentists in the Private Sector (1,477,000 UGX) compared to the Public Sector (1,078,000 UGX). Concerning the Nursing and Midwifery Professionals, those in the Public Sector were earning more than their Private Sector counterparts. Civil Engineers (5,521,000 UGX) in the Private Sector earned twice as much as their counterparts in the Public Sector (2,221,000 UGX). On the other hand, a different pattern was observed for the Mechanical Engineers with those in the Public Sector (2,818,000 UGX) earning two times higher than those in the Private Sector (1,720,000 UGX). Drivers in the Public Sector earn higher wages compared to those in the Private Sector. Police Officer and Security Guards working in the Public Sector earned more than their counterparts in the Private Sector. Lawyers, Journalists, and Mathematicians in Public Sector earn much higher than their counterparts in the Private Sector. On the other hand, Economists, Finance and Human resource Managers and Accountants in the Private Sector earn much more than those in the Public Sector.

7 CHAPTER SEVEN

THE INFORMAL SECTOR

7.0 Introduction

The Informal Sector plays a pivotal role in the economic structure of many developing countries especially in areas of employment and income opportunities in both rural and urban areas. According to the 2016/17 UNHS (UBOS, 2018), an estimated four million people who are part of the labour force are not working. Considering that the Formal (Public and Private) Sector cannot absorb the whole labour force, it is important that part of the labour force is absorbed in the Informal Sector. The Government of Uganda has adopted broader policy decisions like tax holidays to create an enabling environment for the Private Sector to thrive. There is need for accurate information on the size and structure of the Informal Sector, their access to financial services, potential for growth, contribution to job creation, and challenges is key for evidence based decisions making for the Sector.

The International Labour Organization (ILO) defines the Informal Sector as one that consists of units engaged in the production of goods or services with the primary objective of generating employment and incomes for the persons concerned. The units are typically run at a low level of organization, with little or no division between labour and capital as factors of production and operate on a small scale. Labour relations in the Sector are mostly based on casual employment, kinship or personal and social relations rather than contractual arrangements with formal guarantees. In addition, the Sector is characterized by the absence of final accounts and are mostly unregistered entities without permanent addresses.

In June 2002, the International Labour Conference resolved to address the needs of the workers in the Informal economy with specific emphasis on an integrated approach from a decent work perspective. The resolution is consistent with Goal 8 of the Sustainable Development Goal - Target 8.3 specifically urges all partner states to promote development oriented policies that support productive activities, decent job creation, entrepreneurship; creativity and innovation, and encourages the formalization and growth of micro, small, and medium-sized enterprises, including through access to financial services.

The 2016/17 Manpower Survey Uganda (MAPU) collected information from persons engaged in Informal businesses in such areas as education level of the proprietor, type of enterprise, the number of persons employed by the enterprise, gross monthly revenues of the enterprise, challenges encountered in starting and expansion of enterprise. Further information was collected on access to financial services, market access and registration status of the enterprises among others.

7.1 Employers in the Informal Sector

Profiling of the employers in the Informal Sector by selected background characteristics is a key for benchmarking the nature of businesses and the Sector's survival potential within the Ugandan economy. The 2016/17 MAPU collected personal information on the employers in the Informal Sector including: the marital status, education level, age, sex, nationality, the number of years the owner has operated the business among other variables.

7.1.1 Characteristics of Employers in the Informal Sector

Table 7.1 presents the distribution of employers in the Informal Sector by selected background characteristics by sex. Overall, the Sector is predominantly run by Ugandans (99%) compared to non-Ugandans (1%). Considering the age of the owners, more than half of the employers (51%) are aged 31 to 59 years followed by those aged 18 to 30 years (44%). Worth noting is that about five percent of the older persons (60+ years) were employers in the Informal Sector. In addition, seven in every ten (71%) employers in the Informal Sector were married while 17 percent had never married.

Knowledge gained from education is thought to give an individual an advantage in various aspects of life. The survey findings reveal that, the majority of business owners in the Informal Sector had attained Primary level education (46%) and 25 percent had Ordinary level Secondary education (25%). On the other hand, about seven percent had a Diploma and above while eight percent were without education. In relation to the location of the business owners, regional disaggregation shows that, the majority were in the central region (44%) followed by the northern region (29%). Differences by sub-region revealed that the owners of Informal businesses were mostly in South Buganda (24%), West Nile (17%), and Teso (12%) sub-regions.

Table 7.1: Employers in the Informal Sector by selected background characteristics (%)

Background characteristics	Sex of Employer		Uganda
	Female	Male	
Nationality of owner			
Non Ugandans	0.5	2.0	1.2
Ugandans	99.5	98.0	98.8
Age of owner			
<18	0.0	0.7	0.4
18-30	42.0	45.6	43.6
31-59	52.8	49.8	51.4
60+	5.1	3.9	4.6
Marital Status			
Single/Never Married	15.1	19.9	17.3
Married	64.0	78.6	70.7
Separated	11.5	0.8	6.6
Divorced	1.7	0.1	1.0
Widowed	7.7	0.7	4.5
Business Owner's Education level			
Bachelors*	3.7	3.7	3.7
Diploma Level	3.4	3.2	3.3
Certificate Level (TVET)	6.9	11.1	8.8
Secondary-A Level	2.6	7.4	4.8
Secondary-O Level	26.6	22.7	24.8
Primary	46.3	46.3	46.3
None	10.5	5.5	8.2
Other	0.1	0.0	0.1
Region			
Central	41.2	25.3	33.9
Eastern	13.2	25.3	18.7
Northern	29.9	28.9	29.4
Western	15.8	20.5	17.9
Sub-region			
Kampala	3.0	1.5	2.3
South Buganda	29.6	16.7	23.7
North Buganda	8.6	7.1	7.9
Busoga	0.3	0.8	0.6
Bukedi	3.6	3.8	3.7
Elgon	1.5	4.1	2.7
Teso	7.7	16.6	11.8
Karamoja	3.4	3.5	3.4
Lango	6.5	5.3	5.9
Acholi	2.8	2.7	2.7
West Nile	17.3	17.4	17.3
Bunyoro	4.2	3.8	4.0
Tooro	5.8	9.1	7.3
Ankole	4.2	4.9	4.5
Kigezi	1.6	2.7	2.1
Total	100.0	100.0	100.0

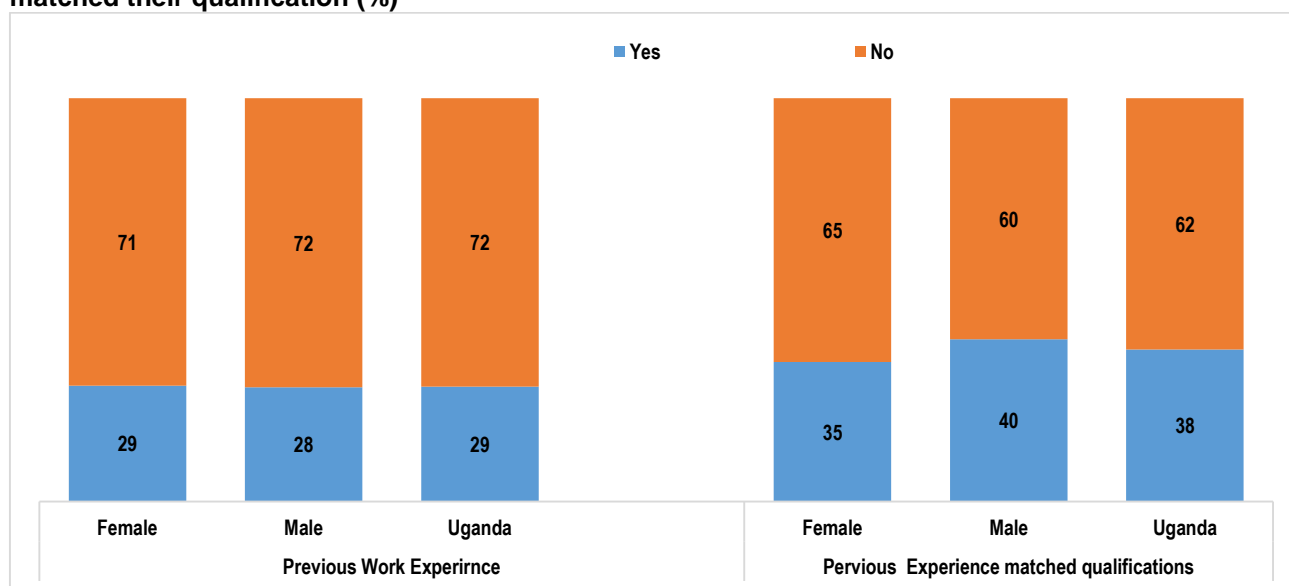
Note: *Bachelors includes post graduate qualifications as well

7.1.2 Previous Employment Status of Employers in the Informal Sector

Having a couple of years of experience is deemed to translate into better performance of an employer on the account of understanding the work challenges and how to overcome them. In the long run, such experience is expected to yield efficiency in the execution of tasks – in the case of businesses, better survival into the foreseeable future. During the survey, business Proprietors were asked whether they had any prior working experience. In addition, a question on whether their previous job matched their qualification was collected. Figure 7.1 presents the distribution of employers in the Informal Sector by whether they had previous work experience as well as whether the job matched their qualification. The findings revealed that, overall, only a third of the Proprietors (29%) had previous working experience.

Labour statisticians identified the issue of skills mismatch as one of the key challenges in measuring some employment indicators. The argument is premised on the understanding that, as persons looking for employment fail to find their preferred job, they tend to settle for the less preferred option to make ends meet. The results further showed that, of those with previous work experience, only 38 percent had their previous job matching their qualifications. Slightly more male (40%) than female (35%) employers in the Informal Sector revealed that their previous job matched their qualifications.

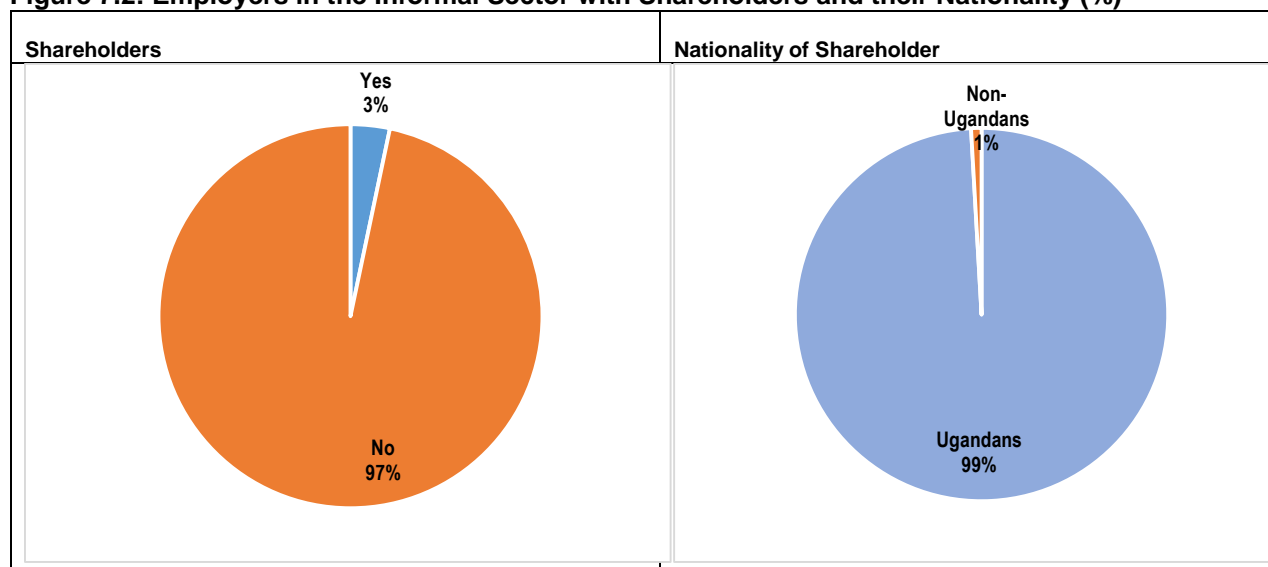
Figure 7.1: Employers in the Informal Sector by Previous working experience and whether it matched their qualification (%)



7.2 Nature of Informal enterprises

Entrepreneurs in the Informal Sector were asked whether they had other shareholders; if so, the nationality of the shareholders. Figure 7.2 shows that, only three percent of the Informal enterprises had shareholders with virtually all being Ugandans (99%).

Figure 7.2: Employers in the Informal Sector with Shareholders and their Nationality (%)



7.2.1 Activities of Enterprises in the Informal Sector

The activities in the Informal Sector were classified into six broad categories as follows: Agriculture, Forestry, and Fishing; Manufacturing; Trade; Transport and Storage; Hotels, Restaurants and other eating places; and Other Service activities.

Table 7.2 presents the distribution of enterprises in the Informal Sector by the type of activity and characteristics of the owners. Overall, Trade (32%), Hotels, Restaurants and other eating places (26%), and Manufacturing (20%) were the most common business activities in the Informal Sector accounting for 78 percent of all the activities. Important to note, the activities that dominated the Manufacturing Sector included charcoal burning, brewing local drinks, and food processing among others.

Disaggregation by sex shows that, females in the Informal Sector were more likely to engage in the Hotel, Restaurant and eating place activities (40%) while their male counterparts predominately engaged in Manufacturing (32%) and Trade (33%) activities. Regardless of the education level of the enterprise owner, the majority ventured in Trade activities. However, besides trade, enterprise owners with advanced level secondary education and above were more likely to engage in Other Services compared to those without education (4%). In addition, Youth owning enterprises in the Informal Sector were mostly involved in Hotel, Restaurant and eating place activities (24%), and Other Services (23%) while the older persons mostly opted for Hotel, Restaurant and eating place activities (24%), and Manufacturing (21%). Considering the nationality of the business owner, Non-Ugandans in the Informal Sector mostly ventured into Trade activities (82%) while the Ugandans were generally spread across the common activities.

Regionally, Trade was the most reported activity across all the regions with except the Western region where Hotel, Restaurants, and eating place activities were more dominant. The sub-regions with the highest proportion of enterprises in Trade were Elgon (46%) and Kigezi (41%) while Busoga (31%) had most those

in Manufacturing, Ankole (15%) those in Agriculture, Forestry, and Fisheries; and Tooro (10%) those in Transport and Storage.

Table 7.2: Enterprises in the Informal Sector by Activity type and Characteristics of the Owners (%)

Background characteristics	Agriculture, Forestry and Fishing	Manufacturing	Trade	Transport and Storage	Hotels , Restaurant & Eating Places	Other Services	Total
Sex							
Female	1.2	9.3	32.2	0.2	39.7	17.4	100.0
Male	1.9	31.7	32.6	5.3	9.0	19.5	100.0
Owners education							
Bachelors	0.8	3.7	40.8	0.2	9.8	44.6	100.0
Diploma Level	7.6	8.2	22.2	0.1	29.8	32.1	100.0
Certificate Level (TVET)	0.8	33.0	32.0	2.0	9.0	23.1	100.0
Secondary-A Level	1.3	4.7	23.1	0.8	19.0	51.0	100.0
Secondary-O Level	1.8	16.0	43.3	2.3	16.4	20.2	100.0
Primary	1.4	22.8	26.2	3.3	33.6	12.6	100.0
None	0.3	17.0	39.7	2.3	36.6	4.1	100.0
Other	0.0	1.0	25.7	36.8	24.0	12.5	100.0
Age							
<18	0.0	31.7	67.0	0.0	0.2	1.2	100.0
18-30	0.3	18.7	30.7	3.5	23.6	23.3	100.0
31-59	1.8	20.0	33.3	1.8	27.8	15.3	100.0
60+	10.9	20.7	35.7	1.9	23.9	7.0	100.0
Nationality							
Non Ugandans	0.1	0.5	81.5	0.0	17.1	0.8	100.0
Ugandans	1.6	19.8	31.7	2.6	25.8	18.6	100.0
Region							
Central	1.9	15.0	34.2	1.7	28.3	18.9	100.0
Eastern	0.1	27.0	37.2	0.5	16.5	18.7	100.0
Northern	0.5	19.9	29.2	2.8	25.8	21.8	100.0
Western	4.2	19.8	28.8	5.9	30.0	11.5	100.0
Sub region							
Kampala	3.2	17.3	38.8	1.8	20.9	18.0	100.0
South Buganda	2.0	14.2	33.3	2.1	29.3	19.1	100.0
North Buganda	1.1	16.8	35.7	0.5	27.3	18.5	100.0
Busoga	0.0	31.3	36.9	0.0	13.7	18.0	100.0
Bukedi	0.4	17.2	37.2	1.9	26.2	17.1	100.0
Elgon	0.0	28.8	45.8	0.7	13.6	11.2	100.0
Teso	0.0	29.4	35.3	0.1	14.3	20.9	100.0
Karamoja	0.0	25.2	29.0	0.0	39.5	6.3	100.0
Lango	0.4	14.9	28.2	8.5	28.9	19.1	100.0
Acholi	0.0	28.1	35.5	8.8	18.6	9.0	100.0
West Nile	0.6	19.3	28.6	0.4	23.3	27.7	100.0
Bunyoro	0.7	22.5	28.3	6.1	27.3	15.0	100.0
Tooro	0.3	20.8	21.6	9.7	37.0	10.7	100.0
Ankole	15.4	17.9	35.1	0.5	19.5	11.5	100.0
Kigezi	0.0	15.0	41.0	3.4	33.5	7.1	100.0
Total	1.5	19.5	32.3	2.5	25.7	18.4	100.0

Note: Others include construction, Public administration, finance and insurance activities, human health and social activities

7.2.2 Location of businesses in the Informal Sector

Table 7.3 presents the distribution of businesses in the Informal Sector by the main place of business and selected characteristics of the owners. Overall, close to seven in every ten (68%) enterprises in the Informal Sector were located at a place independent from the home followed by those with a work space within or attached to the home (17%). The findings also showed that, the choice of where to locate a business was not influenced by the sex of the owner, the education level of the owner or the region.

Table 7.3: Enterprises in the Informal Sector by their main place of Business (%)

Background characteristics	Workspace In/Attached To Home	Factory, Office, Workshop, Kiosk	Independent From Home	At Home With No Special Working Space	Street/Pavement With Fixed Post	Others*	Total
Sex							
Female	21.5	3.7	62.3	1.2	5.1	6.2	100.0
Male	12.3	6.6	73.7	1.3	3.1	2.9	100.0
Owner's Education							
Bachelors	4.5	6.0	88.5	0.2	0.3	0.4	100.0
Diploma Level	8.8	2.8	79.6	0.3	0.7	7.8	100.0
Certificate Level (TVET)	22.8	6.9	65.5	0.3	1.4	3.0	100.0
Secondary-A Level	7.0	2.1	89.0	0.1	0.9	0.9	100.0
Secondary-O Level	15.6	6.7	70.0	1.0	2.0	4.8	100.0
Primary	17.4	4.5	63.9	1.9	7.3	5.0	100.0
None	31.0	3.4	55.2	0.8	2.0	7.6	100.0
Other	1.1	21.0	77.9	0.0	0.0	0.0	100.0
Region							
Central	24.7	2.7	61.2	3.0	1.7	6.6	100.0
Eastern	4.0	9.2	80.2	0.5	2.3	3.8	100.0
Northern	3.9	6.8	73.8	0.2	10.5	4.7	100.0
Western	38.9	2.3	55.7	0.5	0.7	2.0	100.0
Uganda	17.3	5.0	67.5	1.2	4.2	4.7	100.0

Note: Others* include Hawking, satellite markets, and construction sites.

7.3 Employees in the Informal Sector

The employees working in the Informal Sector were grouped into working owners/self-employed, paid employees and contributing family members for purposes of this survey. Table 7.4 presents the distribution of employees in the Informal Sector by category and selected background characteristics. Overall, more than half (52%) of the employees in the Informal Sector were paid employees, followed by the self-employed (35%) and contributing family workers (13%). See details on employment status in the Appendix Table A.6.

The findings show that, overall, there were slightly more male (52%) than female (48%) employees in Informal businesses. In addition, most male employees were paid employees (54%) while females dominated the category of contributing family workers (60%). Disaggregation of the employees by their education levels reveals that, regardless of the employee category, the majority had Primary (47%) and Secondary Ordinary

level education (28%). It worth noting that the proportion of persons with Certificate level (TVET) (12%) were more likely to be self-employed. Furthermore, the Youth in the Informal Sector were predominantly paid employees (80%) and contributing family workers (67%). Differentials by sub-region revealed that, South Buganda (21%) had the majority of the self-employed persons in the Informal Sector, the West Nile (33%) had most of the paid employees while the majority of the contributing workers were in North Buganda (18%).

Table 7.4: Employees in the Informal Sector by Category and Selected Background Characteristics (%)

Background Characteristics	Self Employed	Paid Employee	Contributing Family Workers	Uganda
Sex Of Employee				
Male	50.5	53.6	40.0	52.1
Female	49.5	46.4	60.0	47.9
Education				
Bachelors	5.8	0.2	4.1	2.4
Diploma Level	2.8	0.8	1.4	1.6
Certificate Level (TVET)	12.2	6.6	1.0	7.4
Secondary-A Level	3.7	3.7	6.5	3.8
Secondary-O Level	24.7	31.6	31.3	28.4
Primary	40.5	47.6	47.8	46.6
None	7.1	7.2	4.1	7.3
Other	3.2	2.2	3.8	2.4
Region				
Central	30.2	23.5	27.8	29.3
Eastern	23.3	17.1	25.1	19.1
Northern	27.6	47.3	28.4	35.8
Western	18.9	12.1	18.7	15.7
Age				
<18	0.9	5.3	19.5	18.6
18-30	46.3	79.5	66.8	57.1
31-59	48.6	14.9	13.4	22.9
60+	4.2	0.3	0.3	1.4
Sub region				
Kampala	2.1	1.9	1.6	2.0
South Buganda	21.1	16.1	8.1	19.1
North Buganda	7.1	5.5	18.0	8.2
Busoga	0.9	0.6	0.4	0.6
Bukedi	1.9	4.0	11.0	4.1
Elgon	2.0	1.0	0.0	1.8
Teso	18.6	11.5	13.7	12.6
Karamoja	5.8	6.5	5.9	5.3
Lango	4.6	5.5	10.0	6.2
Acholi	3.1	2.0	2.6	2.4
West Nile	14.1	33.3	9.9	21.9
Bunyoro	3.5	2.5	7.3	3.4
Tooro	7.2	3.4	5.2	5.4
Ankole	4.6	5.2	3.8	4.9
Kigezi	3.7	1.0	2.3	1.9
Total	100.0	100.0	100.0	100.0

7.3.1 Nature of Contract for Informal Sector Employees and Hours worked per Day

The working terms and conditions for employees certainly vary by Sector in most economies. The System of National Accounts (SNA) defines Informal Sector employment is characterized by a form of employment with no job guarantees and short payment periods of less than a month for most workers. The 2016/17 Manpower Survey asked employees in the Informal Sector about the nature of contract they had with their employer. Table 7.5 reveals that, overall, the nature of contract for close to nine in every ten employees (88%) was a verbal Agreement; only 2 percent of employees had a written contract while the rest were working without any form of contract (10%). Furthermore, female employees (3%), older persons (71%), those with a Bachelor's Degree or more (13%), and those in the Western region (11%) were more likely to have a written contract compared to their respective corresponding counterparts.

On average, employees in the Informal Sector work for 10 hours a day. The hours worked per day do not vary much by sex and education level of the employees. Generally, the number of hours worked by employees in the Informal Sector per day were slightly higher than the eight hours typically required of employees in the Public Sector.

Table 7.5: Informal Sector Employees by the Nature of Contract with Employer (%) and Average number of Hours worked per day

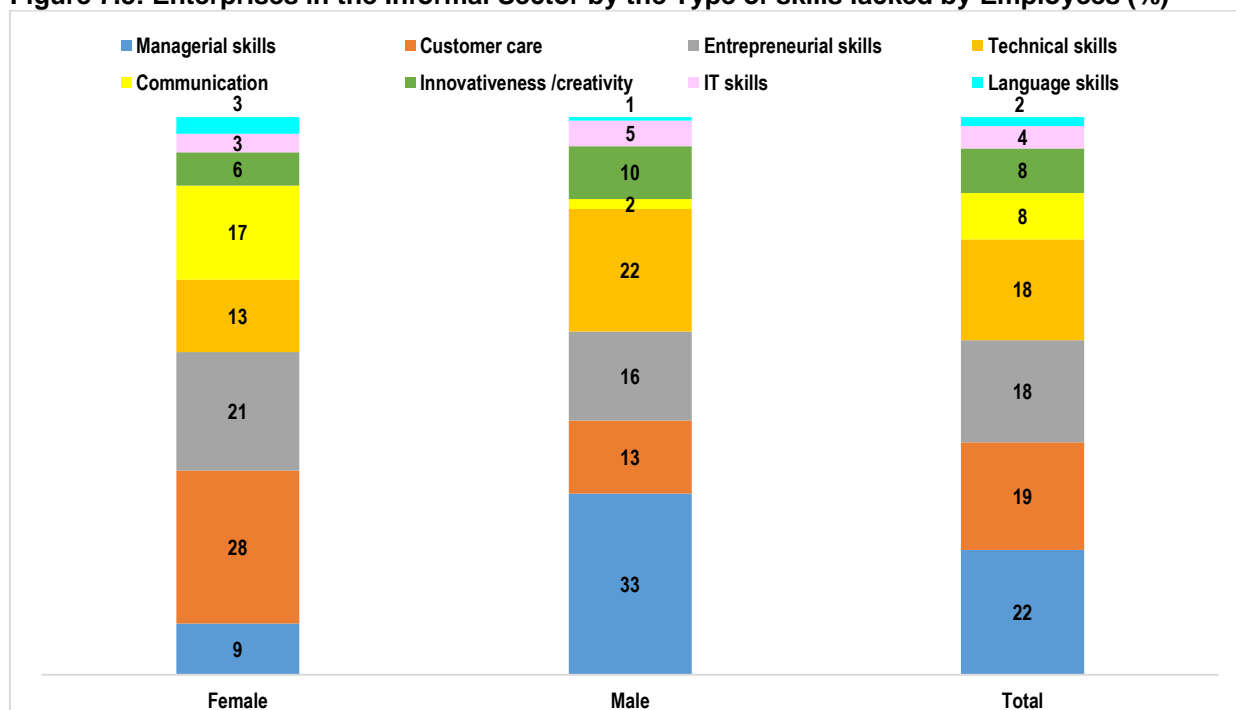
Background characteristics	Nature of Contract			Total	Average working hours per day
	Have a written Contract	Verbal Agreement	No Contract*		
Sex					
Male	0.7	87.7	11.6	100.0	10
Female	2.7	88.7	8.6	100.0	11
Age					
<18	0.0	89.4	10.6	100.0	9
18-30	1.8	87.0	11.2	100.0	11
31-59	0.4	94.3	5.3	100.0	10
60+	71.2	3.3	25.5	100.0	8
Education					
Bachelors	13.1	74.7	12.2	100.0	9
Diploma Level	3.9	78.0	18.1	100.0	10
Certificate Level (TVET)	2.0	86.2	11.8	100.0	11
Secondary-A Level	0.0	93.9	6.1	100.0	9
Secondary-O Level	0.6	89.3	10.1	100.0	10
Primary	2.5	86.7	10.8	100.0	11
None	0.0	95.7	4.3	100.0	11
Other	0.5	77.6	21.9	100.0	10
Region					
Central	0.2	87.3	12.5	100.0	11
Eastern	1.3	85.7	13	100.0	10
Northern	0.2	94.2	5.6	100.0	11
Western	10.5	68.6	21	100.0	10
Uganda	1.6	88.1	10.3	100.0	10

Note: No contract* includes those on probation

7.3.2 Skills lacked by Employees in the Informal Sector

During data collection the owners of Informal enterprises were asked whether their employees lacked any required skills and the skills lacking. Figure 7.3 reveals that, overall, enterprise owners reported that their employees mainly lacked Managerial skills (22%), Customer Care skills (19%), Entrepreneurial skills (18%), and Technical skills (18%) among others. Differentials by the sex of the employee showed that, females mostly lacked Customer Care (28%), Entrepreneurial skills (21%), and Communication skills (17%) while males were mostly deficient in Managerial skills (33%), Technical skills (22%), and Entrepreneurial skills (16%).

Figure 7.3: Enterprises in the Informal Sector by the Type of skills lacked by Employees (%)



7.3.3 Challenges faced by Informal Sector Employers in Training Employees

Training presents prospects to expand the knowledge base of all employees, but many employers find the training and development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment⁹.

During the survey, owners of Informal Sector enterprises were asked about the challenges they faced in training their employees. Table 7.6 presents the challenges that Informal Sector employers in face in training employees by the activity type of the enterprise. Overall, the most common challenges faced in training

⁹ <http://smallbusiness.chron.com/importance-training-development-workplace-10321.html> (15/06/2018)

Informal Sector employees were; lack of funds (52%), shortage of skilled trainers (13%), and shortage of training facilities/space (12%) among others, Disaggregation of the enterprises by the type of activity shows a similar pattern.

Table 7.6: Informal Sector Employers by Challenges faced in Training Employees and Activity Type (%)

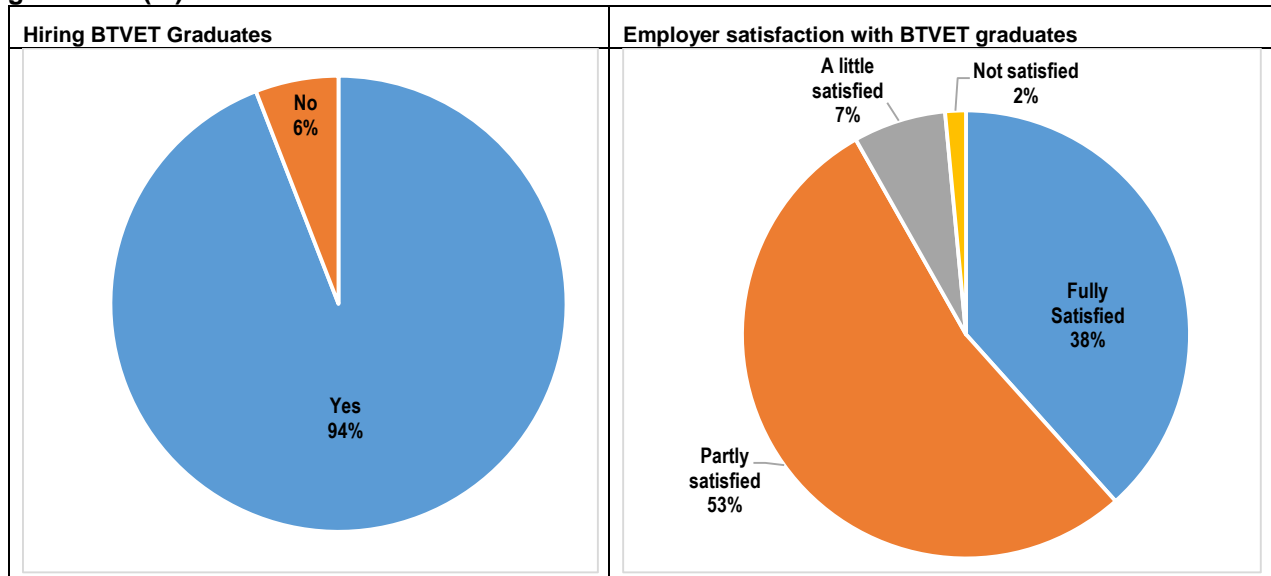
Activity Type	Lack of fund	Shortage of skilled trainers	Inadequate facilities (space)	Time off for the trainees	Inadequate materials	Other	Total
Agriculture	44.0	20.0	16.0	12.0	8.0	0.0	100.0
Manufacturing	48.5	11.7	13.4	10.1	14.7	1.6	100.0
Construction	66.7	0.0	0.0	33.3	0.0	0.0	100.0
Trade	59.1	11.1	8.4	12.4	7.6	1.3	100.0
Transport and storage	80.0	10.0	0.0	0.0	10.0	0.0	100.0
Hotels , restaurant and eating places	54.7	11.7	12.7	11.1	8.5	1.3	100.0
Financial and Insurance activities	52.6	13.2	10.5	13.2	7.9	2.6	100.0
Public administration	39.3	28.6	14.3	7.1	10.7	0.0	100.0
Human health & social work activities	44.7	18.4	15.8	10.5	10.5	0.0	100.0
Other service activities	49.7	12.6	14.6	9.3	11.9	2.0	100.0
Others	41.7	8.3	16.7	25.0	8.3	0.0	100.0
Total	52.4	12.5	12.3	10.9	10.5	1.4	100.0

7.3.4 Recruitment of Employees with Business, Technical and Vocational Education (BTVET) qualifications

Over the years, the Government of Uganda has made efforts to standardize qualifications in the various fields of Vocational education and training following the principle of Competence Based Training (CBET). The National Development Plan (NDP II) cites the creation of Uganda Business and Technical Examinations Board (UBTEB) that is charged with the responsibility of putting in place a uniform assessment tool and development of necessary manuals for skills development tailored to the needs of the job market. Such an effort is envisaged to translate into production of human resources adequately skilled for the demanded skill requirements for the potential employers.

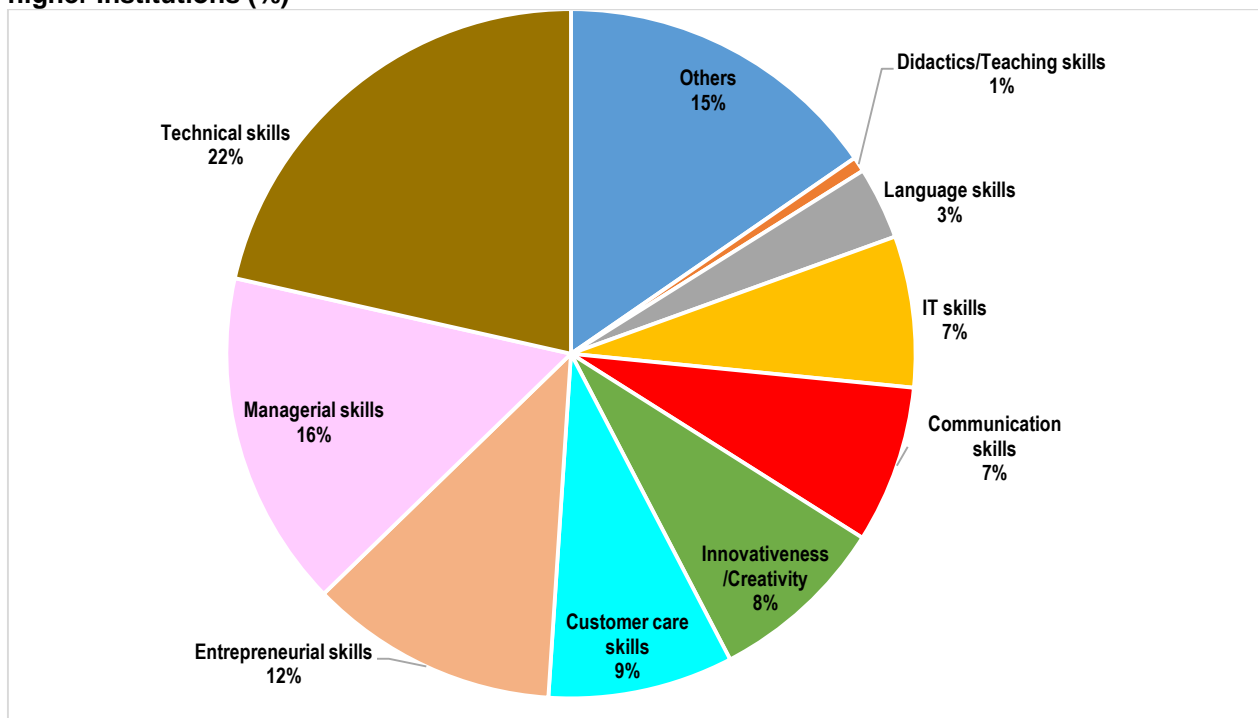
The survey collected information from employers on whether they had hired any staff trained from BTVET Institutions. Further information was collected on whether the employers were satisfied with the performance of BTVET graduates and the type of skills that need to be improved in graduates from such Institutions. Figure 7.4 shows that, overall 94 percent of the enterprises reported hiring BTVET graduates. Only 38 percent of the employers are fully satisfied with the performance of BTVET graduates while the rest were either partly satisfied or not satisfied at all.

Figure 7.4: Informal Sector Enterprises that hire BTVET graduates and Satisfaction with such graduates (%)



In terms of the skills that Informal Sector employers think need improvement in BTVET and higher Institutions , Technical skills (22%), Managerial skills (16%), Entrepreneurial skills (12%), Customer Care skills (9%), Innovativeness and Creativity (8%), and Communication skills (7%) were cited as the most common ones as presented in Figure 7.5.

Figure 7.5: Informal Sector Enterprises that by type of skills that need to be improved in BTVET and higher Institutions (%)



7.4 Financing of Informal Sector Enterprises

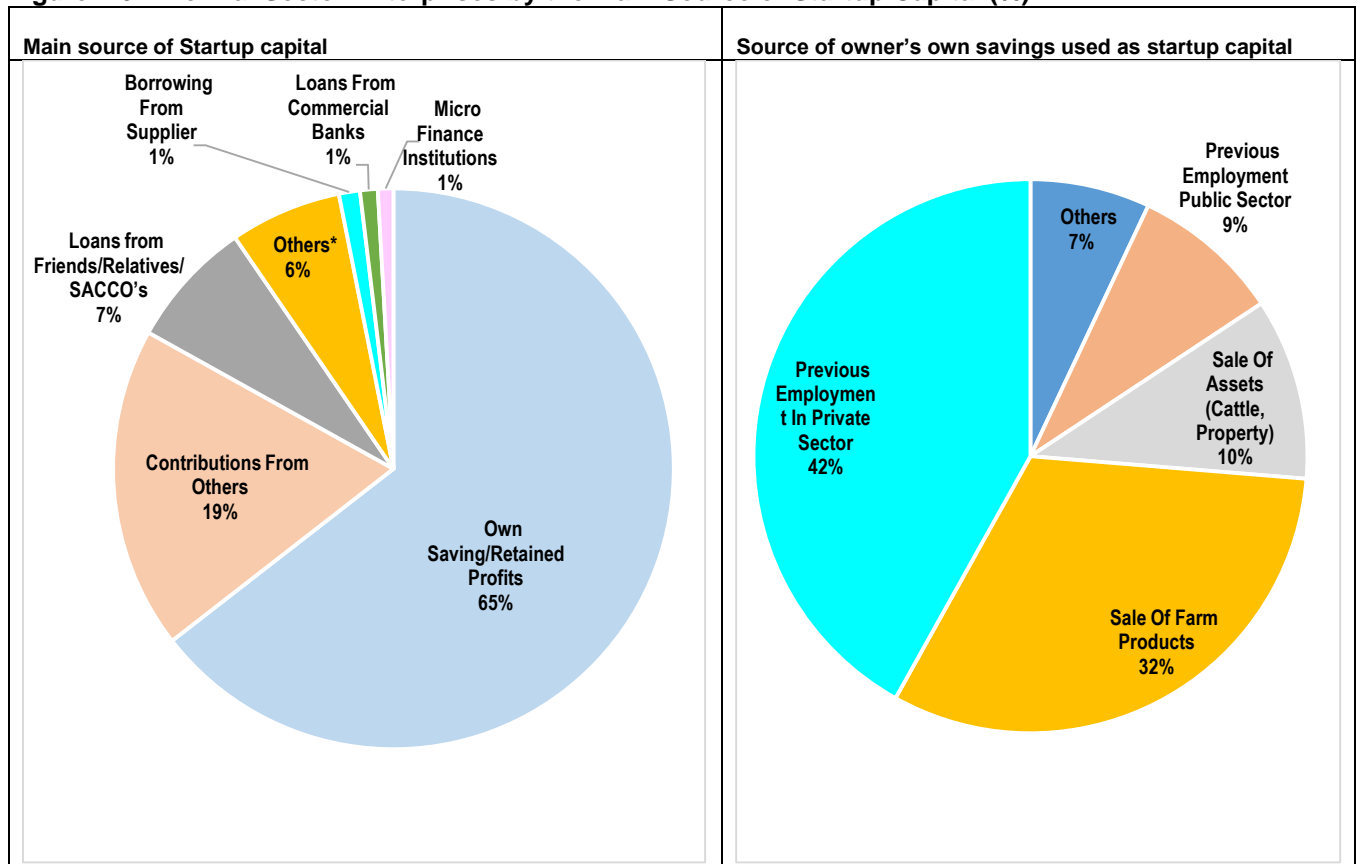
Finances are a key requirement for startup, operation, and expansion of any successful enterprise regardless of its size. In an environment of limited personal finances to either startup or expand an enterprises, business owners sometimes look for alternative sources of funding to fill the gap. During the survey, business owners in the Informal Sector where asked about their main source of capital to startup and expand, access to loans in the 12 months preceding the survey, the source of the loans, reasons for not applying for loans and the challenges faced in expanding their enterprises among others.

7.4.1 Main Source of Startup Capital for Informal Sector Enterprises

Figure 7.6 presents the distribution of Informal Sector enterprises by their main source of startup capital as well as the main source for persons that relied on their own savings. Overall, 65 percent of Informal Sector enterprises used their own savings as the main source of startup capital followed by those who got contributions from others (19%) and those that took loans from friends, relatives and SACCOs (7%). Furthermore, only one percent of the enterprises took loans from Commercial Banks to startup their business activity. That could be driven by the lack of collateral among potential borrowers in the Informal Sector; on the other hand, the lack of a fixed enterprise location and formal registration with relevant authorities could possibly discourage commercial banks from lending to such enterprises on the account of risks involved with such informality.

All Informal Sector enterprises that used their own savings as startup capital were further asked to indicate the source of their saving. The results showed that, savings from one's previous job in the Private Sector (42%) and savings from a previous employment in the Public Sector (9%) accounted for about half of the enterprises indicating using their own savings as startup capital. On the other hand, four in every ten enterprises used their own savings from the sale of farm products (32%) and sale of assets (10%).

Figure 7.6: Informal Sector Enterprises by the Main Source of Startup Capital (%)

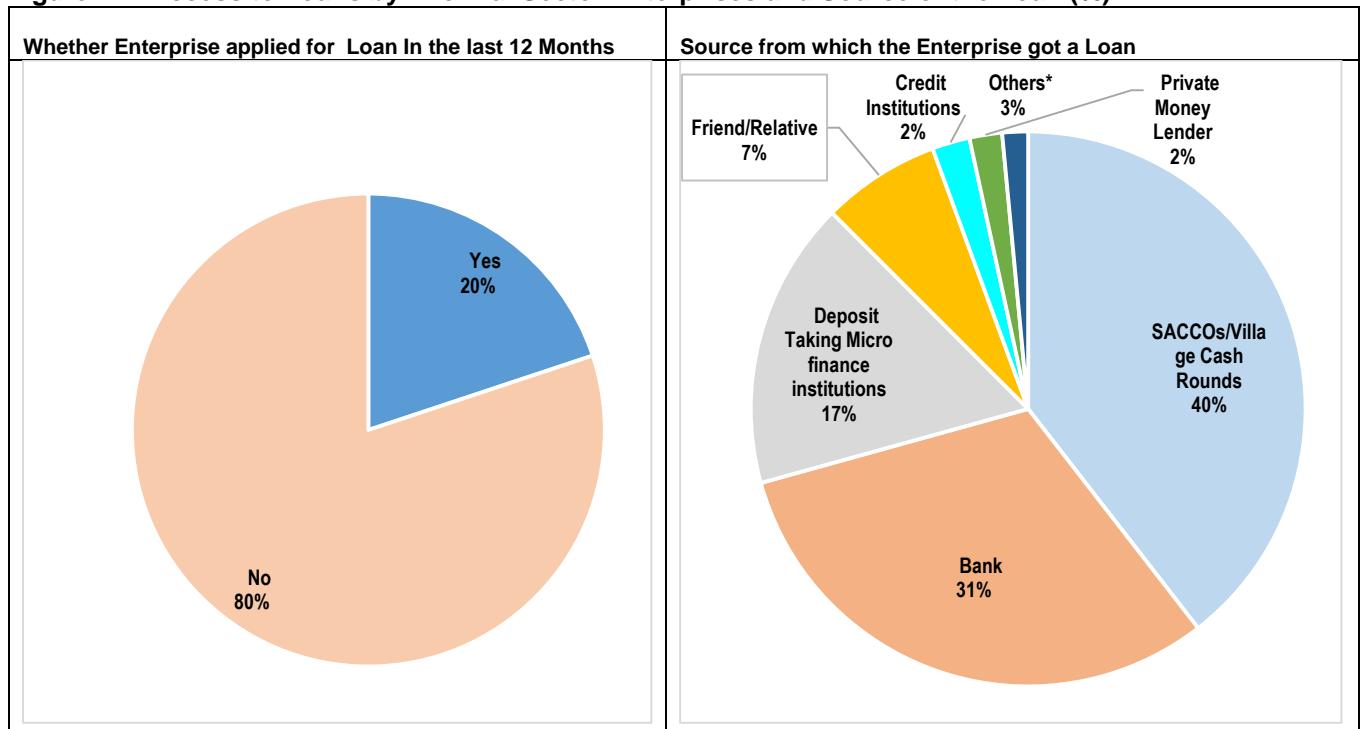


Others* Includes: Inheritance, Informal Money Lenders, and Public Share Issuing among others

7.4.2 Access to Loans by Informal Sector Enterprises

Considering whether Informal Sector enterprises had accessed loans in the 12 months preceding the survey, the results in Figure 7.7 show that only 20 percent had applied for a loan. This implies that the loan seeking behavior among owners of Informal business is generally low as the majority of them depend on personal savings as startup capital or for expansion. Furthermore, of the Informal Sector enterprises that sought a loan, four in every ten (40%) took the loan from SACCOs and Village savings groups, three in every ten (31%) while 17 percent took loans from Micro Finance Deposit Taking Institutions.

Figure 7.7: Access to Loans by Informal Sector Enterprises and Source of the Loan (%)

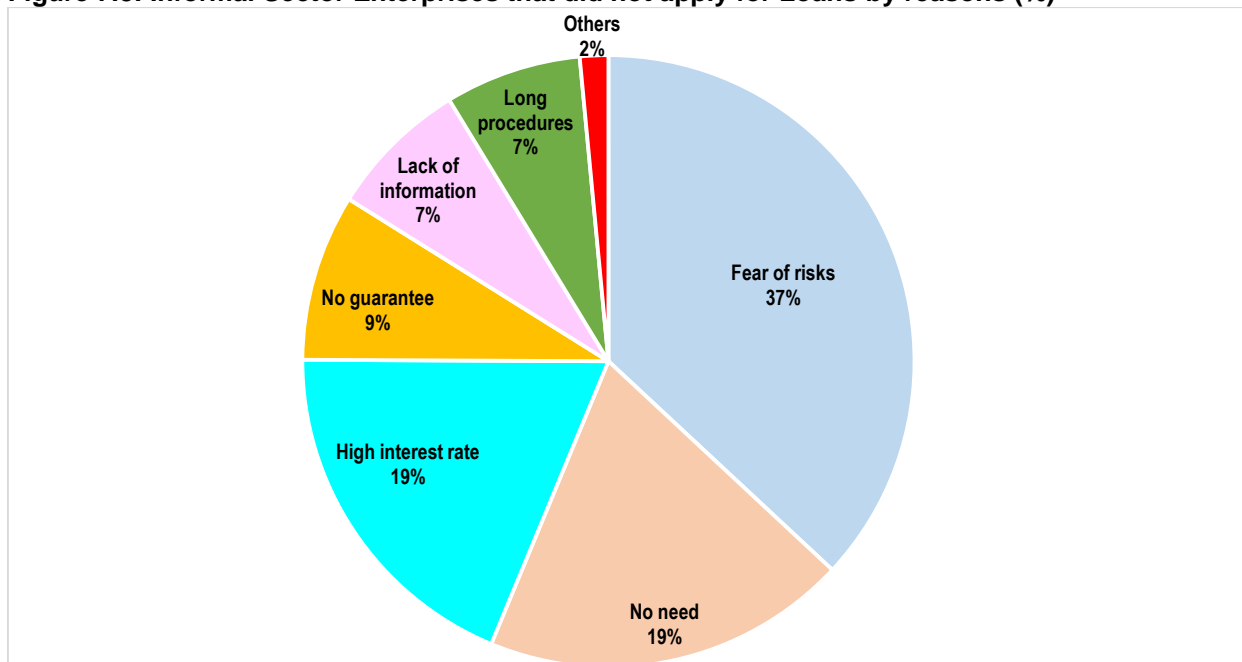


Others* includes: Input Trader/Shopkeeper, and Employer among others

7.4.3 Reasons for not applying for Loans

Figure 7.8 presents the distribution of Informal Sector enterprises by the reasons cited for not accessing loans in the 12 months preceding the survey. The majority of the Proprietors indicated the fear of risks (37%), high interest rates on loans (19%) and no need for the loan as reasons (19%).

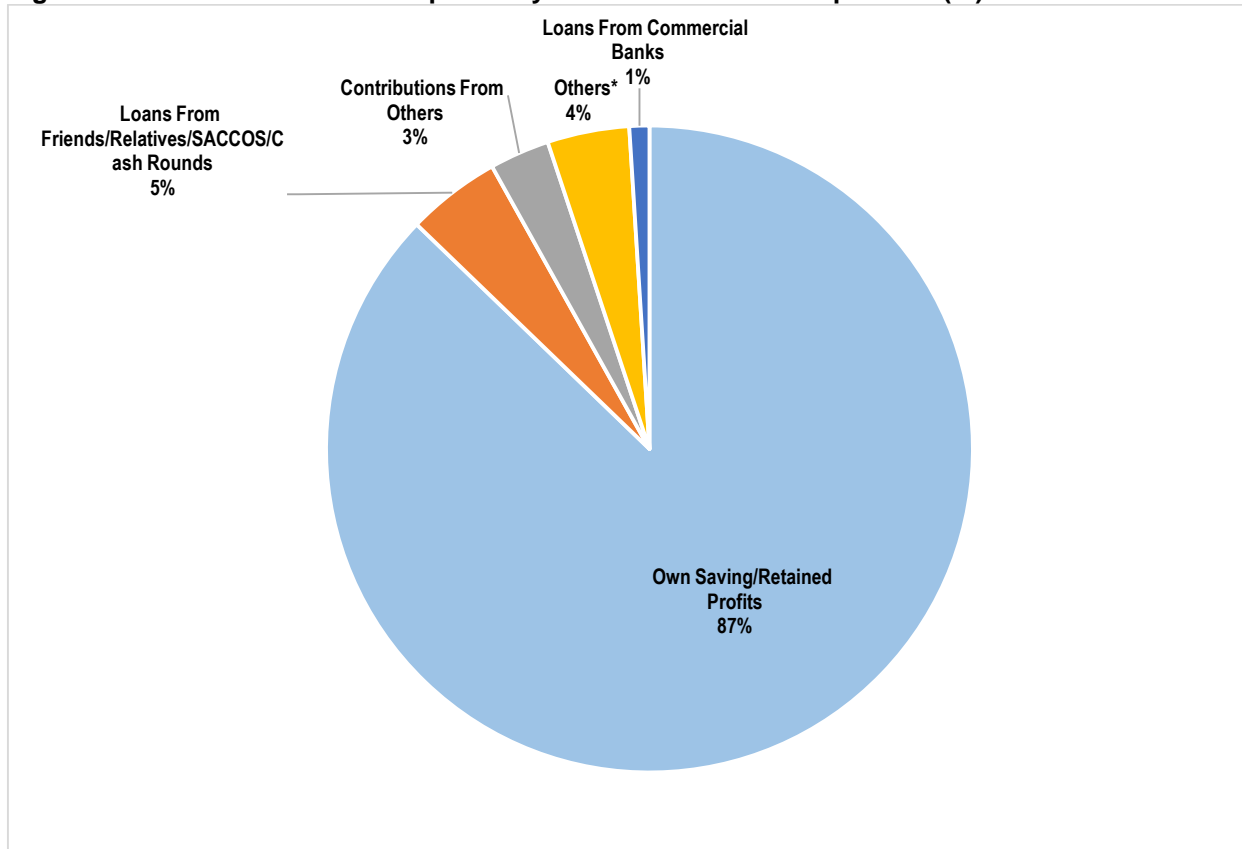
Figure 7.8: Informal Sector Enterprises that did not apply for Loans by reasons (%)



7.4.4 Source of Funds for Expansion of Informal Sector Businesses

Figure 7.9 presents the distribution of Informal Sector enterprises by their main source of funds for expansion of their businesses. Own savings (87%) were the main source while Commercial Banks and Micro Finance Deposit Taking Institutions account for only one percent of all the sources of funds for expansion. A similar pattern is observed as with the source of startup capital.

Figure 7.9: Informal Sector Enterprises by source of funds for expansion (%)



Note: Others* includes government lending agencies, Inheritance, Borrowing from Supplier, Informal Money Lenders and Micro Finance Institutions etc.

7.5 Challenges in Setting up, Operating and Expanding Informal Sector Businesses

Informal Sector employers face various challenges that affect several aspects of the enterprise ranging from setting up the business, regulatory requirements, to operations and expansion among others. The impact of the challenges faced could manifest in the inability of an enterprise to expand, meet its day to day operational needs of liquidity, failure to have adequate sales, and risk of closure for enterprises in operation among others. The Proprietors of Informal Sector businesses were asked to state the three main challenges they encountered at different stages of their businesses from setting up, operating and expansion of enterprises.

7.5.1 Problems in setting up Informal Sector Enterprises

Table 7.7 presents the distribution of Informal Sector enterprises by the main challenges they faced in setting up their business. The issues cited by the majority of the business owners include: obtaining startup capital (33%), finding clients/market (26%), and obtaining space/premises to operate the business (15%) which account for about three quarters of possible challenges for setting up enterprises.

Table 7.7: Main problems in Setting up Informal Sector Enterprises (%)

Problems	Percent
Obtaining start-up capital	32.9
Finding clients/Market	25.5
Obtaining space/premises	15.4
Accessing raw materials	6.5
Obtaining technical know-how and skills	4.6
Government rules/regulations	4.3
Obtaining Electricity	2.3
Obtaining transport	2.2
Obtaining other services*	1.8
Insecurity/Theft	1.8
Others	2.8
Total	100

Note: Obtaining other utilities and inputs like water

7.5.2 Problems in running Informal Sector Enterprises

With regard to challenges encountered in running/operating Informal Sector businesses, the results in Table 7.8 reveals that high taxes and license fees (21%), high labour turnover (16%), non-payment of debts (15%) and economic factors like low profits etc. (11%) were among the three main problems.

Table 7.8: Main Problems in running Informal Sector Enterprises (%)

Nature of problem	Percent
High taxes and license fees	21.3
High labour turnover	15.8
Non-payment of debts	14.5
Economic factors(Profitability	10.7
Lack of customers/marketing	6.3
Access to finance	6.0
Lack of space/land	4.5
Difficulties with existing government regulations/law	3.3
Crime/safety	3.0
Increased competition	2.9
Poor transport system	2.5
Lack of management skills	2.3
Lack of skilled personnel	1.8
Others*	5.1
Total	100

Note: Others include high transport costs, Labour regulations etc.*

7.5.3 Problems in Expansion of Informal Sector Enterprises

Table 7.9 presents the distribution of Informal Sector enterprises by the main kind of problems faced in expanding their businesses. The key challenges that stand out include: access to finance (29%), finding market for products/services (18%), and increased competition (14%) among others.

Table 7.9: Main problems in expanding Informal Sector Enterprises (%)

Nature of problem	Percent
Access to finance	29.2
Lack of customers/marketing	17.8
Increased competition	14.3
Economic factors(Profitability)	11.0
Non-payment of debts	6.0
High taxes and license fees	3.8
Lack of space/land	3.1
Lack of capital equipment	2.8
Transport cost	2.5
Lack of skilled personnel	1.2
Access/cost of energy	1.1
Poor transport system	1.1
Crime/safety	1.0
Others	5.2
Total	100.0

Note: Others include labour regulations, access to water sources, customs and trade regulations, high labour turnover, Technological challenges, lack of managerial skills, government laws, machines breakdown etc.

7.5.4 Main Strategies by Informal Sector Enterprises for the next 3 Years

Business Proprietors in the Informal Sector adopt strategies to cope with the challenges they encounter in their day to day operation of the enterprise. Informal Sector Employers were asked to mention some of the main strategies they intend to employ in the next three years. Table 7.18 shows that the majority of the business owners planned to: introduce new products or services in the market (29%), explore and enter new markets (16%) and increase their work force (13%) among other key strategies.

Table 7.10: Main strategies Informal Sector Enterprises in the next 3 years (%)

Strategies	Percent
Introduce new products/ services	29.0
Enter new markets	16.1
Increase work force	12.9
Improve quality or design	9.9
Do nothing, stay the same	8.1
Buy new equipment's/ adapt new technology	6.0
Change the establishment sale channels	3.7
Open new commercial offices	3.6
Improve branding and advertisement	2.8
Open new productive or operative plants	1.9
Train human resources	1.8
Cooperate with other Establishments to gain more important contracts or works	1.0
Licensing from other firms	0.6
Others	2.7
Total	100.0

Note: others include reducing the number personnel, registering patents of the products.

7.5.5 Areas of Strengths for Informal Sector Enterprises

The culture of businesses analyzing their Strengths, Weaknesses, Opportunities, and Threats (SWOT) is currently popular owing to the challenges encountered during their operations. The underpinning advantage of such a practice is to ride on the business strengths to better position it to maximize profits. The survey collected information on the strengths of the Informal Sector enterprises.

The results in Table 7.11, shows that, the majority of business owners cited the following as some of their key strengths: charging low prices (26%), flexibility to meet specific demands of customers (17%) and having a large number of customers (13%). Very few Informal Sector businesses considered offering goods/services that meet international standards (0.4%) and having ownership of a specific technology (1%) as key issues. This could imply that the enterprises can only operate well within the local market and have not fully embraced innovations that could give their products and services an edge in the international market.

Table 7.11: Main strength of Informal Sector Enterprises (%)

Areas of Business strength	Percent
Low prices	25.7
Flexibility to meet demand specific requirements	17.2
Large number of customers	12.9
High volume of output	9.3
After sales services	8.2
Operating in a specific niche segment	8.1
Design of parts of products	3.9
Positioning of the brand in the market	2.8
Suppliers	2.7
Logistics capacity	2.5
Capability to coordinate with suppliers (domestic and foreign)	1.0
Ownership of specific technology	0.9
Meets international standards	0.4
Others	4.4
Total	100.0

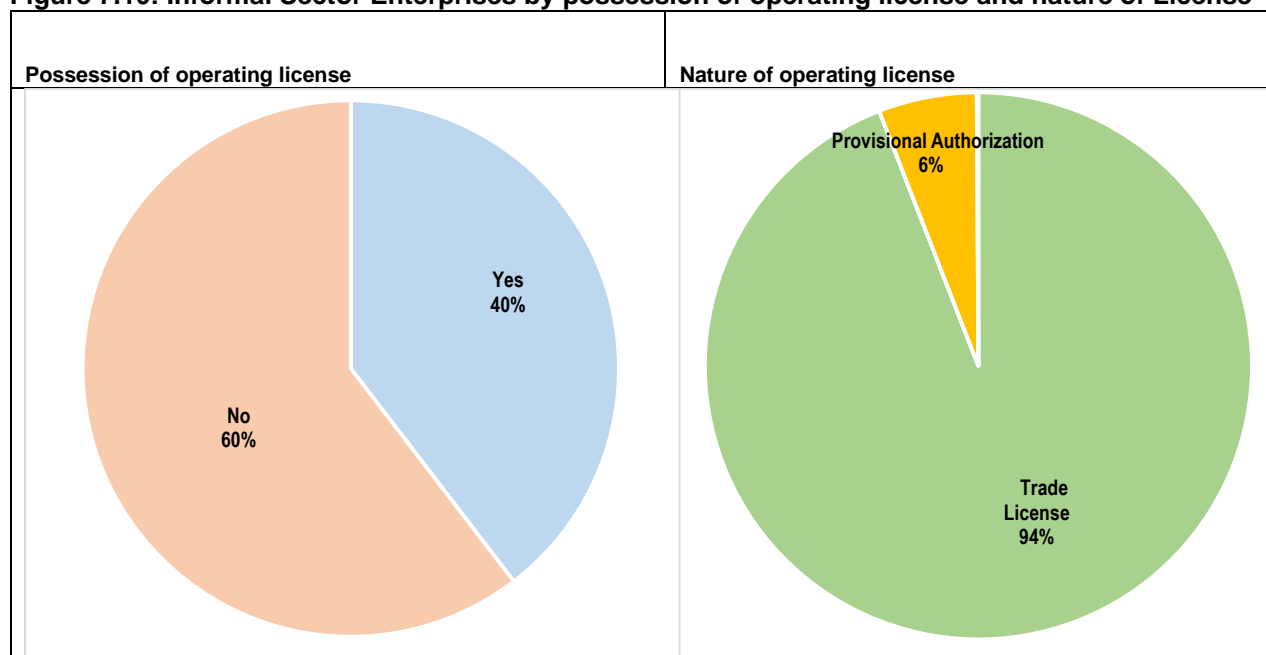
7.6 Registration of Informal Sector Enterprises

Across the globe, one of the primary characteristics of Informal businesses is the failure to register with the formal organization mandated to do such registration. Researchers have linked such informality to the desire by such enterprises to avoid paying taxes; as well as the failure to meet registration requirements like; a permanent address/premise, good record keeping of transactions, having bank accounts, and a postal address among other requirements. The 2016/17 MAPU collected information on the registration status of the informal businesses, the registering authority, reasons for not registering and what would motivate the unregistered ones to register.

7.6.1 Status and Nature of Operating License

For purposes of this survey, a Trading License was regarded as one registration avenue within the reach of the Informal Sector enterprises as such registration is done at the district level (commercial office) and the requirements are less stringent than would otherwise be required by either Uganda Revenue Authority or Uganda Registration Services Bureau. Figure 6.8 presents the distribution of Informal Sector enterprises possessing an operating license and the nature of license. Overall, 60 percent of the enterprises had an operating license. Furthermore, 94 percent of the enterprises with an operating license had a trading license while six percent had a provisional authorization to trade.

Figure 7.10: Informal Sector Enterprises by possession of operating license and nature of License



7.6.2 Reasons for not registering Informal Businesses

All owners of Informal businesses without operating licenses were asked for the reasons they had not yet registered. Table 7.12 reveals that one in every four Informal business owners were not aware that they had to register (25%); two in every ten Informal business owners reported that the high costs of registration were a hindrance (21%), while 18 percent indicated that they do not need to register their business.

Table 7.12: Informal Sector Businesses by reasons for not registering (%)

Reasons for not registering	Percent
Do not know if I have to register	25.2
Have to pay too much to register	20.5
Do not need to register my business	18.0
Too many requirements to complete	15.4
Could be bad for my business	13.6
In the process of being registered	4.3
Others	3.0
Total	100.0

7.6.3 Motivation for Owners to register their Informal Businesses

Informal business owners without operating licenses were further asked about what would motivate them to register their enterprises. Table 7.13 presents the distribution of Informal business owners by the factors that

would motivate them to register their businesses. The key factors that would motivate business owners to register their enterprises include: low registration fees (22%), easy access to financial services like loans etc. (18%), increased awareness campaigns about the need to register (16%), a shorter registration process (14%), and eligibility for support programs upon registration (14%).

Table 7.13: Informal Sector Businesses by motivation factors to register business (%)

Motivation Factors for the Informal enterprise owners to register	Percent
Low registration fees	21.7
Access to finance such as loans, financial assistance	17.6
Publicity/ Awareness campaigns	16.0
A short registration process	14.3
Eligibility for support programs	14.2
Don't know	8.2
Better chances of selling to state enterprise/ Private Companies	7.6
Others	0.5
Total	100

7.7 Summary of Findings

The Informal Sector is predominantly run by Ugandans (99%), and more than half of the employers (51%) are aged 31 to 59 years followed by those aged 18 to 30 years (44%). Most of business owners in the Informal Sector had attained primary level education (46%) and 25 percent had ordinary level secondary education (25%). Only a third of the Informal Sector Proprietors (29%) had previous working experience.

Overall, the Trade (32%), Hotels, Restaurants and other eating places (26%), and Manufacturing (20%) Sectors were the most common business activities in the Informal Sector accounting for 78 percent of all the activities. Females in the Informal Sector were more likely to engage in Hotels, Restaurants and other eating places (40%) while their male counterparts predominately engaged in Manufacturing (32%) and Trade (33%) activities. Close to seven in every ten (68%) enterprises in the Informal Sector are located at a place independent from the home followed by those with a work space within or attached to the home (17%). Generally, 60 percent of the informal businesses had an operating license. Overall, 65 percent of Informal Sector businesses used their own savings as the main source of startup capital, followed by those who got contributions from others (19%), and those that took loans from friends, relatives and SACCOs (7%). In the 12 months preceding the survey, only 20 percent of Informal business owners had applied for a loan.

Overall, more than half (52%) of the employees in the Informal Sector are paid employees, followed by the self-employed (35%) and contributing family workers (13%). There were slightly more males (52%) than females (48%) employed in Informal businesses. In addition, most male employees were paid employees (54%) while females dominated the category of contributing family workers (60%). Concerning the nature of employment contract, close to nine in every ten employees (88%) had a verbal Agreement; only two percent

of employees had a written contract while the rest were working without any form of contract (10%). On average, employees in the Informal Sector worked for 10 hours a day. In relation to skills gaps, enterprise owners reported that their employees mainly lacked Managerial skills (22%), Customer Care skills (19%), Entrepreneurial skills (18%), and Technical, skills (18%).

8 CHAPTER EIGHT

LESSONS LEARNT AND CHALLENGES

8.0 Challenges

Prior to, and during the process and implementation of the 2016/17 Manpower Survey Uganda (MAPU), a number of lessons were learnt and challenges encountered. The following are the challenges encountered during the 2016/17 MAPU mostly during data collection:

Although the 2016/17 MAPU set out to cover all Establishments in the various ISIC Sectors, some could not be located due to lack of reliable location information or change in location or name of the Establishment. In addition, some Institutions /Establishments continuously postpone the date on which the interview could be conducted which resulted into several call-backs by the interviewers and delays in the data collection process to ensure that such employers and employees were interviewed. The lack of electricity in some districts also affected the rate of data collection and capture in the field as the tablets required to be charged on a daily basis.

The lack of and insufficient documentation of past records was a challenge especially in the case of human resource numbers e.g. staff that had left before the end of the employment contract, total student enrolment numbers from past years broken down by other student characteristics and past year's manpower projections among others.

In some cases, Employers were unwillingness to have their employees interviewed separately – especially in the Private Sector where the employers were skeptical that the employees working conditions would be exposed. Furthermore, some Institutions / Establishments were reluctant to disclose information on the salaries paid to their employees as they considered such information as confidential.

8.1 Lessons Learnt

In terms of the lessons learnt, the experience from the 2016/17 MAPU has led to the following recommendations as a way forward for future Manpower Surveys:

There is need for separate and up-to-date frames for both Informal businesses and formal businesses. Experience from the 2016/17 MAPU indicates that, due to the volatile mobility of some business in distributive trade and restaurants, such businesses are better captured through Area Sampling instead of using the list of Establishments. In addition to having precise location information for Establishments – i.e. street name, plot number etc., it is paramount to capture other particulars like phone contacts to minimize on the amount of time spent locating them.

Considering that Kampala City Council Authority and Wakiso District are centers for the majority of the businesses and Public Institutions in Uganda, special consideration and planning should be given to how the data collection would be rolled out to minimize non-response. In addition, involving umbrella

organizations and regulatory organizations like Uganda Insurance Regulatory Authority and Bank of Uganda increased the participation of Insurance and Banking Institutions. In line with increasing the participation of the targeted population, Human Resources Managers (HRM) especially in the MDAs and large Establishments in the Private Sector should be engaged by the survey and UBOS management early enough for successful implementation of the survey.

Furthermore, in the case of Ministries, Departments and Agencies (MDAs) with notable bureaucracy, besides advance planning, there is need to consider the peak periods towards the end of the financial year where most of the employees are engaged in finalizing their financial year programs to avoid low response as a result of poor participation in the survey. On the other hand, employees in Training Institutions should be interviewed during the school term/semester as finding the staff during the holiday is difficult. Similarly, the examination periods in such Institutions are busy and should be considered when planning future manpower surveys. In places like hotels, and other such Institutions, where a significant number of employees work in the night shifts, special arrangements were made to interview some of the employees that could not be interviewed during working days on weekends.

Considering that some Establishments were unwilling to have their employees interviewed, there is need to have an advance sampling strategy in future manpower surveys. In addition, the employee questionnaire could be shortened to reduce fatigue and time spent answering questions since some employers would not like to have their employees away from work for more than 30 minutes. This was noted in the busy Sectors such as banking, manufacturing, and security among others.

The use of Computer Assisted Persons Interviews (CAPI) significantly reduced the cost of data collection and the time for data processing. In addition, the use of CAPI increased the confidence of employees as there was no way their employers would access the responses they had given ensuring ease of keeping confidentiality. In future Manpower surveys, a team should comprise of not more than three persons to ensure optimum utilization of the field human resources – most of the large organizations require that the appointments for interviews are made in advance i.e. ranging from one day and a month with several postponements.

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10 APPENDICES

APPENDIX I: DEFINITION OF TERMS

Formal Sector covers all the enterprises which fulfill the following conditions: - offer regular wages and hours of work; employees carry with them employment rights; are officially registered, and are liable to taxation”.

Informal Sector consists of units engaged in the production of goods or services with the primary objective of generating employment and incomes for the persons concerned.

Establishment is an enterprise or part of an enterprise that is situated in a single location and in which only a single (non-ancillary) productive activity is carried out or in which the principal productive activity accounts for most of the value added

Informal Sector Employment comprises a form of employment with no job guarantees and short payment periods of less than a month for most workers.

Private Sector is that “part of a nation’s economy which is not directly owned or controlled by the public domain”

Public Sector is that “part of the economy concerned with providing basic services under the public domain. Central Government, Local Government, and Parastatals/Semi-autonomous Statutory Bodies constitute the Public Sector”

APPENDIX II: APPENDIX TABLES

Table A.1: Total Enrolment in Educational Training Institutions by the Field of Study and Year

Field of study	Total enrolment		
	2013	2014	2015
Education science	22,060	21,820	23,360
Training for pre-school teachers	3,270	4,220	5,370
Teacher training without subject specialisation	1,480	1,150	2,770
Teacher training with subject specialisation	220	1,130	1,020
Education not further defined	760	690	1,700
Arts not further defined	60	40	90
Audio-visual techniques and media production	70	320	310
Fashion, interior and industrial design	730	600	1,420
Fine arts	1,720	1,310	2,030
Handicrafts	140	60	350
Music and performing arts	180	290	340
Humanities (except languages) not further defined	180	120	210
Religion and theology	1,860	2,420	2,280
History and archaeology	10	10	10
Philosophy and ethics	310	380	420
Language acquisition	90	250	280
Literature and linguistics	20	20	30
Languages not elsewhere classified	50	50	70
Social sciences, journalism and information not further defined	50	90	240
Social and behavioural sciences not further defined	6,580	4,750	10,020
Economics	2,590	2,520	3,580
Political sciences and civics	240	220	330
Psychology	2,030	1,110	1,090
Sociology and cultural studies	140	210	290
Social and behavioural sciences not elsewhere classified	400	260	580
Journalism and reporting	2,820	3,080	4,780
Library, information and archival studies	2,740	2,880	2,480
Business and administration not further defined	3,140	2,660	3,130
Accounting and taxation	6,650	8,010	9,180
Finance, banking and insurance	2,360	2,110	4,270
Management and administration	10,250	8,230	11,800
Marketing and advertising	350	420	820
Secretarial and office work	3,290	2,430	3,950
Wholesale and retail sales	5,080	4,860	6,050
Work skills	360	320	540
Business and administration not elsewhere classified	9,720	9,240	13,010
Law	5,030	3,730	5,700
Biological and related sciences not further defined	50	70	150
Biology	180	210	230
Biochemistry	10	20	50
Biological and related sciences not elsewhere classified	20	10	50
Environmental sciences	1,380	1,040	1,480
Natural environments and wildlife	420	350	310
Chemistry	220	200	310
Earth sciences	30	20	70
Physics	70	90	140
Mathematics	10	30	70
Statistics	1,490	1,130	1,950
Mathematics and statistics not further defined	810	530	530
Natural sciences, mathematics and statistics not elsewhere classified	110	110	230
Information and Communication Technologies (ICTs) not further defined	120	100	380
Computer use	200	230	450
Database and network design and administration	560	490	780
Software and applications development and analysis	6,950	5,500	7,920
Information and Communication Technologies (ICTs) not elsewhere classified	410	360	630
Inter-disciplinary programmes and qualifications involving Information and Communication Technologies (ICTs)	40	30	70

Table A.1: Total Enrolment in Educational Training Institutions by the Field of Study and Year (continued)

Field of study	2013	2014	2015
Engineering and engineering trades not further defined	100	80	190
Chemical engineering and processing	1,590	1,500	2,080
Environmental protection technology	490	560	1,220
Electricity and energy	3,710	3,920	5,630
Electronics and automation	2,180	1,710	1,810
Mechanics and metal trades	3,780	4,560	5,390
Motor vehicles, ships and aircraft	1,770	1,790	2,920
Engineering and engineering trades not elsewhere classified	30	40	50
Food processing	910	620	800
Materials (glass, paper, plastic and wood)	4,100	3,390	3,330
Textiles (clothes, footwear and leather)	5,020	4,890	6,170
Mining and extraction	240	200	220
Architecture and town planning	3,090	2,060	2,710
Building and civil engineering	9,910	11,850	15,570
Agriculture not further defined	80	140	460
Crop and livestock production	8,950	7,700	8,990
Horticulture	320	320	410
Agriculture not elsewhere classified	5,830	5,380	5,170
Forestry	140	190	370
Fisheries	400	250	240
Veterinary	90	160	270
Health not further defined	50	50	50
Dental studies	110	80	70
Medicine	3,770	3,240	3,160
Nursing and midwifery	11,070	13,280	15,940
Medical diagnostic and treatment technology	850	670	700
Therapy and rehabilitation	120	140	140
Pharmacy	510	570	540
Care of the elderly and of disabled adults	30	20	20
Child care and youth services	990	1,640	1,340
Social work and counselling	4,310	3,590	5,590
Welfare not elsewhere classified	80	80	160
Health and welfare not elsewhere classified	27,110	33,140	27,350
Hair and beauty services	1,970	2,190	2,660
Hotel, restaurants and catering	3,720	4,360	5,080
Sports	30	40	100
Travel, tourism and leisure	1,160	1,340	1,580
Community sanitation	410	200	740
Occupational health and safety	430	420	530
Transport services	250	290	290
Field unknown	60	50	80
Total	219,870	219,230	269,820

Table A.2: Total Enrolment by Possible Occupation and Year

Occupation	2013	2014	2015
Senior government officials	2,240	2,230	2,230
Finance Managers	150	130	290
Human resource Managers	900	640	1,050
Policy and planning Managers	70	100	460
Business services and administration Managers not elsewhere classified	3,570	3,350	5,550
Research and development Managers	1,160	940	2,240
Agricultural and forestry production Managers	270	290	460
Information and communications technology service Managers	-	60	170
Health services Managers	10	20	10
Social welfare Managers	30	20	30
Education Managers	110	120	650
Hotel Managers	40	80	140
Services Managers not elsewhere classified	10	10	20
Physicists and astronomers	130	30	50
Chemists	40	30	70
Mathematicians, actuaries and statisticians	3,210	2,140	2,350
Biologists, botanists, zoologists and related professionals	430	450	600
Farming, forestry and fisheries advisers	1,700	2,450	2,370
Environmental protection professionals	720	760	890
Industrial and production engineers	730	350	610
Civil engineers	1,390	1,200	2,430
Environmental engineers	150	140	390
Mechanical engineers	480	320	610
Chemical engineers	130	150	470
Mining engineers, metallurgists and related professionals	80	80	70
Engineering professionals not elsewhere classified	200	160	180
Electrical engineers	670	490	900
Electronics engineers	50	10	40
Telecommunications engineers	430	190	390
Building architects	290	450	280
Product and garment designers	300	260	530
Town and traffic planners	130	120	120
Cartographers and surveyors	680	320	470
Graphic and multimedia designers	10	20	80
Specialist medical practitioners	2,180	1,370	1,790
Nursing professionals	490	530	770
Veterinarians	360	300	450
Dentists	80	40	40
Pharmacists	800	420	300
Environmental and occupational health and hygiene professionals	110	100	170
Physiotherapists	210	250	240
Dieticians and nutritionists	390	210	560
Audiologists and speech therapists	10	20	20
Optometrists and ophthalmic opticians	10	10	10
Health professionals not elsewhere classified	400	340	340
University and higher education teachers	230	280	680
Vocational education teachers	330	1,080	1,000
Secondary education teachers	14,030	12,690	18,010
Primary school teachers	13,590	15,150	15,310
Early childhood educators	2,530	3,460	4,580
Education methods specialists	10	30	20
Special needs teachers	30	30	60
Other language teachers	50	50	70
Other arts teachers	860	430	430
Information technology trainers	100	100	130
Teaching professionals not elsewhere classified	230	130	200

Table A.2: Total Enrolment by Possible Occupation and Year (Continued)

Occupation	2013	2014	2015
Accountants	6,690	5,230	7,390
Financial and investment advisers	1,280	1,760	2,400
Financial analysts	30	10	40
Management and organization analysts	8,240	7,800	8,610
Policy administration professionals	2,130	1,860	2,260
Personnel and careers professionals	1,240	1,760	2,870
Training and staff development professionals	40	20	90
Advertising and marketing professionals	560	370	420
Public relations professionals	350	260	730
Systems analysts	240	160	240
Software developers	1,420	410	410
Applications programmers	5,880	3,310	4,390
Software and applications developers and analysts not elsewhere classified	120	100	380
Computer network professionals	520	480	910
Lawyers	3,370	2,060	3,510
Archivists and curators	170	10	330
Librarians and related information professionals	2,130	1,490	1,230
Economists	2,480	2,200	3,250
Sociologists, anthropologists and related professionals	40	20	140
Philosophers, historians and political scientists	220	190	310
Psychologists	50	70	70
Social work and counselling professionals	12,200	8,260	12,620
Religious professionals	810	880	1,350
Authors and related writers	40	150	30
Journalists	1,190	890	2,230
Translators, interpreters and other linguists	170	150	170
Visual artists	730	360	370
Musicians, singers and composers	80	120	130
Film, stage and related directors and producers	90	100	100
Creative and performing artists not elsewhere classified	30	30	30
Chemical and physical science technicians	130	170	340
Civil engineering technicians	6,880	8,460	10,810
Electrical engineering technicians	3,060	3,440	4,570
Electronics engineering technicians	140	150	360
Mechanical engineering technicians	4,000	4,950	6,620
Chemical engineering technicians	10	10	20
Mining and metallurgical technicians	-	10	50
Draughtspersons	430	380	400
Physical and engineering science technicians not elsewhere classified	5,910	6,230	7,050
Petroleum and natural gas refining plant operators	270	90	90
Process control technicians not elsewhere classified	170	180	240
Life science technicians (excluding medical)	110	150	150
Agricultural technicians	3,220	3,370	4,930
Aircraft pilots and related associate professionals	60	30	130
Air traffic controllers	60	130	60
Medical imaging and therapeutic equipment technicians	280	270	270
Medical and pathology laboratory technicians	1,720	1,380	1,590
Pharmaceutical technicians and assistants	470	590	690
Nursing associate professionals	5,830	6,760	9,230
Midwifery associate professionals	4,360	5,390	5,360
Dental assistants and therapists	120	140	130
Medical records and health information technicians	150	160	230
Community health workers	470	500	490
Physiotherapy technicians and assistants	80	100	120
Medical assistants	1,520	1,620	1,580
Environmental and occupational health inspectors and associates	730	760	850
Health associate professionals not elsewhere classified	840	850	1,050

Table A.2: Total Enrolment by Possible Occupation and Year (Continued)

Occupation	2013	2014	2015
Securities and finance dealers and brokers	450	620	330
Credit and loans officers	260	370	210
Accounting associate professionals	6,040	7,100	9,900
Statistical, mathematical and related associate professionals	10	10	10
Commercial sales representatives	350	330	750
Buyers	3,290	2,710	4,450
Clearing and forwarding agents	160	160	110
Office supervisors	30	40	30
Administrative and executive secretaries	5,070	3,660	4,210
Police inspectors and detectives	2,150	2,190	2,760
Social work associate professionals	3,920	3,200	4,760
Religious associate professionals	1,230	1,950	1,600
Sports coaches, instructors and officials	180	80	130
Interior designers and decorators	1,050	1,080	1,600
Gallery, museum and library technicians	660	700	700
Chefs	4,340	4,760	5,340
Other artistic and cultural associate professionals	5,350	5,350	6,100
Information and communications technology operations tech	210	300	340
Information and communications technology user support technicians	2,410	3,900	4,740
Computer network and systems technicians	490	410	720
Broadcasting and audio-visual technicians	860	1,500	1,620
Telecommunications engineering technicians	200	240	350
General office clerks	10	10	30
Secretaries (general)	-	30	120
Accounting and bookkeeping clerks	470	830	1,000
Statistical, finance and insurance clerks	10	40	40
Library clerks	100	60	250
Cooks	20	30	20
Waiters	70	60	170
Hairdressers	1,460	1,540	1,960
Beauticians and related workers	310	420	430
Fashion and other models	-	-	70
Health care assistants	50	40	40
Personal care workers in health services not elsewhere classified	30	30	20
Protective services workers not elsewhere classified	30	30	30
Gardeners, horticultural and nursery growers	-	-	20
Livestock and dairy producers	10	10	10
Forestry and related workers	200	70	70
Plumbers and pipe fitters	-	70	140
Air conditioning and refrigeration mechanics	-	60	110
Painters and related workers	-	110	80
Handicraft workers in textile, leather and related materials	70	50	90
Butchers, fishmongers and related food preparers	50	60	40
Tailors, dressmakers, furriers and hatters	40	10	10
Garment and related pattern-makers and cutters	90	60	140
Textile, fur and leather products machine operators not elsewhere classified	10	10	10
Glass and ceramics plant operators	20	20	10
Car, taxi and van drivers	130	130	150
Not stated	26,880	32,880	27,200
Total	219,870	219,230	269,820

Table A.3: Graduates by Field of Study and Year

Field of study	2013	2014	2015
Education science	9,760	10,600	10,040
Training for pre-school teachers	1,560	2,160	2,470
Teacher training without subject specialisation	910	980	1,650
Teacher training with subject specialisation	120	480	960
Education not elsewhere classified	230	130	200
Education not further defined	470	400	1,370
Audio-visual techniques and media production	30	160	170
Fashion, interior and industrial design	300	320	580
Fine arts	570	670	1,270
Handicrafts	80	40	100
Music and performing arts	30	50	90
Humanities (except languages) not further defined	160	120	190
Religion and theology	810	1,080	1,160
History and archaeology	10	10	10
Philosophy and ethics	80	120	160
Language acquisition	60	200	120
Literature and linguistics	10	10	20
Languages not elsewhere classified	10	10	30
Social sciences, journalism and information not further defined	30	70	170
Social and behavioural sciences not further defined	2,600	2,480	4,590
Economics	1,460	1,300	1,650
Political sciences and civics	130	150	180
Psychology	360	420	580
Sociology and cultural studies	90	80	170
Social and behavioural sciences not elsewhere classified	330	240	460
Journalism and reporting	1,010	1,520	2,290
Library, information and archival studies	980	1,290	1,280
Business and administration not further defined	1,720	1,690	1,340
Accounting and taxation	3,240	3,630	4,700
Finance, banking and insurance	1,320	1,320	2,820
Management and administration	4,130	4,180	6,310
Marketing and advertising	300	300	670
Secretarial and office work	2,290	1,380	2,290
Wholesale and retail sales	2,560	2,230	3,520
Work skills	140	110	190
Business and administration not elsewhere classified	3,780	4,160	5,930
Law	1,810	1,770	2,450
Biological and related sciences not further defined	20	20	60
Biology	100	120	180
Biochemistry	-	10	20
Biological and related sciences not elsewhere classified	20	10	20
Environmental sciences	710	670	660
Natural environments and wildlife	70	200	180
Chemistry	80	130	150
Earth sciences	10	10	20
Physics	60	60	130
Mathematics and statistics not further defined	270	300	160
Mathematics	10	30	70
Statistics	670	690	1,030
Natural sciences, mathematics and statistics not elsewhere classified	60	50	100
Information and Communication Technologies (ICTs) not further defined	120	100	210
Computer use	70	50	160
Database and network design and administration	260	270	620
Software and applications development and analysis	2,720	3,430	4,330
Information and Communication Technologies (ICTs) not elsewhere classified	130	140	250
Inter-disciplinary programmes and qualifications involving Information and Communication Technologies (ICTs)	40	30	70

Table A.3: Graduates by Field of Study and Year (Continued)

Field of study	2013	2014	2015
Engineering and engineering trades not further defined	40	20	110
Chemical engineering and processing	850	830	1,190
Environmental protection technology	120	150	270
Electricity and energy	1,920	2,150	2,890
Electronics and automation	650	1,030	1,300
Mechanics and metal trades	1,470	1,870	2,330
Motor vehicles, ships and aircraft	950	1,050	1,250
Engineering and engineering trades not elsewhere classified	20	30	30
Food processing	360	440	600
Materials (glass, paper, plastic and wood)	1,870	1,710	1,800
Textiles (clothes, footwear and leather)	2,770	2,660	2,890
Mining and extraction	40	50	80
Architecture and town planning	700	1,150	1,380
Building and civil engineering	4,910	5,780	7,130
Agriculture not further defined	80	120	250
Crop and livestock production	3,190	3,650	4,170
Horticulture	160	160	170
Agriculture not elsewhere classified	5,420	5,370	5,110
Forestry	20	60	210
Fisheries	110	190	160
Veterinary	40	60	140
Health not further defined	50	50	50
Dental studies	50	50	40
Medicine	1,030	950	1,070
Nursing and midwifery	5,420	5,420	6,150
Medical diagnostic and treatment technology	250	280	320
Therapy and rehabilitation	40	40	40
Pharmacy	120	160	200
Care of the elderly and of disabled adults	30	20	20
Child care and youth services	870	640	1,040
Social work and counselling	2,630	2,340	3,960
Welfare not elsewhere classified	70	40	160
Health and welfare not elsewhere classified	4,210	8,180	8,230
Hair and beauty services	1,210	1,290	1,430
Hotel, restaurants and catering	2,130	2,640	2,860
Sports	30	40	100
Travel, tourism and leisure	660	580	570
Community sanitation	110	120	320
Occupational health and safety	160	160	250
Transport services	230	230	220
Field not stated	60	50	80
Total	93,950	103,990	131,170

Table A.4: Graduates by likely Occupation and Year of Completion

Occupation	2013	2014	2015
Senior government officials	980	1,360	610
Finance Managers	10	10	290
Human resource Managers	390	300	650
Policy and planning Managers	60	60	100
Business services and administration Managers not elsewhere classified	1,370	1,500	2,820
Research and development Managers	920	790	1,740
Agricultural and forestry production Managers	110	140	220
Information and communications technology service Managers	-	60	170
Health services Managers	10	20	10
Social welfare Managers	20	20	20
Education Managers	100	60	460
Hotel Managers	20	60	90
Sports, recreation and cultural centre Managers	10	10	10
Physicists and astronomers	40	20	40
Chemists	30	20	60
Mathematicians, actuaries and statisticians	1,130	1,000	1,120
Biologists, botanists, zoologists and related professionals	190	250	390
Farming, forestry and fisheries advisers	870	860	1,040
Environmental protection professionals	230	310	280
Industrial and production engineers	160	210	390
Civil engineers	410	430	1,000
Environmental engineers	130	130	250
Mechanical engineers	120	190	370
Chemical engineers	130	150	370
Mining engineers, metallurgists and related professionals	30	30	70
Engineering professionals not elsewhere classified	40	30	60
Electrical engineers	190	290	710
Electronics engineers	20	10	30
Telecommunications engineers	140	130	270
Building architects	60	390	150
Product and garment designers	100	110	180
Town and traffic planners	120	90	10
Cartographers and surveyors	160	200	300
Graphic and multimedia designers	10	10	60
Specialist medical practitioners	870	830	880
Nursing professionals	160	140	280
Veterinarians	90	100	230
Dentists	20	20	20
Pharmacists	170	190	220
Environmental and occupational health and hygiene professionals	50	60	60
Physiotherapists	60	70	90
Dieticians and nutritionists	190	150	420
Audiologists and speech therapists	10	10	10
Health professionals not elsewhere classified	80	120	150
University and higher education teachers	170	160	400
Vocational education teachers	190	400	710
Secondary education teachers	6,390	6,600	8,230
Primary school teachers	6,940	8,100	7,840
Early childhood educators	1,260	1,820	2,080
Education methods specialists	10	10	10
Special needs teachers	30	20	60
Other language teachers	10	10	30
Other arts teachers	150	150	270
Information technology trainers	100	100	130
Teaching professionals not elsewhere classified	230	130	200

Table A.4: Graduates by likely Occupation and Year of Completion (Continued)

Occupation	2013	2014	2015
Accountants	2,990	2,730	3,930
Financial and investment advisers	1,080	940	1,290
Financial analysts	20	10	20
Management and organization analysts	3,080	3,410	3,960
Policy administration professionals	1,090	1,010	1,210
Personnel and careers professionals	600	750	1,380
Training and staff development professionals	40	20	90
Advertising and marketing professionals	50	130	170
Public relations professionals	320	200	530
Systems analysts	100	70	80
Software developers	-	80	230
Applications programmers	2,010	2,180	2,330
Software and applications developers and analysts not elsewhere classified	120	100	210
Computer network professionals	160	160	280
Lawyers	750	870	1,100
Archivists and curators	90	10	330
Librarians and related information professionals	220	390	520
Economists	1,360	1,210	1,660
Sociologists, anthropologists and related professionals	10	20	100
Philosophers, historians and political scientists	50	70	130
Psychologists	30	40	30
Social work and counselling professionals	4,410	4,760	7,040
Religious professionals	370	530	620
Authors and related writers	20	130	20
Journalists	320	250	920
Translators, interpreters and other linguists	110	120	140
Visual artists	150	170	170
Musicians, singers and composers	10	20	30
Film, stage and related directors and producers	20	10	20
Creative and performing artists not elsewhere classified	-	10	10
Chemical and physical science technicians	120	150	230
Civil engineering technicians	3,360	4,070	4,850
Electrical engineering technicians	1,750	1,870	2,280
Electronics engineering technicians	70	80	100
Mechanical engineering technicians	2,000	2,210	2,630
Chemical engineering technicians	10	10	20
Mining and metallurgical technicians	-	10	30
Draughtspersons	210	220	170
Physical and engineering science technicians not elsewhere classified	3,000	3,240	3,550
Petroleum and natural gas refining plant operators	-	40	40
Process control technicians not elsewhere classified	170	170	200
Life science technicians (excluding medical)	-	10	40
Agricultural technicians	1,740	1,810	2,350
Aircraft pilots and related associate professionals	60	30	70
Air traffic controllers	60	80	60
Medical imaging and therapeutic equipment technicians	160	90	100
Medical and pathology laboratory technicians	750	740	780
Pharmaceutical technicians and assistants	200	260	260
Nursing associate professionals	2,690	2,580	3,420
Midwifery associate professionals	2,360	2,460	2,380
Dental assistants and therapists	60	50	60
Medical records and health information technicians	80	60	130
Community health workers	200	160	230
Physiotherapy technicians and assistants	30	30	30
Medical assistants	440	470	520
Environmental and occupational health inspectors and associates	490	510	340
Health associate professionals not elsewhere classified	480	460	540

Table A.4: Graduates by likely Occupation and Year of Completion (Continued)

Occupation	2013	2014	2015
Securities and finance dealers and brokers	230	240	250
Credit and loans officers	120	160	130
Accounting associate professionals	3,720	4,150	5,970
Statistical, mathematical and related associate professionals	10	10	10
Commercial sales representatives	210	100	410
Buyers	1,840	1,620	2,750
Clearing and forwarding agents	80	80	80
Office supervisors	20	30	30
Administrative and executive secretaries	3,360	2,160	2,450
Police inspectors and detectives	1,270	1,150	1,590
Social work associate professionals	2,400	2,030	3,060
Religious associate professionals	480	730	810
Sports coaches, instructors and officials	60	80	130
Interior designers and decorators	550	600	790
Gallery, museum and library technicians	300	410	330
Chefs	2,510	2,880	2,910
Other artistic and cultural associate professionals	2,880	2,850	3,240
Information and communications technology operations tech	200	260	290
Information and communications technology user support technicians	1,560	2,390	2,680
Computer network and systems technicians	190	170	580
Broadcasting and audio-visual technicians	370	740	860
Telecommunications engineering technicians	110	140	200
General office clerks	10	10	30
Secretaries (general)	-	30	120
Accounting and bookkeeping clerks	280	450	550
Statistical, finance and insurance clerks	10	20	20
Library clerks	90	60	160
Cooks	20	20	20
Waiters	40	40	90
Hairdressers	960	970	1,100
Beauticians and related workers	160	220	240
Fashion and other models	-	-	20
Health care assistants	30	30	40
Personal care workers in health services not elsewhere classified	30	30	20
Protective services workers not elsewhere classified	20	20	20
Forestry and related workers	20	30	50
Plumbers and pipe fitters	-	70	140
Air conditioning and refrigeration mechanics	-	60	110
Motor vehicle mechanics and repairers	-	70	50
Handicraft workers in textile, leather and related materials	40	30	70
Butchers, fishmongers and related food preparers	50	60	50
Tailors, dressmakers, furriers and hatters	20	10	10
Garment and related pattern-makers and cutters	50	40	110
Glass and ceramics plant operators	20	20	10
Car, taxi and van drivers	90	90	110
Total	91,983	98,084	125,325

Table A.5: Earnings of Different Occupation by Sector

Occupations	Public	Private
Managing directors and chief executives	3,763,600	5,949,500
Finance Managers	2,522,200	5,272,400
Human resource Managers	2,662,900	3,211,100
Policy and planning Managers	4,195,000	2,562,900
Business service and administration Managers	4,135,500	3,928,200
Agricultural and forestry production Managers	2,237,600	1,113,400
Supply, distribution and related Managers	3,095,900	2,137,000
Information and communication technology service Managers	3,976,800	4,248,000
Health services Managers	1,347,200	1,604,600
Education Managers	957,800	661,600
Professional service Managers N.E.C	2,924,600	951,000
Mathematicians, Actuaries and Statisticians	3,732,700	1,103,500
Farming, forestry and fisheries advisers	1,065,700	2,102,400
Environmental protection professionals	1,889,300	2,220,000
Civil engineers	2,221,200	5,520,500
Mechanical engineers	2,817,800	1,719,500
Cartographers and surveyors	1,670,500	1,201,800
Specialist medical practitioners	2,189,100	2,760,800
Nursing professionals	1,009,600	1,000,000
Paramedical practitioners	1,095,100	1,166,300
Dentists	1,077,500	1,476,500
Veterinarians	1,257,800	990,000
Medical imaging	1,010,200	962,400
Medical and pathology laboratory technicians	672,500	536,700
Medical and dental prosthetic technicians	1,358,100	534,700
Nursing associate professionals	708,000	527,600
Midwifery associate professionals	649,000	513,800
Veterinary technicians and assistants	618,700	366,700
Lawyers	3,760,000	2,943,400
Economists	2,107,100	3,238,000
Journalists	1,360,200	487,000
Finance Managers	2,522,200	5,272,400
Accountants	1,756,600	2,203,300
Medical records	567,600	454,100
Community health workers	708,200	487,400
Medical assistants	986,600	731,200
Health associate	901,200	1,195,200
Civil engineers	2,221,200	5,520,500
Mechanical engineer	2,817,800	1,719,500
Generalist medical practitioners	1,704,600	2,283,000
Nursing professional	1,009,600	1,000,000
Dentists	1,077,500	1,476,500
Veterinarians	1,257,800	990,000
Nursing associates	708,000	527,600
Car/taxi drivers	654,800	562,500
Heavy truck drivers	718,500	445,800
Secondary Teachers	612,200	441,900
Primary school teachers	480,100	407,300
Police inspectors	1,027,100	1,243,500
Police officers	431,800	318,700
Security guards	334,900	312,000
Environmental and occupational health inspectors and associates	1,349,500	1,806,800

Table A.5: Earnings of Different Occupation by Sector (Continued)

Occupations	Public	Private
Professors	10,041,200	*
Associate Professors	6,616,300	*
Lectures	3,665,000	2,093,100
Teaching Assistant	1,322,500	540,000
Tutors	1,165,600	2,046,700
Principals	2,471,500	1,347,900
Secondary education teachers	612,200	441,900
Primary school teachers	480,100	407,300
Education methods specialists	1,031,800	350,000
Teaching professionals	891,400	485,300
Accountants	1,756,600	2,203,300
Financial and insurance services branch Managers	5,362,800	2,966,500
Financial analysts	3,533,700	3,003,200
Management and organization analysts	3,292,600	3,510,900
Policy administration professionals	815,200	1,837,600
Personnel and careers professionals	3,316,900	2,688,200
Public relations	2,547,400	2,808,700
Systems analysts	614,300	2,939,200
Systems administrators	2,341,100	2,533,700
Archivists and curators	945,100	759,700
Librarians and related information professionals	693,200	769,500
Social work and counselling professionals	736,400	704,500
Journalists	1,360,200	487,000
Announcers on radio, television and other media	804,500	413,600
Agricultural technicians	801,900	604,000
Credit and loans officers	2,749,100	2,018,600
Accounting associate professionals	680,100	841,500
Valuers and loss assessors	3,429,800	2,447,500
Commercial sales	1,374,300	1,590,900
Buyers	1,653,600	2,168,900
Office supervisors	3,186,500	1,813,200
Administrative and executive secretaries	2,469,500	1,285,500
Government tax and excise officials	1,777,400	2,181,000
Social work associate professionals	1,084,700	1,166,100
Information and communications technology operations technicians	1,880,800	725,900
General office clerks	635,900	465,200
Secretaries (general)	275,600	406,000
Typists and word processing operators	479,800	205,000
Data entry clerk	1,077,800	696,100
Bank tellers and related clerks	2,255,700	1,870,400
Receptionists (general)	542,200	531,700
Survey and market research interviewers	2,030,500	2,913,100
Accounting and bookkeeping clerks	617,500	571,300
Stock clerks	408,000	590,000
Library clerks	516,000	346,400
Filing and copying clerks	730,300	558,500
Clerical support	698,400	509,700
Cooks	123,800	216,400
Cleaning and housekeeping supervisors in offices, hotels and other Establishments	175,700	293,300
Sales workers not elsewhere classified	1,351,300	1,497,800
Health care assistants	533,300	340,700
Police inspector	1,027,100	1,243,500
Police officers	431,800	318,700
Security guards	334,900	312,000
Protective services workers not elsewhere classified	612,800	902,400
Plumbers and pipe fitters	343,400	478,400
Car, taxi and van drivers	654,800	562,500
Heavy truck and lorry drivers	718,500	445,800
Cleaners and helpers in offices, hotels and other Establishments	229,200	238,900

Table A.5: Earnings of Different Occupation by Sector (Continued)

Occupations	Public	Private
Senior government officials	2,625,500	*
Meteorologists	3,153,000	*
Biologists, botanists, zoologists and related professionals	1,330,600	*
Town and traffic planners	1,997,400	*
Customs and border inspectors	1,030,400	*
Government licensing officials	2,110,100	*
Regulatory government associate professionals not elsewhere classified	511,500	*
Prison guards	421,300	*
Hotel Managers	*	1,074,700
Restaurant Managers	*	451,900
Retail and whole	*	1,023,300
Sports, recreation and cultural centre Managers	*	1,157,200
Services manager	*	2,431,900
Chemists	*	875,400
Industrial and production engineers	*	750,000
Environmental engineers	*	400,000
Chemical engineers	*	5,500,000
Mining engineers	*	1,300,000
Engineering professionals not elsewhere classified	*	2,475,000
Electrical engineers	*	1,602,100
Electronics engineers	*	745,000
Building architects	*	1,711,700
multimedia designers	*	2,583,700
Pharmacists	*	2,911,500
Optometrists and ophthalmic opticians	*	1,808,400
Health professionals not elsewhere classified	*	1,031,600
Early childhood educators	*	272,600
Special needs teachers	*	592,300
Other music teachers	*	618,000
Other arts teachers	*	513,400
Advertising and marketing professionals	*	1,759,900
Information and communications technology sales professionals	*	1,729,600
Software developers	*	4,490,000
Applications programmers	*	1,692,900
Software and applications developers and analysts not elsewhere classified	*	2,431,200
Computer network professionals	*	2,642,000
Legal professionals not elsewhere classified	*	1,621,500
Religious professionals	*	826,700
Authors and related writers	*	325,000
Musicians, singers and composers	*	306,300
Film, stage and related directors and producers	*	375,500
Chemical and physical science technicians	*	719,000
Electrical engineering technicians	*	747,200
Electronics engineering technicians	*	1,371,400
Chemical engineering technicians	*	985,000
Draughtspersons	*	1,130,000
Physical and engineering science technicians not elsewhere classified	*	766,300
Manufacturing supervisors	*	695,500
Construction supervisors	*	1,775,000
Power production plant operators	*	900,000
Petroleum and natural gas refining plant operators	*	840,000
Process control technicians not elsewhere classified	*	900,200
Air traffic safety electronics technicians	*	1,225,000
Pharmaceutical technicians and assistants	*	492,100
Dispensing opticians	*	680,000

Table A.5: Earnings of Different Occupation by Sector (Continued)

Occupations	Public	Private
Securities and finance dealers and brokers		4,478,800
Statistical, mathematical and related associate professionals	*	1,585,200
Insurance representatives	*	2,065,600
Clearing and forwarding agents	*	1,140,500
Conference and event planners	*	329,200
Real estate agents and property Managers	*	1,363,400
Business services agents not elsewhere classified	*	852,500
Legal secretaries	*	840,000
Medical secretaries	*	365,200
Regulatory government associate professionals not elsewhere classified	*	501,000
Sports coaches, instructors and officials	*	350,000
Photographers	*	364,500
Interior designers and decorators	*	775,000
Chefs	*	587,400
Information and communications technology operations technicians	*	5,642,200
Computer network and systems technicians	*	911,600
Telecommunications engineering technicians	*	300,000
Bookmakers, croupiers and related gaming workers	*	470,600
Travel consultants and clerks	*	782,200
Contact centre information clerks	*	1,293,100
Telephone switchboard operators	*	465,000
Hotel receptionists	*	543,600
Client information workers not elsewhere classified	*	1,372,100
Statistical, finance and insurance clerks	*	2,190,200
Payroll clerks	*	1,753,100
Production clerk	*	768,600
Transport clerks	*	998,700
Travel attendant	*	798,900
Transport conductors	*	264,200
Travel guides	*	533,400
Waiters	*	192,800
Bartenders	*	304,500
Hairdressers	*	303,400
Beauticians and related workers	*	363,400
Domestic housekeepers	*	309,800
Building caretakers	*	220,000
Undertakers and embalmers	*	371,500
Driving instructors	*	628,700
Personal service workers not elsewhere classified	*	510,400
Shop keepers	*	249,700
Shop supervisors	*	564,500
Shop sales assistants	*	331,100
Cashiers and ticket clerks	*	452,000
Sales demonstrators	*	470,000
Door to door salespersons	*	506,500
Contact centre salespersons	*	1,459,400
Service station attendants	*	212,800
Food service counter attendants	*	250,000
Bus and train drivers	*	350,500

Table A.6: Employment Status of Employees in the Informal Sector by selected Characteristics (%)

Background characteristics	Self Employed	Paid Employee	Contributing Family Workers	Total
Sex Of Employee				
Male	34.9	54.5	10.6	100.0
Female	35.2	48.5	16.3	100.0
Education				
Bachelors	75.9	3.7	20.4	100.0
Diploma Level	61.4	26.8	11.8	100.0
Certificate Leve (TVET)	54.6	43.7	1.7	100.0
Secondary-A Level	31.5	47.0	21.5	100.0
Secondary-O Level	29.7	55.9	14.4	100.0
Primary	31.5	54.3	14.2	100.0
None	36.7	55.3	8.1	100.0
Other	40.8	40.9	18.3	100.0
Region				
Central	40.0	45.9	14.1	100.0
Eastern	40.1	43.3	16.6	100.0
Northern	25.5	64.4	10.1	100.0
Western	43.2	40.5	16.3	100.0
Age				
<18	5.5	48.1	46.5	100.0
18-30	24.5	61.9	13.5	100.0
31-59	64.2	29.0	6.8	100.0
60+	88.1	9.4	2.5	100.0
Sub region				
Kampala	37.5	51.0	11.5	100.0
South Buganda	44.0	49.5	6.5	100.0
North Buganda	32.0	36.9	31.2	100.0
Busoga	46.0	46.1	8.0	100.0
Bukedi	15.6	49.3	35.1	100.0
Elgon	57.0	42.5	0.5	100.0
Teso	45.6	41.5	12.9	100.0
Karamoja	33.0	54.2	12.9	100.0
Lango	28.0	48.9	23.18	100.0
Acholi	43.8	42.0	14.3	100.0
West Nile	21.1	73.3	5.7	100.0
Bunyoro	35.3	36.6	28.1	100.0
Tooro	50.6	35.4	14.1	100.0
Ankole	33.6	55.7	10.7	100.0
Kigezi	60.9	24.2	15.0	100.0
Uganda	35.1	51.5	13.4	100.0

APPENDIX III: SAMPLING ERRORS

Survey findings are usually estimates based on a sample selected using appropriate sample designs. Estimates are affected by two types of errors; sampling and non-sampling errors. Non-Sampling errors result from wrong interpretation of results; mistakes in recording of responses, definitional problems, improper recording of data, etc. and are mainly committed during the implementation of the survey.

Sampling errors, on the other hand, arise because observations are based on only one of the many samples that could have been selected from the same population using the same design and expected size. Sampling errors are a measure of the variability between all possible samples. Sampling errors are usually measured using Standard Errors (SE). A SE is the square root of the variance and can be used to calculate confidence intervals for the various estimates. In addition, sometimes it is appropriate to measure the relative errors of some of the variables and the Coefficient of Variation (CV) is one such measure. It is the quotient of the SE divided by the value of the variable of interest. The SE and CVs were computed using Statistical Analysis Software (STATA) and they each take into account the multi-stage nature of the survey design. The results below indicate the SE and CVs computed for the selected variables in the report.

APPENDIX IV: PERSONS INVOLVED IN THE 2016/17 MANPOWER SURVEY

Uganda Bureau of Statistics (UBOS)

Survey Management

B. P Mungyereza, Executive Director, UBOS

I. A. Musana, Deputy Executive Director, UBOS

J. Muwonge, Director, Socio-Economic Surveys, UBOS

S.Baryahirwa, Principal Statistician, Head Surveys, UBOS

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B. Masimbi

A. Onzoma

N. Nabiwande

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R. Nabwire

G. Kiberu

O. Kansimire

National Planning Authority

N. Wandera

J. Ssekamate

K. Sebulime

H. Ssebukeera

R. Matte

Ministry of Public Service

S. I. Kisuyi

T. Ojok

K. Atim

International Labour Organization

S. Opio

Federation of Uganda Employers

D. Opio

Kampala Capital City Authority

R. Kulabako

Ministry of East African Community Affairs

F. Alarango

F. Omanyala

National Council of Science and Technology

S. Sebbale

J. Komakech

N. Basiime

Ministry of Local Government

S. Muhumuza

National Council for Higher Education

P. Achanga

M. Nakacawa

Kyambogo University

A. Wanyama (Prof)

Nkumba University

F. Sengendo

Uganda Christian University

O. Nassaka (PhD)

Sampling Design

J. Muwonge

V.F.Sennono

Trainers

J. Muwonge

P. Ntale

D. Nabukalu

F. Kayondo

R. Ntambi

S. Baryahirwa

B. Twesigye

T. Mpangi

K. Bateesa

V. Sennono

A. Kiconco

B. Okua

A. Mupere

Interviewers

M. Rugumayo

M. Lusiba

D. Kayondo

J. Bugembe

G. Musinsuzi

M. Male

J. Kavuma

N. Kyazike

E. Nambuya

S. Namukose

H. Mazzi

B. Nankwabirwa

I. Balisimaki	P. Nakayima	C. Labong	J. Nampeera
M. Kababirye	A. Niwenyesiga	W. Mugisha	S. Ssengeru
A. Nambasa	S.S. Kawesa	E. Nakyobe	L. Nayamba
A. Kikooma	L. Akanyeta	R. Worijja	M. Ssewakambo
P. Opio	D. Agaba	J. Ssebanenya	D. Oyella
A. Okello	R. Agani	S.P. Oba	T. Achidri
G. Oyella	P. O. Olirus	R. Apeduno	C. Katali
S. Mugoya	J. Nakirya	D. Ssendagire	

Data Management and Processing Team

V.F Ssenono	L. Mugula	F. Kayondo
R. Ntambi	A. Mupere	B. Nakimbugwe

APPENDIX V: QUESTIONNAIRES

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UGANDA BUREAU OF STATISTICS



THE REPUBLIC OF UGANDA

THE UGANDA NATIONAL MANPOWER SURVEY 2016/17

EDUCATIONAL INSTITUTIONS MODULE

SECTION 1A: IDENTIFICATION PARTICULARS											
1. DISTRICT :											
2. COUNTY/MUNICIPALITY :											
3. SUBCOUNTY/ TOWN COUNCIL:											
4. PARISH/TOWN BOARD/WARD :											
5. STREET:											
6. PLOT NUMBER:											
7. NAME OF ESTABLISHMENT:											
8. UBID CODE											
9. ESTABLISHMENT CONTACT:											a) Tel Contact:
											b) Office Email:
10. CONTACT PERSONS:											
Particulars	Person 1					Person 2					
a) Name :											
b) Telephone :											
c) Email :											

THIS SURVEY IS BEING CONDUCTED BY THE UGANDA BUREAU OF STATISTICS UNDER THE AUTHORITY OF THE UGANDA BUREAU OF STATISTICS ACT, 1998.

THE UGANDA BUREAU OF STATISTICS

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SECTION 1B: STAFF DETAILS AND SURVEY TIME

1) NAME OF INTERVIEWER _____

2) DATE OF INTERVIEW _____ DD MM YYYY

3) NAME OF SUPERVISOR _____

4) DATE OF CHECKING _____ DD MM YYYY

5) NAME OF EDITOR _____

6) DATE OF INSPECTION _____ DD MM YYYY

7) STARTING TIME _____ HRS

8) INTERVIEW RESULTS:

A Visit 1	B Visit 2	C Visit 3	D Reason for Non-response
Date : /...../.....	Date :/...../.....	Date :/...../.....	
1 Fully completed 2 Partially completed 3 Non response 4 Postponed 6 Other (specify)	1 Fully completed 2 Partially completed 3 Non response 4 Postponed 6 Other (specify)	1 Fully completed 2 Partially completed 3 Non response 4 Postponed 6 Other (specify)	1 Refused 2 No contact 3 Not eligible 6 Other (specify)
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9) REMARKS BY INTERVIEWER:

10) REMARKS BY SUPERVISOR:

SECTION A: GENERAL INFORMATION

EMIS NUMBER:

INFORMATION TO THIS SECTION MUST BE PROVIDED BY HUMAN RESOURCE MANAGER/PERSONNEL MANAGER

When was this Institution established? (YYYY)	Who owns the establishment? 1= Sole Proprietorship>> M3:A030 2= Partnership 3= Private Limited company 4= Public Limited company 5= Statutory Corporation 6= Parastatals 7= Government>> M3:A030 8= Co-operative 9= Religious organization>> M3:A023 10= NGOs 96= Other (specify)	Current owner(s) (Number)				Sex of the owner(s) (Number)		What authority is the Institution formally registered with? 1= Ministry of Education and Sports 2= Registrar of Companies (Central Gov't) 3= Registrar of Cooperatives 4= NGO Board 5= District/Local Authorities 6= District Education Board 7= Ministry of Gender, labour and Social Development 8= National Council for Higher Education 9= Registration Bodies of various Institutions 10= Foreign registered 11= Not registered 96= Other (specify)	What type of Training Institution is this? 01= Pre-Primary/Nursery Training Institute 04= Village/Community Polytechnic 05= Vocational Training 06= Teacher Training College (TTC) 07= Technical Training Institute (TTI) 08= Cooperative College 09= Commercial College 10= Health Training Institute 11= National Teachers College 12= University 13 Hotel College 14 Social Development College	Does this Institution offer only day, only boarding or both services? 1= Day only 2= Boarding only 3= Both	Does this Institution cater for males only, females only or is mixed? 1= Male only 2= Female only 3= Both males and females	What are the major sources of funding for this Institution ? (Please indicate the percentage of each to total funding) 1= Government 2= Donors 3= Shareholders 4= Financial Institution 5= Faith Based Organizations 6=School/tuition fees 96= Other (specify) (Rank sources with proportions (%))									
		M3:A010	M3:A020	M3:A021								M3:A022		M3:A023	M3:A030	M3:A040	M3:A050	M3:A024			
		Ugandan	Other EAC	Other Africans	Rest of the world	Male	Female							1	2	3	4	5	6	7	

SECTION B: STAFFING PROFILE AND LABOUR TURNOVER

PART M3:B010: What was the total number of TEACHING, ADMINISTRATIVE AND SUPPORT STAFF by origin and sex as of 31st December in [YEAR]?

Year	Origin	code	sex	Category of staff			Total
				Teaching/Training	Administration	Support staff	
(1)	(2)	(2b)	(3)	(4)	(5)	(6)	(7)
2015	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2014	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Others	03	M				
			F				
2013	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2012	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Others	03	M				
			F				
2011	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2010	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				

PART M3:B020: What was the total number of staff who were EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer and those that died) by origin and sex as of 31st December in [YEAR]?

Year	Origin	code	sex	Category of staff			Total
				Teaching/Training	Administration	Support	
(1)	(2)	(2b)	(3)	(4)	(5)	(6)	(7)
2015	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2014	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Others	03	M				
			F				
2013	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2012	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Others	03	M				
			F				
2011	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2010	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				

PART M3:B021: What was the total number of staff who were NEW EMPLOYEES by origin and sex as of 31st December in [YEAR]?

Year	Origin	code	sex	Category of staff			Total
				Teaching/Training	Administration	Support	
(1)	(2)	(2b)	(3)	(4)	(5)	(6)	(7)
2015	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2014	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Others	03	M				
			F				
2013	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2012	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Others	03	M				
			F				
2011	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				
2010	Uganda	01	M				
			F				
	Rest of East Africa	02	M				
			F				
	Outside East Africa	03	M				
			F				

SECTION B: STAFFING PROFILE AND LABOUR TURNOVER (Cont'd)

<p>In the LAST YEAR (2015) what was the most common reason for staff turnover among MALE employees?</p> <p>1=Low pay compared to other Institutions 2=Poor working conditions 3=Late payment 4=Lack of amenities for staff e.g. housing 5=Marital 6=Dismissal 7= Hard to reach areas 8= No written contract/appointment letter 9= Discrimination of employees 10= Abscondment from duty 11= Retirement 12= Sexual harassment 13=Not applicable 96=Others (specify)</p>	<p>In the LAST YEAR (2015) what was the most common reason for staff turnover among FEMALE employees?</p> <p>1=Low pay 2=Poor working conditions 3=Late payment 4=Lack of amenities for staff 5=Marital 6=Dismissal 7= Hard to reach areas 8= No written contract/appointment letter 9= Discrimination of employees 10= Abscondment from duty 11= Retirement 12= Sexual harassment 13= Pregnancy 14=Not applicable 96=Others (specify)</p>
M3:B030	M3:B040

SECTION C: INSTITUTION AL STAFFING CAPACITY

PART M3:C010: Please indicate by job designation, category, total number of posts, minimum education required and the number of filled posts by citizenship and sex and gross remuneration as of 31st December 2014

Sr.No	What are the job designations in this organization?	What category is this job? 1 = Teaching 2 = Admin 3 = Technical 96 = Other (specify)	How many posts are available for this job?	What is the minimum education required for this job? 1= PHD 2= Master's 3= Postgrad= Diploma 4= Bachelor's Degree 5= Diploma 6= Certificate 96= Other (specify)	Total Filled Posts								How many employees in this job do not have required qualification?	How many vacancies are available for this job?	What is the average amount paid to an employee in this job as salaries/ wages per month?	What is the average amount paid to an employee in this job as allowances per month
					Ugandans		Other EAC		Other Nationalities		Total					
(1)	(2)	(3)	(4)	(5)	M	F	M	F	M	F	M	F	(14)	(15)	(16)	(17)
1																
2																
3																
4																
5																
6																

SECTION C: INSTITUTION AL STAFFING CAPACITY

PART M3:C030: What is the number of staff and qualification required for future employment (human resource forecast) give reasons for future numbers?

Sr No					2012		2013		2014		2015		2016	
	What are the forecasted job designations?	What category is forecast job?	What is the minimum educational requirement for this job?	In what area of specialization did/does this job fall?	How many such jobs were forecast for 2012?	What was the reason for this increase in jobs by 2012?	How many such jobs were forecast for 2013?	What is the reason for this increase in jobs by 2013?	How many such jobs are forecast for 2014?	What is the reason for this increase in jobs by 2014?	How many such jobs are forecast for 2015?	What is the reason for this increase in jobs by 2015?	How many such jobs are forecast for 2016?	What is the reason for this increase in jobs by 2016?
		1 = Teaching 2 = Admin 3 = Technical 96 = Other (specify)	1= PHD 2= Master's 3= Postgrad Diploma 4= Bachelor's Degree 5= Diploma 6= Certificate 96= Other (specify)			1= Expansion 2= Change in technology 3= Attrition 96= Other (specify)		1= Expansion 2= Change in technology 3= Attrition 96= Other (specify)		1= Expansion 2= Change in technology 3= Attrition 96= Other (specify)		1= Expansion 2= Change in technology 3= Attrition 96= Other (specify)		1= Expansion 2= Change in technology 3= Attrition 96= Other (specify)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)
1														
2														
3														
4														
5														
6														
7														
8														

SECTION G: SOURCING FOR REQUIRED STAFF

How do you source personnel to fill vacant posts? 1= Media advertisements 2= Own webpage/ Internet 3= LMIS/Registration systems 4= Job agents / bureaus 5= Friends/relatives 6= Training Institution 7= Internal advert 8= Noticeboards of other ministries/agencies 9= Management Out-sourcing 96= Other specify <p style="text-align: center;">[You must provide an answer to all the options: Record '1' for YES and '2' for NO against each of the options]</p>										In the last year, have you advertised any post? 1=Yes 2= No>> M3:H010
M3:G010										M3:G020
1	2	3	4	5	6	7	8	9	96	

PART M3:G030 Please indicate the job titles that fell vacant in the past 12 months, number of such vacancies advertised in the past 12 months, number of applicants and the number filled through the process of advertising

What are the job titles or job descriptions that fell vacant in the past 12 months?	What category is this job? 1 = Teaching 2 = Admin 3 = Technical 96 = Other (specify)	How many [JOB TITLE] were vacant?	Of the job titles that fell vacant, how many were advertised?	How many applications were received? If no body applied enter '0'	How many posts were filled through the advertising process? If no post filled through advertising process enter '0'	Use ISCO Codes (For official use only: Team Leaders please edit these codes)
(1)	(2)	(3)	(4)	(5)	(6)	(7)

SECTION G CONT'D: LABOR MANAGEMENT INFORMATION SYSTEMS

Have you ever used LMIS? 1=Yes 2= No >> M3:G042	Please indicate your experience with LMIS (Multiple answers possible, rank three most important) 1=Satisfactory 2=Too complicated 3=Too few applications 4=Too many applications 5=Too many unqualified applications 6=Too few applicants registered 96=Other problems (indicate) [>> G050]	Have you heard about it? 1=Yes 2= No >> M3:G050	Since you have heard about LMIS but have not used it, please indicate why? (Mult answers, rank three most important) 1= No need 2= Complicated / cumbersome 3= Fear too much applications 4= Don't want to expose information 5= Applicants don't match requirements 6= Is not properly working 96= Other (please specify)	Do you currently envisage hiring non-nationals? 1=Yes 2= No >> M3:G053	If Yes, Why? (Multiple answers possible, rank) 1= Cheaper 2= Better qualified 3= Experienced 4= More efficient 96=Other (specify)	From which countries / regions? (rank three most important) 1= EAC 2= Other African 3= Europe 4= Americas 5= Asia 6= Oceania [>> M3:H010]	IF NO , Why don't you envisage hiring non-national? (Multiple answers possible, rank three most important) 1= No need 2= Regulations 3= Not acquainted with Rwanda 4= Language problems 5= Problems of sourcing / hiring 6= Cultural problems 7=Expensive 96= Other (specify)
M3:G040	M3:G041	M3:G042	M3:G043	M3:G050	M3:G051	M3:G052	M3:G053
	1st 2nd 3rd		1st 2nd 3rd		1st 2nd 3rd	1st 2nd 3rd	1st 2nd 3rd

SECTION H: CAPACITY UTILIZATION AND RELEVANCE OF TRAINING

PART M3:H010: Available academic programmes, enrollment capacity, actual enrollment, number of those who applied, and the number of students who dropped out by programme for students who completed in 2015:

Sr. No.	Programme	For official use Course codes	Duration of programme in 2015 Months	Average unit expenditure per year (Tuition + admin)	Enrolment capacity at the start of 2015	Number of students enrolled in 2015 in [.....]										Number of students enrolled in 2015				% that dropped out in 2015	Main reason for dropping out in 2015		No. that graduated/completed in 2015				
						1ST Year		2ND Year		3RD Year		4TH Year		5TH Year		Ugandan		Non Ugandans			M	F	Ugandan		Non Ugandan		
						M	F	M	F	M	F	M	F	M	F	M	F	M	F				M	F	M	F	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	
1																											
2																											

Codes for col 22 and col 23

1= Tuition 2= Discipline 3= Poor performance 4= Local demand for labour 96= Other (specify)

SECTION H: CAPACITY UTILIZATION AND RELEVANCE OF TRAINING CT'D

PART M3:H020: Available academic programmes, enrollment capacity, actual enrollment, number of those who applied, and the number of students who dropped out by programme for students who completed in 2014:																										
Sr. No.	Programme	For official use Course codes	Duration of programme in 2014	Average unit expenditure (Tuition + admin)	Enrolment capacity at the start of 2014	Number of students enrolled in 2014 in [.....]										Number of students enrolled in 2014				% that dropped out in 2014	Main reason for dropping out in 2014		No. that graduated/completed in 2014			
						1ST Year		2 ND Year		3RD Year		4TH Year		5TH Year		Ugandan		Non Ugandan					Ugandan		Non Ugandan	
						M	F	M	F	M	F	M	F	M	F	M	F	M	F				M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)
1																										
2																										
3																										

Codes for col 22 and col 23
1= Tuition 2= Discipline 3= Poor performance 4= Local demand for labour 96= other (specify)

SECTION H: CAPACITY UTILIZATION AND RELEVANCE OF TRAINING CT'D

PART M3:H030: Available academic programmes, enrollment capacity, actual enrollment, number of those who applied, and the number of students who dropped out by programme for students who completed in 2013:																										
Sr. No.	Programme	For official use Course codes	Duration of programme in 2013	Average unit expenditure (Tuition + admin)	Enrolment capacity at the start of 2013	Number of students enrolled in 2013 in [.....]										Number of students enrolled in 2013				% that dropped out in 2013	Main reason for dropping out in 2013		No. that graduated/completed in 2013			
						1ST		2ND		3RD		4TH		5TH		Ugandan		Non Ugandan					Ugandan		Non ugandan	
						M	F	M	F	M	F	M	F	M	F	M	F	M	F				M	F	M	F
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)
1																										
2																										

4 Codes for col 22 and col 23
1= Tuition 2= Discipline 3= Poor performance 4= Local demand for labour 96= Other (specify)

SECTION H: CAPACITY UTILIZATION AND RELEVANCE OF TRAINING (Cont'd)

Do the following affect capacity utilization in your institute? 1=Lack of teaching materials 2=Physical facilities (building) etc. 3=Lack of qualified staff 4=Financial/Budget constraints 5=Lack of clients/students 6=Lack of power/energy 7= Lack of water 8= Research 9= Relevance of courses 96= Other (specify)											Do you conduct Tracer studies? 1=Yes 2= No >> M3:H070	How long does it take for a former student to get employment? 1= Up to 6 months 2= 7 – 12 months 3= More than 12 months	How do you ensure relevance of your training Programmes to the labour market? 1= Curriculum review with employers 2= Curriculum review with national center for current dev't/council for higher education 3= Tracer Studies 4= Industrial attachment 5= Labour market studies 6= Experience in profession 96= Other (Specify)						
[Read out one at a time : If more than 1 Yes, rank in order of magnitude]											M3:H050	M3:H060	M3:H070						
M3:H040													M3:H070						
	1	2	3	4	5	6	7	8	9	96			1	2	3	4	5	6	96
YES/NO																			
RANK																			

Does your Institution offer long distance learning? 1=Yes 2= No >> M3:H090	If Yes, list 5 popular Courses offered 1) _____ 2) _____ 3) _____ 4) _____ 5) _____				Does your Institution offer part time studies? 1=Yes 2= No >> M3: I020	If Yes, list 5 popular Courses offered 1) _____ 2) _____ 3) _____ 4) _____ 5) _____													
M3:H080	M3:H081				M3:H090	M3:H100													

SECTION I & J: MEMBERSHIP TO ORGANIZATIONS/ ASSOCIATIONS/GENDER

MEMBERSHIP TO ORGANIZATIONS/ ASSOCIATIONS					GENDER									
Is your Institution a member of any organization/association? 1=Yes 2= No>> M3:1060	What are the names of organizations or associations your establishment belongs to?	In the past 12 months, have you received any cooperation or assistance from the organization/association? 1=Yes 2= No>> M3 :1060	If Yes, what type of assistance?	Is your Institution Affiliated to another organizations/association? 1=Yes 2= No	Does your organization have a gender policy? 1=Yes 2= No	Does your organization practice preferential treatment due to sex? 1=Yes 2= No>> M3: K010	Does this practice involve the following policy? 1= Quota of management positions for women 2= Overall quota for women 3= Preferential recruitment for women 4= Maternity/paternity leave 5= Maternity/paternity leave 6= Differential retirement age 7= Preferential payment 96= Others (specify) 1=Yes 2=No [Read out: You must provide an answer to all the options= Write '1' for YES and '2' for NO against each of the options]							
M3 :1020	M3 1030	M3 :1040	M3 :1050	M3 :1060	M3:J010	M3:J020	M3:J030							
	1)						1	2	3	4	5	6	7	8
	2)													
	3)													

SECTION K & L: HIV/AIDS AND DISABILITY POLICY AT WORKPLACE/USE OF ICT

HIV/AIDS AND DISABILITY POLICY AT WORKPLACE						USE OF ICT																				
Do you have an HIV and AIDS in your workplace? 1= Yes 2= No >> M3:K030	Does the HIV and AIDS policy at the work-place entail/ contain the following? 1=VCT services 2=Free ARVs for workers who are HIV+ 3=Free condom distribution for workers 4=Free food rations for workers who are HIV+ 5=Workers' rights 96=Others (specify) [Read out: You must provide an answer to all the options. Write '1' for YES and '2' for NO against each of the options]					Do you have a disability policy in your workplace? 1= Yes 2= No	Has your Institution introduced ICT use? 1= Yes 2= No >> Next section	Where is the ICT being used? 1= Production 2= Marketing 3= Human resource management 4= Communication 5= Records management 6= Accounting/Finance 7= Planning/Budgeting 8= Teaching 9= Research 10= E-learning 96= Others (specify) [Read out: You must provide an answer to all the options. Write '1' for YES and '2' for NO against each of the options]					According to your opinion how has the use of ICT affected the following? 1= Production 2= Marketing 3= Human resource management 4= Communication 5= Records management 6= Accounting 7= Employment 96= Others (specify) [Read out: You must provide an answer to all the options. Write '1' for YES and '2' for NO against each of the options] (read all) 1 = Increased 2 = Decreased 3 = No effect 4 = Not applicable Ranking rank all the responses with a 'Yes' using the codes provided													
M3 :K010	M3:K020					M3 :K030	M3:L010	M3:L020					M3:L030													
	1	2	3	4	5	6		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8
RANK																										

SECTION M: STAFF EXIT AND EXIT ARRANGEMENT

Are there staff who exited last year? 1= Yes 2= No>> M1: M030	What categories of staff exited last year? CATERGORIES 1= Managers 2= Professionals 3= Technical and associate professionals 4 = Clerical support workers 5 = Services and sales 6 = Craft & related trade workers 7 = Plant & machinery operators 8= Elementary occupation 96 = Others (specify) [write 1 for 'yes' and 2 for 'no' against each of the options]									What were the reasons for staff exit REASONS 1= Retirement 2= Health 3= Abscondment 4= Resignation 5= Dismissal 6= Expulsion 7= Lay-off 8= Redundancy 96= Others (specify) [write 1 for 'yes' and 2 for 'no' against each of the options] If there is any yes '1' for reason rank									Do your organization have any programme to prepare staff for exit? 1= Yes 2= No>> Next section		What programmes are there in your organization? 1= Career guidance and counselling 2= SACCOs for staff 3= NSSF contributions 4= Pension 5= Gratuity 6 . Exit preparation training 7= Early retirement incentive and benefits 96= Others (specify) [write 1 for 'yes' and 2 for 'no' against each of the options]								
	M1: M010			M1: M020						M1: M021						M1: M030		M1: M040											
	1	2	3	4	5	6	7	8	96	1	2	3	4	5	6	7	8	96			1	2	3	4	5	6	7	96	
	RANK																												

SECTION N: CORPORATE SOCIAL RESPONSIBILITY ISSUES

Is your organization aware of problems/thorny issues that trouble its close community? 1= Yes 2= No	Have you ever heard about "Corporate Social Responsibility" before? 1= Yes 2= No	Does your organization have a corporate social responsibility policy or programme? 1= Yes 2= No>> End interview of this module	In which of the activities has your organization been supporting its employees and/or its family members? Write '1' for YES and '2' for NO against each of the options							Has your organization been supporting any of the following activities (not its employees and/or its family members)? Write '1' for YES and '2' for NO against each of the options											
M1: N010		M1: N020	M1: N030		M1: N040							M1: N050									
					1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	10

CODES FOR M1: N040
 1= Sport activities
 2= Cultural activities
 3= Health care
 4= Education
 5= Environmental protection- ecological activities
 6= None
 96= Others (specify)

CODES FOR M1: N050
 1= Sport activities
 2= Cultural activities
 3= Health care
 4= Education and training activities
 5= Environmental protection- ecological activities

6= Financial or other help/support for NGO
 7=Creation of good conditions for socially or in other way deprived groups for their involvement in community and work process
 8= Participation in public affairs or political process on behalf of the organization
 9= None
 96= Others (specify)

END TIME:				
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UGANDA BUREAU OF STATISTICS



THE REPUBLIC OF UGANDA

STRICTLY CONFIDENTIAL

THE UGANDA NATIONAL MANPOWER SURVEY 2016/17

EMPLOYER QUESTIONNAIRE

SECTION 1A: IDENTIFICATION PARTICULARS											
1. DISTRICT :											
2. COUNTY/MUNICIPALITY :											
3. SUBCOUNTY/ TOWN											
4. PARISH/TOWN											
5. STREET:											
6. PLOT NUMBER:											
7. NAME OF											
8. UBID CODE											
9. ESTABLISHMENT											a) Tel Contact:
											b) Office Email:
10. CONTACT PERSONS:											
Particulars	Person 1					Person 2					
a) Name :											
b) Telephone :											
c) Email :											

THIS SURVEY IS BEING CONDUCTED BY THE UGANDA BUREAU OF STATISTICS UNDER THE AUTHORITY OF THE UGANDA BUREAU OF STATISTICS ACT, 1998=

THE UGANDA BUREAU OF STATISTICS

P.O. BOX 7186

KAMPALA,

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Fax: 0414-230370

E-mail: ubos@ubos.org

Website: www.ubos.org

SECTION 1B: STAFF DETAILS AND SURVEY TIME

1. NAME OF INTERVIEWER _____

DD		MM		YYYY			

2. DATE OF INTERVIEW _____

--	--	--	--	--	--	--	--

3. NAME OF SUPERVISOR _____

DD		MM		YYYY			

4. DATE OF CHECKING _____

--	--	--	--	--	--	--	--

5. NAME OF EDITOR _____

DD		MM		YYYY			

6. DATE OF INSPECTION _____

--	--	--	--	--	--	--	--

HRS

7. STARTING TIME

--	--	--	--

8. INTERVIEW RESULTS:

A. Visit 1	B. Visit 2	C. Visit 3	D. Reason for Non-response
Date :/...../.....	Date :/...../.....	Date :/...../.....	
1= Fully completed 2= Partially completed 3= Non response 4= Postponed 6= Other (specify)	1= Fully completed 2= Partially completed 3= Non response 4= Postponed 6= Other (specify)	1= Fully completed 2= Partially completed 3= Non response 4= Postponed 6= Other (specify)	1= Refused 2= No contact 3= Not eligible 6= Other (specify)
<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>

9. REMARKS BY INTERVIEWER:

10. REMARKS BY SUPERVISOR:

SECTION A. ESTABLISHMENT INFORMATION

What type is your establishment? Public 10 = Central Gov't/Ministry>> M1:A070 20 = Local Gov't>> M1:A070 30 = Parastatal>> M1:A070 Private 41 = Industrial/manufacturing 42 = Commercial/trade 43 = Agricultural 44 = Tour/transport 45 = IT/Communication 46 = Services (hotels/garages etc.) 50 = Cooperative unions/Societies/SACCOs 60 = NGO/CSO/CBO 96 = Other (specify)	Description of the Establishment	Current Ownership of the establishment (Number)				Sex of the owners (Number)		Is your establishment or organization registered? 1= Yes 2= No>> M1:A060	Under which authority is the establishment registered? 1 = Registrar of Companies (Central Gov't) 2 =District authorities/Sub-County 3 = Registrar of cooperatives 4 =NGO Board 96 = Others (specify)	When was the establishment / organization registered?			
		M1:A010	M1:A011	M1:A012				M1:A013		M1:A020	M1:A030	M1:A040	
		Ugandans	East Africans	Other Africans	Others	Male	Female			Y	Y	Y	Y

What is the Registration Certificate Number?	Is the establishment or company part of or Affiliated to any International Organization or Multinational Corporation? 1= Yes 2= No	What are the goods and services produced or what are the activities performed in your establishment? If more than one activity please start with the main activity _____ _____ _____			Is this establishment/ place the Head Office of the Company or Organization in Uganda? 1= Yes 2= No	Do you have any branch office(s) or branch outlets for your products/services? 1= Yes 2= No	Are you self-accounting? 1= Yes 2= No			
		M1:A050	M1:A060	M1:A070				M1:A080	M1:A090	M1:A100
		Code	Code	Code			Code	Number		

Manpower Survey Uganda 2016/2017

SECTION B1 PART M3:B010: STAFFING PROFILE AND LABOUR TURNOVER (UGANDAN EMPLOYEES ONLY)

Category of staff		2010						2011						2012					
		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Managers	1																		
Professionals	2																		
Technical and associate professionals	3																		
Clerical support workers	4																		
Services and sales	5																		
Craft & related trade workers	6																		
Plant & machinery operators	7																		
Elementary occupation	8																		
Others (specify)	96																		

SECTION B1 PART M3:B010: STAFFING PROFILE AND LABOUR TURNOVER CTD.... (UGANDAN EMPLOYEES ONLY)

Category of staff		2013						2014						2015					
		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES	
		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Managers	1																		
Professionals	2																		
Technical and associate professionals	3																		
Clerical support workers	4																		
Services and sales	5																		
Craft & related trade workers	6																		
Plant & machinery operators	7																		
Elementary occupation	8																		
Others (specify)	96																		

SECTION B1 PART M3:B020: STAFFING PROFILE AND LABOUR TURNOVER CTD.... (REST OF EAST AFRICA EMPLOYEES ONLY)

Category of staff		2010						2011						2012					
		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Managers	1																		
Professionals	2																		
Technical and associate professionals	3																		
Clerical support workers	4																		
Services and sales	5																		
Craft & related trade workers	6																		
Plant & machinery operators	7																		
Elementary occupation	8																		
Others (specify)	96																		

SECTION B1 PART M3:B020: STAFFING PROFILE AND LABOUR TURNOVER CTD.... (REST OF EAST AFRICA EMPLOYEES ONLY)

Category of staff		2013						2014						2015					
		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES	
		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Managers	1																		
Professionals	2																		
Technical and associate professionals	3																		
Clerical support workers	4																		
Services and sales	5																		
Craft & related trade workers	6																		
Plant & machinery operators	7																		
Elementary occupation	8																		
Others (specify)	96																		

SECTION B1 PART M3:B030: STAFFING PROFILE AND LABOUR TURNOVER CTD.... (OUTSIDE EAST AFRICA EMPLOYEES ONLY)

Category of staff		2010						2011						2012					
		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Managers	1																		
Professionals	2																		
Technical and associate professionals	3																		
Clerical support workers	4																		
Services and sales	5																		
Craft & related trade workers	6																		
Plant & machinery operators	7																		
Elementary occupation	8																		
Others (specify)	96																		

SECTION B1 PART M3:B030: STAFFING PROFILE AND LABOUR TURNOVER CTD.... (OUTSIDE EAST AFRICA EMPLOYEES ONLY)

Category of staff		2013						2014						2015					
		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES		TOTAL NUMBER		EMPLOYED BUT LEFT BEFORE END OF EMPLOYMENT CONTRACT (excluding regular transfer)		TOTAL NUMBER OF STAFF WHO WERE NEW EMPLOYEES	
		21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Managers	1																		
Professionals	2																		
Technical and associate professionals	3																		
Clerical support workers	4																		
Services and sales	5																		
Craft & related trade workers	6																		
Plant & machinery operators	7																		
Elementary occupation	8																		
Others (specify)	96																		

SECTION B2 WORKLOAD

M1:B010: Please fill in working/operating hours, working days per week and information about number of shifts and their duration by occupation category

CATERGORY	Category Code	Is [category] available at this organization?	How many hours do employees in this category work per....		How many days do employees in this category work per week for		6) How many shifts are operated during the day?		How many shifts are operated during the night?	
			Day?	Night? (if any)	Normal working days?	Over Time?	Number of shifts	Duration of shifts (hrs)	Number of shifts	Duration of shifts (hrs)
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
Managers	1									
Professionals	2									
Technical and associate professionals	3									
Clerical support workers	4									
Services and sales	5									
Craft & related trade workers	6									
Plant & machinery operators	7									
Elementary occupation	8									
Others (specify)	96									

SECTION C. EMPLOYEE CHARACTERISTICS AND VACANT POSTS AND FUTURE PROJECTIONS

M1:C010		2010		2011		2012		2013		2014	
		Male	female	Male	female	Male	female	Male	Female	Male	Female
	As at 31 st December, how many employees [.....]:										
	1= were at the headquarters?										
	2= were at the branch offices?										
	3= were there in total?										

SECTION C (CONT'D): PERMANENT POSTS

M1:C020	What permanent job titles are available in this organization? [Give a brief description of each job group]	ISCO code	What is the total number of posts in each category?	What is the minimum education required?*	What is the total gross remuneration for the permanent employees month of OCTOBER 2015 consisting of:		How many permanent posts (by sex and citizenship) are filled by								How many permanent do not have required qualification?
					Average Wages & salaries?	Average Allowances?	Citizen only?		Non-citizens only?				Total (All citizenships)?		
							M	F	East African only		Others		M	F	
									M	F	M	F			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)

SECTION C (CONT'D): PERMANENT POSTS

M1:C020	What permanent job titles are available in this organization? [Give a brief description of each job group]	ISCO CODE	What is the total number of permanent vacant posts?	How many fell vacant due to...		How long have the posts been vacant? [IF LESS THAN ONE YEAR RECORD 00] Number of years	What are the main reasons for posts that have been vacant for one year or more? 1 = Long internal bureaucracy 2 = Lack of local qualified personnel 3 = Low economic activity 4 = Budget constraint 96 = Other (specify) 97 = Not applicable [Write code of main reason adjacent to the category. For other, write the reason]
				Growth?	Replacement?		
(1)	(2)	(3)	(17)	(18)	(19)	(20)	(21)

SECTION C (CONT'D): TEMPORARY POSTS

M1:C030	What temporary job titles are available in this organization? [Give a brief description of each job group]	ISCO code	What is the total number of temporary posts in each category?	What is the minimum education required? 1 = PhD 2 = Master's 3 = Post Graduate Diploma 4 = Bachelor's Degree 5 = Diploma 6 = Certificate 96 = Others (specify)	What is the total gross remuneration for the temporary employees month of OCTOBER 2015 consisting of:		How many temporary posts (by sex and citizenship) are filled by								How many temporary do not have required qualification?
					Average Wages & salaries?	Average Allowances?	Citizen only?		Non-citizens only?				Total (All citizenships)?		
							M	F	East African only		Others		M	F	
					M	F			M	F	M	F			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)

SECTION C (CONT'D): ELEMENTARY POSTS

M1:C040	What elementary job titles are available in this organization? [Give a brief description of each job group]	ISCO code	What is the total number of elementary posts in each category?	What is the minimum education required? 1 = PhD 2 = Master's 3 = Post Graduate Diploma 4 = Bachelor's Degree 5 = Diploma 6 = Certificate 96 = Others (specify)	What is the total gross remuneration for the elementary employees month of OCTOBER 2015 consisting of:		How many elementary posts (by sex and citizenship) are filled by								How many elementary do not have required qualification?
					Average Wages & salaries?	Average Allowances?	Citizen only?		Non-citizens only?				Total (All citizenships)?		
							M	F	East African only		Others		M	F	
					(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)

SECTION D. FUTURE MANPOWER PROJECTIONS

Part M1:D010: Ask for the number of staff and skills required for future employment (human resource forecast), preference by sex, minimum education required and reasons for the future numbers of employees

Questions														
What NEW jobs will be available at this organization in the future? [List the job title or category or job description or occupation]	ISCO CODE	What sex will the organization prefer for the job? 1 = Male 2 = Female 3 = Any	What is the minimum education required? 1 = PhD 2 = Master's 3 = Post Graduate Diploma 4 = Bachelor's Degree 5 = Diploma 6 = Certificate 96 = Other (specify)	Skills 1= Managerial skills 2= Technical skills 3= Entrepreneurial skills 4= Language skills 5= Customer care 6= Innovativeness / creativity 7= IT skills 8= Didactics / teaching skills 9= Communication skills 96= Other (specify)	How many such employees are/will be required for this job in [YEAR] and what is the cause of the vacancy? Reasons 1 = Expansion 2 = Change in technology 3 = Attrition 4 = Budget constraint 96 = Other									
					2015		2016		2017		2018		2019	
					No.	Reason	No.	Reason	No.	Reason	No.	Reason	No.	Reason
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)

SECTION E. STAFF DEVELOPMENT

Does your establishment have a staff training and development policy or plan in place? 1 = Yes 2 = No >> E080	How is staff training carried out for <u>managerial employees</u> in your establishment? 1=Apprenticeship 2=On the-job-training 3=Own Training Centre 4=Sponsorship to training Institutions (local) 5=Abroad/Overseas training 6=Workshops 7=Counseling to increase productivity 8=Delegation with guidance 9=Leadership skills 10=Networking/teamwork 11=Apprenticeship/mentoring/coaching 12=Soft skills 96=Other opportunities/programs (specify) (READ OUT) [write 1 for 'yes' and 2 for 'no' against each of the options]													How is staff training carried out for technical and professional employees in your establishment? 1=Apprenticeship 2=On the-job-training 3=Own Training Centre 4=Sponsorship to training Institutions (local) 5=Abroad/Overseas training 6=Workshops 7=Counseling to increase productivity 8=Delegation with guidance 9=Leadership skills 10=Networking/teamwork 11=Apprenticeship/mentoring/coaching 12=Soft skills 96=Other opportunities/programs (specify) (READ OUT) [write 1 for 'yes' and 2 for 'no' against each of the options]												
	M1:E010	M1:E020													M1: E030											
	1	2	3	4	5	6	7	8	9	10	11	12	13	1	2	3	4	5	6	7	8	9	10	11	12	13

SECTION E. STAFF DEVELOPMENT CTD...

How is staff training and development carried out for clerical staff and casual employees? (READ OUT) [write 1 for 'yes' and 2 for 'no' against each of the options]													How regular are the training and development programs for the staff categories? 1= Monthly 2= Quarterly 3= Twice a year 4= Annually 5= Every two years 6= Irregular/ad hoc					Does your establishment have in-house training facilities for own staff? 1 = Yes 2 = No >> E080	
1=Apprenticeship 2=On the-job-training 3=Own Training Centre 4=Sponsorship to training Institutions (local) 5=Abroad/Overseas training 6=Workshops 7=Counseling to increase productivity							8=Delegation with guidance 9=Leadership skills 10=Networking/teamwork 11=Apprenticeship/mentoring/coaching 12=Soft skills 96=Other opportunities/programs (specify)												
M1: E040													M1:E050					M1:E070	
1	2	3	4	5	6	7	8	9	10	11	12	13	a)Managerial (Ministers, PS, DGs)	b)Supervisory (Directors)	c)Technical staff/Professional	d)Clerical	e)Casual		

What kind of facilities do you have? 1=Training space 2=Specialized trainers 3=Computers 4=Projector 5=Training materials (manuals, books...) 6= Laboratory 96=Other(Specify) [write 1 for 'yes' and 2 for 'no' against each of the options]							What skills / qualifications are lacking among your staff? 1= Managerial skills 2= Technical skills 3= Entrepreneurial skills 4= Language skills 5= Customer care 6= Innovativeness / creativity 7= IT skills 8= Didactics / teaching skills 9= Communication skills 96= Other (specify)									In the past year have you conducted any form of training for your staff? 1=Yes 2= No >> M1:E120			What kind(s) of training? 1= Managerial skills 2= Technical skills 3= Entrepreneurial skills 4= Language skills 5= Customer care 6= Innovativeness / creativity 7= IT skills 8= Didactics / teaching skills 9= Communication skills 96= Other (specify) [write 1 for 'yes' and 2 for 'no' against each of the options]								
M1:E071 (option)							M1:E080									M1: E090			M1:E100								
1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	96		1	2	3	4	5	6	7	8	9	96

SECTION E. STAFF DEVELOPMENT CTD...

Do you have any challenges that limit the training of your employees? 1=Yes 2= No>> E131	Which challenges do you face that limits the training of your staff? 1=Inadequate facilities (space) 2=Inadequate materials 3=Shortage of skilled trainers 4=Time off for the trainees 5= Lack of funds 96=Other (specify) [write 1 for 'yes' and 2 for 'no' against each of the options]	If you have hired graduates of BTVET and / or higher Institutions, how satisfied are you with their performance? 1. Fully Satisfied 2. Partially satisfied 3. Not satisfied 97= Not applicable (no such graduates hired)	In your view, what has to be improved in the training and education in BTVET and higher Institutions? 1= Managerial skills 2= Technical skills 3= Entrepreneurial skills 4= Language skills 5= Customer care 6= Innovativeness / creativity 7= IT skills 8= Didactics / teaching skills 9= Communication skills 10=None 96= Other (specify)
M1:E120	M1:E130	M1: E131	M1:E132
	1 2 3 4 5 6 96	BTVET Higher inst	BTVET Higher inst
			1st 2nd 3rd 1st 2nd 3rd

Does your establishment have an industrial attachment / apprenticeship/ internship program? 1=Yes (Institution alized) 2=Yes (occasionally/informal) 3= No>> M1: E155	If Yes , how many per year? [Record number of programmes in the boxes. If less than '10', start with a leading zero]
M1:E140	M1:E150

SECTION F: LABOUR COST

PART M1:F010: ESTABLISHMENT EXPENDITURE ON LABOUR AS OF OCTOBER 2015?

Type of Labour cost	code	QUESTIONS BY EMPLOYMENT STATUS			
		PERMANENT EMPLOYEEES		TEMPORARY/CASUAL	
		How many permanent employees were paid [LABOR COST] as at OCTOBER 2015?	What was the total amount of [LABOR COST] paid to permanent employees for the month of OCTOBER 2015?	How many temporary/casual employees were paid [LABOR COST] as at OCTOBER 2015?	What was the total amount of [LABOR COST] paid to temporary/casual employees for the month of OCTOBER 2015?
(1)		(2)	(3)	(4)	(5)
Wages and salaries including overtime pay	1				
Bonuses	2				
Allowances	3				
Social security Contribution	4				
Training	5				
Health insurance	6				
Other not elsewhere classified	96				

SECTION G. SOURCING FOR REQUIRED STAFF

How do you source personnel to fill vacant posts? [write 1 for 'yes' and 2 for 'no' against each of the options]											In the last year, have you advertised any post?	What are the occupations or categories of jobs that fell vacant last year?	ISCO CODE	How many jobs of each category were advertised?	What was the number of applicants for ? If no body applied enter 0	How many posts in each category were filled through the advertising process? If no post filled enter 0
1=Media advertisements 2=Own webpage/ Internet 3= LMIS/Registration systems 4= Job agents / bureaus 5= Friends/relatives			6= Training Institution 7= Notice boards 8= Management outsourcing 9= Private bureaus 96= Other(specify)			1 = Yes 2 = No>> M1:G040										
M1:G010											M1:G020	M1:G030	M1:G031	M1:G032	M1:G033	M1:G034
1	2	3	4	5	6	7	8	9	96							

CODES M1:G030: A= Managers B= Professionals C= Technical and Associate Professionals D= Clerical support workers E = Services and sales F = Craft & related trade workers G = Plant & machinery operators F = Elementary occupation Z = others (specify)

LABOUR MANAGEMENT INFORMATION SYSTEM (LMIS)

Have you ever used LMIS? 1=Yes 2= No>> G042	Please indicate your experience with LMIS (rank three most important) 1=Satisfactory 2=Too complicated 3=Too few applications 4=Too many applications 5=Too many unqualified applications 6=Too few applicants registered 96= Other problems (indicate) [>> G050]			As you did not use LMIS, have you heard about it? 1=Yes 2= No>> G053	Since you have heard about LMIS but have not used it, please indicate why? (rank three most important) 1= No need 2= Complicated / cumbersome 3= Fear too much applications 4= Don't want to expose information 5= Applicants don't match requirements 6= Is not properly working 96= Other (please specify)			Do you currently envisage hiring non-nationals? 1=Yes 2= No >> M3 :G053	If Yes, Why? (rank three most important) 1= Cheaper 2= Better qualified 3= Experienced 4= More efficient 5=Other (specify)			From which countries / regions? (rank three most important) 1= EAC 2= Other African 3= Europe 4= Americas 5= Asia 6= Oceania [>>H010]			Why don't you envisage hiring non-national? (rank three most important) 1= No need 2= Regulations 3= Not acquainted with Uganda 4= Language problems 5= Problems of sourcing / hiring 6= Cultural problems 8=Expensive 96= Other (specify)		
M3:G040 (option)	M3:G041			M3:G042	M3:G043			M3:G050	M3:G051			M3:G052			M3:G053		
	1ST	2ND	3RD		1ST	2ND	3RD		1ST	2ND	3RD	1ST	2ND	3RD	1ST	2ND	3RD

SECTION H. MEMBERSHIP TO EMPLOYERS ORGANIZATIONS

Is your Institution a member of any organization/association? 1=Yes >> M1: H020 2= No	IF NO , why is your Institution not a member of any organization? [>>M1:I010]	What are the organizations or associations your establishment belongs to?	In the past year have you received any cooperation or assistance from the organization(s) or association(s)? 1=Yes 2= No (>> Next Section)	IF YES , what cooperation, or assistance have you received?
M1:H010	M1 :H011	M1:H020	M1:H030	M1 :H031

SECTION I. CHALLENGES OF BUSINESS EXPANSION

What are the difficulties affecting the operation / growth of your establishment / enterprise / organization?

(Multiple answers possible, rank three most important)

1= Lack of customers/marketing 2= Non-payment of debts 3= Access to finance 4= Lack of management skills 5= Lack of capital equipment 6= Lack of skilled personnel 7= High taxes and license fees 8= Lack of raw materials/irregular supply 9= Lack of space/land 10= No new technology 11= Difficulties with existing regulations, laws etc.	12 Increased competition 13 Access to energy 14= Cost of energy 15= Crime/safety 16= Customs and trade regulations 17= Poor transport system 18= Transport cost 19= Labour regulations 20. High labour turnover 21= Corruption 22= HIV/AIDS
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(Rank up to 3 in order of magnitude with 1 being the most challenging)

M1:I010

1st	2nd	3rd

SECTION J. GENDER

Does your organization have a gender policy? 1=Yes 2= No	Does your organization practice any form of preferential treatment based on whether the employee is male or female? 1=Yes 2= No>> K010	Does this practice involve the following policy? 1= Quota of management positions for women 2= Overall quota for women 3= Preferential recruitment for women 4= Preferential recruitment for men 5= Maternity leave 6= Differential retirement age 7= Preferential payment 96= Others (specify) READ OUT [write 1 for 'yes' and 2 for 'no' against each of the options]								
M1: J010	M1: J020	M1: J030								
		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">1</td> <td style="width: 12.5%;">2</td> <td style="width: 12.5%;">3</td> <td style="width: 12.5%;">4</td> <td style="width: 12.5%;">5</td> <td style="width: 12.5%;">6</td> <td style="width: 12.5%;">7</td> <td style="width: 12.5%;">96</td> </tr> </table>	1	2	3	4	5	6	7	96
1	2	3	4	5	6	7	96			

SECTION K&L. HIV/AIDS AND DISABILITY POLICY AT WORKPLACE / USE OF ICT

<p>Do you have an HIV and AIDS workplace policy in place?</p> <p>1= Yes 2= No>> M1:K030</p>	<p>Does the HIV and AIDS work-place policy entail/contain the following</p> <p>1=VCT services 2=Free ARVs for workers who are HIV+ 3=Free condom distribution for workers 4=Free food rations for workers who are HIV+ 5=Workers' rights 96=Others (specify) READ OUT [write 1 for 'yes' and 2 for 'no' against each of the options]</p>	<p>Do you have a disability policy in work place?</p> <p>1= Yes 2= No</p>	<p>Has your organization introduced use of ICT?</p> <p>1= Yes 2= No >> Next Section</p>	<p>Where is it being used?</p> <p>1= Production 2= Marketing 3= Human resource management 4= Communication 5= Records management 6= Accounting/Finance/ Planning/Budgeting 7= Employment 96= Others (specify) READ OUT [write 1 for 'yes' and 2 for 'no' against each of the options]</p>	<p>According to your opinion how has the use of ICT affected each of the categories listed?</p> <p>(READ ALL) Categories 1= Production 2= Marketing 3= Human resource management 4= Communication 5= Records management 6 = Accounting/Finance/Planning/Budgeting 7= Employment 96= Others (specify)</p> <p>response codes 1 = Increased/improved 2 = Decreased/worsened 3 = No effect 97 = Not applicable</p>
M1: K010	M1: K020	M1: K030	M1: L010	M1: L020	M1: L030
	1 2 3 4 5 96			1 2 3 4 5 6 7 96	1 2 3 4 5 6 7 96

SECTION M. STAFF EXIT AND EXIT ARRAGEMENT

<p>Are there staff who exited last year?</p> <p>1= Yes 2= No>> M1: M030</p>	<p>What categories of staff exited last year?</p> <p>CATERGORIES 1= Managers 2= Professionals 3= Technical and associate professionals 4 = Clerical support workers 5 = Services and sales 6 = Craft & related trade workers 7 = Plant & machinery operators 8= Elementary occupation 96 = Others (specify) [write 1 for 'yes' and 2 for 'no' against each of the options]</p>	<p>What were the reasons for staff exit</p> <p>REASONS 1= Retirement 2= Health attainment 3= Abscondment 4= Resignation 5= Dismissal 6= Expulsion 7= Lay-off 8= Redundancy 96= Others (specify) [write 1 for 'yes' and 2 for 'no' against each of the options] If there is any yes '1' for reason rank</p>	<p>Do your organization have any programme to prepare staff for exit?</p> <p>1= Yes 2= No>> Next section</p>	<p>What programmes are there in your organization?</p> <p>1= Career guidance and counselling 2= SACCOs for staff 3= NSSF contributions 4= Pension 5= Gratuity 6 . Exit preparation training 7= Early retirement incentive and benefits 96= Others (specify) [write 1 for 'yes' and 2 for 'no' against each of the options]</p>
M1: M010	M1: M020	M1: M021	M1: M030	M1: M040
	1 2 3 4 5 6 7 8 96	1 2 3 4 5 6 7 8 96		1 2 3 4 5 6 7 96
		RANK		

SECTION N. CORPORATE SOCIAL RESPONSIBILITY ISSUES

<p>Is your organisation aware of problems/thorny issues that trouble its close community?</p> <p>1= Yes 2= No</p>	<p>Have you ever heard about Corporate Social Responsibility” before?</p> <p>1= Yes 2= No</p>	<p>Does your organisation have a corporate social responsibility policy or programme?</p> <p>1= Yes 2= No>> End interview of this module</p>	<p>In which of the activities has your organisation been supporting its employees and/or its family members?</p> <p>1= Sport activities 2= Cultural activities 3= Health care 4= Education 5= Environmental protection-ecological activities 6= None 96= Others (specify)</p> <p>[write 1 for ‘yes’ and 2 for ‘no’ against each of the options]</p>	<p>Has your organisation been supporting any of the following activities (not its employees and/or its family members)?</p> <p>1= Sport activities 2= Cultural activities 3= Health care 4= Education and training activities 5= Environmental protection- ecological activities 6= Financial or other help/support for NGO 7=Creation of good conditions for socially or in other way deprived groups for their involvement in community and work process 8= Participation in public affairs or political process on behalf of the organisation 9= None 96= Others (specify)</p> <p>[write 1 for ‘yes’ and 2 for ‘no’ against each of the options]</p>															
M1: N010	M1: N020	M1: N030	M1: N040						M1: N050										
			1	2	3	4	5	6	96	1	2	3	4	5	6	7	8	9	96

END OF INTERVIEW

THANK YOU

END TIME

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UGANDA BUREAU OF STATISTICS



THE REPUBLIC OF UGANDA

STRICTLY CONFIDENTIAL

THE UGANDA NATIONAL MANPOWER SURVEY 2016/2017

FORMAL EMPLOYEE MODULE

SECTION 1A: IDENTIFICATION PARTICULARS														
1. NAME OF ESTABLISHMENT :														
2. UBID CODE :														
3. ISIC CODE :														
SECTION 1B: STAFF DETAILS														
1. NAME OF INTERVIEWER														
								DD	MM	YYYY				
2. DATE OF INTERVIEW														
3. NAME OF SUPERVISOR														
								DD	MM	YYYY				
4. DATE OF CHECKING														
5. NAME OF EDITOR														

THIS SURVEY IS BEING CONDUCTED BY THE UGANDA BUREAU OF STATISTICS UNDER THE AUTHORITY OF THE UGANDA BUREAU OF STATISTICS ACT, 1998.

THE UGANDA BUREAU OF STATISTICS

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SECTION A. GENERAL PERSONAL INFORMATION

Employee ID (OFFICE USE ONLY)	Name of respondent	Phone number	Email address	Sex 1= Male 2= Female	How old were you at your last birthday? <i>(Enter age in completed years.)</i>	Date of birth DD/MM/YY			What is your marital status? 1=Single/Never married 2= Married 3= Separated 4= Divorced 5= Widowed	What is your nationality? 1= Burundian 2= Kenyan 3= Rwandan 4= Tanzanian 5= Ugandan 6= The rest of Africa (specify) 7= The rest of the world (specify)
						M5:A031				
M2:A000	M2:A010	M2:A011	M2:A012	M2:A020	M2:A030	DD	MM	YYYY	M2:A040	M2:A050

Do you have any disability? 1= Yes 2= No>> C010	If Yes, what difficulty or difficulties do you have? (READ OUT EACH OPTION) [You must provide an answer to all options. Write '1' for YES and '2' for NO against each of the options] 1. Sight (<i>blind/severe visual limitation</i>) 2. Hearing (<i>deaf, hard of hearing</i>) 3. Communicating (<i>speech impairment</i>) 4. Physical (<i>e.g. needs wheel chair, crutches or prosthesis; limb or hand usage limitation</i>) 5. Intellectual (<i>serious difficulties in learning, mental retardation</i>) 6. Emotional (<i>behavioral, psychological problems</i>) 96. Other (<i>specify</i>)						
M2:A060	M2:A070						
	1	2	3	4	5	6	96

SECTION C. FORMAL EDUCATIONAL BACKGROUND

				IF CODES 40 TO 63 IN M5:C011a or M5:C011b	
Has [NAME] ever attended any formal school? 1= Never attended >> M5:D010 2= Attended school in the past >> M5:C011b 3= Currently attending school	What is the highest level of formal education you are attending? Use codes below [>M5:C020a]	What is the highest level of formal education you have completed? Use codes below	Which year did you leave school? YYYY	What is the field of specialization in this highest level you completed? See code book (Annex 1)	Apart from the level of education mentioned above, have you received any other training? 1. Yes 2= No>> M2:D010
M5:C010	M5:C011a	M5:C011b	M5:C030	M5:C020a	M5:C040

PART M5:C050: The following are questions on details of your additional training.

What was the field of study in each of your additional training? (List each training you did)	What was the duration of each training in months? MONTHS	What was the qualification you got? Qualifications and codes 1= PhD/Doctorate 2= Master's 3= Post Graduate Diploma 4= Bachelor's Degree 5= Advanced Diploma 6= Diploma 7= Certificate 8= Certificate of attendance 96= Other (specify)	Where did you train from? 1=Uganda 2=Other EAC countries 3=Rest of Africa 4=Europe 5=Americas 6=Asia 7=Oceania	For official use only (Codes for subject of training)
(1)	(2)	(3)	(4)	(5)
1				

Codes: educational attainment (C011)

Some schooling but not Completed P.1	10	Completed /Attending J.2	22	Attending Post-secondary Specialized training or diploma	50
Completed /Attending P.1	11	Completed /Attending J.3	23	Completed Post primary Specialized training or Certificate	41
Completed /Attending P.2	12	Completed /Attending S.1	31	Completed Post-secondary Specialized training or diploma	51
Completed /Attending P.3	13	Completed /Attending S.2	32	Attending Degree and above	60
Completed /Attending P.4	14	Completed /Attending S.3	33	Completed Degree	61
Completed /Attending P.5	15	Completed /Attending S.4	34	completed Master's Degree	62
Completed /Attending P.6	16	Completed /Attending S.5	35	Completed PHD	63
Completed /Attending P.7	17	Completed /Attending S.6	36	Completed post-doctoral training and research	64
Completed /Attending J.1	21	Attending post primary/junior specialized training or certificate or diploma	40		

SECTION D. VOCATIONAL TRAINING / OTHER TRAINING / TYPE OF TRAINING

Have you received any kind of training since you joined your current employer? 1. Yes 2. No >> D072	What was the major field of training? (Description here) _____ _____ _____	In which year did you train? YYYY	How was this training obtained? 1= Apprenticeship 2= Formal training Institution 3= On the Job 96= Other (specify)	What was the duration of the training in months? MONTHS	What qualifications did you obtain from the additional training? 1=PhD/Doctorate 2=Master's 3=Post Graduate Diploma 4=Bachelor's Degree 5=Advanced Diploma 6=Diploma 7=Certificate 8=Certificate of attendance 96=Other (specify)	Where were you trained? 1=Uganda 2=Other EAC countries 3=Rest of Africa 4=Europe 5=Americas 6=Asia 7=Oceania [GO TO D080]	If you did not take part in any training, please indicate why. 1= No training policy 2= No training for my job profile 3= Not offered to me personally 4= Offered to me, but refused 5= No need 96= Other (specify)	Do you need any specific skills to improve your performance at your current job? 1= Yes 2= No >> next section	In which area do you need specific skills? (Description here) _____ _____ _____
M2:D010	M2:D020	M2:D030	M2:D040	M2:D050	M2:D060	M2:D070	M2:D072	M2:D080	M2:D090
	ISCO Code								CODE

SECTION B. NATURE OF CURRENT EMPLOYMENT

What is your current main occupation? (description here) _____ _____ _____	What is your current main job title? (description here) _____ _____ _____	What is the nature of your employment contract? 1=Permanent 2=Temporary 3=Casual 4=Seasonal 5=Daily 96=Other(specify)	What type of contract is your main employment? 1= Written contract 2= Oral contract 3= Implied 4= Do not know / not sure 5= No contract 96=Other(specify)	In which way did you get the current job? 1=Passed test and appointed 2=Through relatives/friends 3=Head hunting 4=Nominated Elected 96=Other (specify)	When did you start working for this organization?	Does your current job match your official education/training (certificate/Degree)? 1.=Yes 2=No (other job than qualific.) 3=No (lower level than qualific.) 4=No (higher level than qualif.) 98= Not applicable (no training)
M2:B010a	M2:B010b	M2:B011	M2:B020	M2:B021	M2:B030	M2:B031
ISCO CODE	CODE (for office use)				M M Y Y Y Y	

Manpower Survey Uganda 2016/2017

Is this your first employment or job? 1. Yes>> B110 2. No	Which Institution or establishment did you work for before joining your current employer? (Write the full name of Institution or establishment)	What was your employment status? 1 = Own account worker 2 = Employer 3 = Employee 4 = Unpaid family worker	What was the Institution's or establishments main activity? (description here)	What was your occupation? (description here)	What was your job title? (description here)	How long did you work for the previous employer? (Enter years or months in the boxes provided. Start with leading zeroes if less than 10 years or months) NUMBER	What was the main reason you left your previous job? 1= Under payment 2= Late payment 3= Physical/social harassment 4= Poor working conditions 5= Marital/family commitments 6= Going back to school/training 96= Others (specify)
M2:B040	M2:B050	M2:B051	M2:B060	M2:B070a	M2:B070b	M2:B080	M2:B090
			ISIC code	ISCO code	Code (for office use only)	years	months

SECTION B. NATURE OF CURRENT EMPLOYMENT CTD..

How long have you worked in each of the indicated Sector? (after reaching 15 year old age) 1=Ministry and other Institutions 2=Parastatal 3=Company 4=Co-operative 5=NGO/CSO/CBO 96=Other (specify) (WRITE NUMBER OF YEARS IF LESS THAN 1 YEAR WRITE '00')	Did your first job match your education? 1= Yes matched 2= No	What was your highest level of education when you first entered the labour market? (after reaching 15 year old age) 1= No education >> B140 2 = Primary >> B140 3 = Vocational training/Telecomm/A3/TVET, 4 = Secondary 5 = Tertiary	Indicate the year of your graduation before entering the labour market for the first time. (go to B140 if respondent had not graduated) YYYY	How long did it take you to find your first job? If less than 1 Year write 00 and write in months					
M2:B100	M2:B101	M2:B110	M2:B120	M2:B140					
1	2	3	4	5	96			Years	Months

SECTION E & F. PERFORMANCE APPRAISAL/ CAREER GROWTH

PERFORMANCE APPRAISAL				CAREER GROWTH	
How often is your performance appraised in your current job? 1= Never >> M2:F010 2= Monthly 3= Quarterly 4= Bi-Annually 5= Annually 6= Ad hoc 97= Don't know	Who appraises your performance? 1= General manager/director 2= HR officer 3= Departmental head 4= Immediate supervisor 5= Consultant 6= Panel 96= Other (specify)	Has your performance been appraised since your begun working for this establishment? 1= Yes 2= No >> M2:F010	Do you often receive a feedback from the process of performance appraisal? 1= Yes 2= No	Have you ever been promoted since you joined your current employer? 1= Yes 2= No >> M2:G010	When was your last promotion? 1= Less than 3 months ago 2= 3 months to less than 6 months ago 3= 6 months to less than 1 year ago 4= 1 year to less than 3 years ago 5= 3 years to 5 years ago 6= More than 5 years ago 97= Don't remember
M2:E010	M2:E011	M2:E012	M2:E020	M2:F010	M2:F020

SECTION G. WORKING TERMS AND CONDITIONS

How many hours do you usually work in a week?	Are you entitled to annual leave days? 1= Yes 2= No >> M2:G050	How many leave days are you entitled to per year?	Are your leave days deducted from your annual leave if you fell sick or had a problem? 1= Yes 2= No	What is the main mode of transport you use to reach your workplace? 1= Public transport (taxi, bus) 2= Office transport 3= On foot 4= Own transport 96= Other (specify)	How long does it take you to reach your workplace? (Record in minutes) Minutes	How far do you live from your workplace? (Record distance in Km)	Are you entitled to medical care assistance from your employer? 1= Yes 2= No>> M2:G080
M2:G010	M2:G020	M2:G030	M2:G031	M2:G050	M2:G040	M2:G051	M2:G060

SECTION G. WORKING TERMS AND CONDITIONS CTD...

Does the assistance extend to your immediate family members? 1= Yes 2= No	Do you get the following benefits from your employer? (Read out all the benefits listed and record 1 for "Yes" or 2= "No") 1= Clothing/Uniform 2= Accommodation 3= Transport 4= Pay to and from annual leave 5= Food 6= Free education/training for dependents 7= Maternal and paternal leave 8= Health and safety 9= Terminal benefits 10= Sick leave 96= Any other (specify)	Are you provided with change rooms? 1= Yes 2= No >> M2:G083	What type of change rooms do you have? 1= Individual lockers 2= An open room 96= Other (specify)	Are you provided with facilities for taking your meals? 1= Yes 2= No >> M2:G085	What type of facilities are provided? 1= Fully built mess-room 2= Built facility with roof cover but open sides 3= Open space under a tree outside workplace 96= Other (specify)	Does your employer provide you with wholesome drinking water? 1= Yes 2= No	Is there a mechanism/ways/ means of reporting and investigation of injuries and accidents that occur at your workplace? 1= Yes 2= No
M2:G070	M2:G080	M2:G081	M2:G082	M2:G083	M2:G084	M2:G085	M2:G086
	1 2 3 4 5 6 7 8 9 10 96						

Have you ever got any injury as a result of your work? 1= Yes 2= No >> M2:G089	IF YES, what was the cause in the last 2 years? A=slips B= falls C= being hit by falling objects D= being hit by objects lifted by crane or forklift E= pierced by sharp tools /objects F= Needle pricks G= burns Z= Other (Specify)	Do you/have you ever suffered any illness which you think is related to your work? 1= Yes 2= No >> M2:G091	IF YES, what type of disease/illness? A= skin diseases (dermatitis) B= Hepatitis C= Cholera D= TB E = Coughs/ flu F = Fungal infection Z= Other (Specify)	Do those people who get injured or become ill because of their work get compensation from your employer? 1= Yes 2= No	Were you taken by your employer for medical examination before you started to work at this place? 1= Yes 2= No
M2:G087	M2:G088	M2:G089	M2:G090	M2:G091	M2:G092
RANKING(M2:G088b)					

SECTION H: LABOUR RIGHTS AND RELATED ISSUES

Are you a member of any Labour Union or any other collective bargaining association? 1= Yes 2= No >> M2:H020a	Which Labour Union do you belong to? [>>M2:H020b]	Why are you not a member of any union or any other collective bargaining association? 1= Employer does not allow 2= I do not know any union 3= Unions do not help 96= Other (specify)	Do you belong to any professional association? 1= Yes 2= No >> M2:H021	List the professional associations you belong to (at least two)	Is your employer contributing regularly to the social security fund for you? 1=Yes 2= No 97=Don't know	Does your establishment have a safety and health policy? 1= Yes 2= No
M2:H010	M2:H011	M2:H020a	M2:H020b	M2:H020c	M2:H021	M2:H022
				1)		
				2)		

Did your employer inform you of any dangers you may face while at work? 1= Yes 2= No >> M2:H026	What type of dangers were you informed of? (RECORD UP TO 5) A= Mechanical (Moving parts of machinery) B= excessive heat C= Slippery floors D= Physical assault E= Falling objects F= Moving vehicles at the workplace G= Fatigue, H= chemical substances I= Ergonomic (work postures, and lifting and loading etc.) Z= Other (Specify)	Were you informed of the control measures? 1= Yes 2= No	Does your workplace have anyone responsible for safety and health? 1= Yes 2= No >> M2:H029	Who is responsible for safety and health at your workplace? 1= Safety Manager 2= Safety Officer 3= Safety supervisor 4= Production manager 96= Other (Specify)	Does your workplace conduct safety committee meetings? 1= Yes 2= No	Does your workplace record workplace accidents? 1= Yes 2= No
M2:H023	M2:H024	M2:H025	M2:H026	M2:H027	M2:H028	M2:H029

SECTION H. LABOUR RIGHTS AND RELATED ISSUES CTD...

<p>What are the common workplace accidents? (RECORD UP TO 3 OPTIONS) A= slips B= falls C= being hit by falling objects D= being hit by objects lifted by crane or forklift E= pierced by sharp tools /objects F= Needle pricks G= burns Z= Other (Specify)</p>	<p>What are the commonest injuries? 1= bruises 2= fractures 3= Body wounds 4= burns 96=Other (Specify)</p>	<p>Are/Were the accidents reported to the Labour Officer? 1= Yes 2= No</p>	<p>Are/Were the accidents investigated? 1= Yes (Internally) 2= Yes (Internally and externally) 3= No 97= Do not know</p>	<p>Are/Was/were the victim(s) compensated? 1= Yes 2= No 97= Don't Know</p>	<p>Have you been provided with Personal Protective Equipment (PPE)? 1= Yes 2= No >> M2:H038 3= Partly (Inadequate) 96= Other (Specify)</p>	<p>Have any deductions been made on your salary in respect of the PPE given to you? 1= Yes 2= No >> M2:H038 97= Don't Know >> M2:H038</p>
M2:H030	M2:H031	M2:H035	M2:H036	M2:H037	M2:H032	M2:H033

SECTION H. LABOUR RIGHTS AND RELATED ISSUES CTD...

<p>How often are the deductions made? 1= Every time I get new PPE 2= Only when I lost the PPE 3= Every year but I am not provided with the PPE</p>	<p>Are the occupational diseases observed at your workplace? 1= Yes 2= No>> M2:H041</p>	<p>What are the common occupational diseases observed at your workplace? 1= skin diseases (dermatitis) 2= Hepatitis 3= Cholera 4= TB 96= Other (Specify) (record up to 3 diseases)</p>	<p>Have the occupational diseases been treated? 1= Yes 2= No 97= Don't Know</p>	<p>Does your work place have a Policy for addressing stress? 1= Yes 2= No</p>	<p>How is stress managed at your workplace? 1= identification of cause(s) 2= Counseling 3= Training 96= Other (specify)</p>	<p>Does your organization have measures to control sexual harassment? 1= Yes 2= No</p>
M2:H034	M2:H038	M2:H039	M2:H040	M2:H041	M2:H042	M2:H043

SECTION J & K. GENDER/ USE OF ICT

<p>Does your organization have a gender policy?</p> <p>1=Yes 2= No</p>	<p>Does your organization practice any form of preferential treatment due to sex?</p> <p>1=Yes 2= No >> J040</p>	<p>Does this practice involve the following policy?</p> <p>1= Quota for women (mgmt.) 2= Overall quota for women 3= Pref. recruitment for women 4= Pref. recruitment for men 5=Maternity leave 6= Differential retirement age 7= Preferential payment 96= Others (specify)</p> <p>(Read out each of the policies listed and record 1 for "Yes" or 2= "No")</p>	<p>In your opinion should any/your establishment have the following policy?</p> <p>1= Quota of management positions reserved for women 2= Overall quota for women 3= Preferential recruitment for women 4= Preferential recruitment for men 5= Maternity leave/paternity 6= Differential retirement age</p> <p>((Read out each of the policies listed and record 1 for "Yes" or 2 for "No")</p>	<p>Has your organization introduced the use of ICT?</p> <p>1= Yes 2= No >> L010</p>	<p>In which areas is the ICT being used?</p> <p>1= Production 2= Marketing 3= Human resource management 4= Communication 5= Records management 6= Accounting/Finance/Budgeting 7= Recruitment 96= Others (specify)</p> <p>(READ OUT EACH OPTION: Record 1 for "Yes" and 2 for "No")</p>
M2:J010	M2:J020	M2:J030	M2:J040	M2:K010	M2:K020
		1 2 3 4 5 6 7 96	1 2 3 4 5 6		1 2 3 4 5 6 7 96

<p>In your opinion how has the use of modern technology and ICT affected the following?</p> <p>1= Production 2= Marketing 3= Human resource management 4= Communication 5= Records management 6= Accounting/Finance/Budgeting 7= Recruitment 96= Others (specify)</p> <p>READ OUT EACH OPTION Record the ranking for each item in the boxes provided Ranking 1=Increased/improved 2=Decreased 3=No effect</p>	<p>In your establishment do you have access to the following?</p> <p>1= Individual Computer 2= Shared computer 3= Private access to email 4= Common access to email 5= Access to internet 96= Others (specify)</p> <p>(READ OUT EACH OPTION: You must provide an answer to all the options. Record 1 for "Yes" and 2 for "No")</p>	<p>In your day to day work do you need the following to perform your duties</p> <p>1= Individual Computer 2= Shared computer 3= Private access to email 4= Common access to email 5= Access to internet 96= Others (specify).</p> <p>(READ OUT EACH OPTION: You must provide an answer to all the options. Record 1 for "Yes" and 2 for "No")</p>
M2:K030	M2:K040	M2:K050
1 2 3 4 5 6 7 96	1 2 3 4 5 96	1 2 3 4 5 96

SECTION M. HIV/AIDS /DISABILITY AT WORKPLACE

Do you have an HIV / AIDS policy at workplace? 1= Yes 2= No >> M2:M030	Does the HIV / AIDS work-place policy entail/contain the following 1=VCT services 2=Free ARVs for HIV+ workers 3=Free condom distribution 4=Free food for HIV+ workers 96=Others (specify) (Read out and for each record 1 for Yes or 2 for No)					Do you have a disability policy at workplace? 1= Yes 2= No
M2:M010	M2:M020					M2:M030
	1	2	3	4	96	

SECTION L. EARNINGS

What is your monthly gross earnings including allowances? (Please record "0" if you don't get payment). Record in UGX If 0 GO TO L030	What is your monthly net earnings? Record in UGX	What is the mode of your monthly payment? 1= Paid to me directly/my bank 2= Paid to my spouse 3= Paid to my relatives 4= Paid to employment agent 5= Paid to school/TVET institute 96= Others (specify)	Do you have another occupation / job/ employment? 1= No >> M2:M010 2= Yes, another employment 3= Yes, another business (self-employ.) 4= Yes, farming	If yes, what kind of occupation / job (DESCRIPTION HERE)	What is your average annual gross income from all additional job(s)? UGX
M2:L010	M2:L011	M2:L020	M2:L030	M2:L040	M2:L050
				ISCO Code	

SECTION N. JOB SEARCH AND CANDIDATE PREFERENCES

<p>Are you currently looking for a different job? 1= Yes 2= No >> M2:N060</p>	<p>If Yes, which occupations are you targeting? (List up to two) 1)..... 2) ISCO CODES</p>	<p>How do you search for jobs? 1= Word of mouth/family/friends 2= Unsolicited / passing-by 3= Internet, media 4= LMIS 5= Job agents / bureaus 6= Training Institutions 96= Other (specify) (Read out and for each record 1 for Yes or 2 for No)</p>	<p>Do you want to move away from your current residence to search for a new job? 1= Yes 2= No>> N090</p>	<p>Why are you willing to move? 1= Better salary/ rel benefits 2=Better working conditions 3=Exposure Security 96= Other(specify)</p>	<p>Where do you want to move to? 1= Within Uganda >> N091 2= Other EAC countries >> N091 3= Other African counties/Rest of Africa >> END 4= Out of Africa >> END 5= Anywhere>> END</p>	<p>If you don't want to move, please indicate why. 1= Family / dependents / friends 2= Different culture 3= Too risky 4= Language problems 5= Lack skills / competence 6= Lack certificate / authorisation 96= Other (specify) (Read out all options and Rank 3 most important) [End of interview]</p>	<p>If you only want to move within Uganda or within EAC, please indicate why 1= Family / dependents / friends 2= Different culture 3= Too risky 4= Language problems 5= Lack skills / competence 6= Lack certificate / authorisation 96= Other (specify) (Read out all options and Rank 3 most important) [End of interview]</p>
M2:N020	M2:N030	M2:N050	M2:N060	M2:N070	M2:N080	M2:N090	M2:N091
	1)	1 2 3 4 5 6 96				1 2 3	1 2 3
	2)						

SECTION I. CHALLENGES AT WORKPLACE

Which of the challenges listed do you face at your place of work?

(Read out the challenges listed and record 1 for "Yes" or 2= "No")

A) Challenges

1=Yes 2=No

- 01= Verbal abuse
- 02= Physical abuse
- 03= Sexual harassment
- 04= Neglect
- 05= Nonpayment of salary
- 06= Nonpayment of other benefits
- 07= Delayed payments of salary
- 08= Delayed payments of benefits
- 09= Underpayment of salary
- 10= Fatigue
- 11= Excess workload/hours
- 12= Dependents
- 13= Discrimination (specify).....
- 14= Nonpayment of terminal benefits
- 15= Stress
- 16= Arbitrary dismissals
- 17= Maternity leave
- 18= Lack of promotions
- 19= No payment for overtime
- 96= Other (specify).....

If Yes, how can they be addressed?

B) Main ways of addressing challenges

- 1= Inform HR management
- 2= Take painkillers
- 3= Talk to family members
- 4= Talk to supervisor
- 5= Inform police/lawyers
- 6= Inform manager/directors
- 7= Talk to friend
- 8= Ignore them
- 9= Inform the Labour Inspector
- 10= Ombudsman/IGG
- 11= Public Service Commission
- 12= Counselling and guidance services
- 13= Seek legal redress
- 14= Enrol in Professional Association
- 15= Encourage teamwork
- 16= Promote rewards/motivation
- 17= Improve management/leadership skills
- 18= Job rotation
- 96= Other (specify)

M2:I010

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	96	
A) Challenge																					
B) Ways																					

End of interview

THANK YOU

END TIME

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UGANDA BUREAU OF STATISTICS



THE REPUBLIC OF UGANDA

THE UGANDA NATIONAL MANPOWER SURVEY 2016/17

INFORMAL SECTOR QUESTIONNAIRE.

SECTION 1A: IDENTIFICATION PARTICULARS											
1. DISTRICT:											
2. COUNTY/ MUNICIPALITY/DIVISION:											
3. SUB COUNTY/TOWN COUNCIL/WARD:											
4. PARISH/TOWN BOARD :											
5. STREET /ROAD:											
6 .EA NAME											
7. NAME OF ESTABLISHMENT:					UBID CODE						
8. ESTABLISHMENT CONTACT :							a) Tel. Contact (Optional)				
							b) Official Email : (Optional)				
9. CONTACT PERSONS:											
Particulars			Respondent								
a) Names(Optional) :											
b) Telephone (Optional) :											
c) Email(Optional) :											

THIS SURVEY IS BEING CONDUCTED BY THE UGANDA BUREAU OF STATISTICS UNDER THE AUTHORITY OF THE UGANDA BUREAU OF STATISTICS ACT, 1998.

THE UGANDA BUREAU OF STATISTICS

P.O. BOX 7186

KAMPALA,

TEL: +256-414-706000, 230370

Fax: 0414-230370

E-mail: ubos@ubos.org

Website: www.ubos.org

SECTION A. GENERAL PERSONAL INFORMATION ON EMPLOYER (only to be filled if interview with OWNER)

No.	Question	Options	Code	Go to
M51:A010	Name (optional)		
M51:A020	Sex	1. Female 2. Male	<input type="checkbox"/>	
M51:A030	Age in completed years		<input type="text"/> <input type="text"/>	
M51:A040	Marital status	1.Single/Never married 2. Married 3. Separated 4. Divorced 5. Widowed	<input type="checkbox"/>	
M51:A050	Nationality	1. Burundian 2. Kenyan 3. Rwandan 4. Tanzanian 5. Ugandan 6.Southsudanes 7.DRC.Congoles 8. The rest of Africa (specify) 9. The rest of the world (specify)	<input type="checkbox"/>	
M151:A050a	How many members are in your household?		<input type="text"/> <input type="text"/>	
M51:A060	What is the highest level of formal education you have completed?	01.PhD/Doctorate 02.Master's Degree 03.Post Graduate Diploma 04.Bachelors 05.Diploma level (A1) 06.Certificate level (TVET) 07.Secondary-A Level 08.Secondary-O Level 09.Primary 96. Other (specify) 10. None	<input type="text"/> <input type="text"/>	If 7, 8,9,10,96 → A110

No.	Question	Options		Code	Go to
M51:A070	Please indicate the field of Specialization		<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div> ISCED Code-Level 3 for office use	
M51:A060a	In which year did you complete your highest level of formal education?			Year <div style="border: 1px solid black; width: 150px; height: 20px; margin: 0 auto;"></div>	
		M51:A110	M51:A120	M51:A130	
a	What is your current [.....] occupation / job title?	Main 	Secondary 997. Not applicable	Other 997. Not applicable	
b	ISCO-Level 4 for office use	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 80px; height: 20px; margin: 0 auto;"></div>	
M51:A140	Does your current occupation match your official education / training (certificate / Degree) ?	1. Yes 2. No (other job than qualific.) 3. No (lower level than qualific.) 4. No (higher level than qualific.) 7. Not applicable (no training)		<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	
M51:A140a	Would you have liked to change the current employment situation?	1. Yes 2. No		<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	

Previous working experience

M51:A150	Do you have any previous working experience? 1. Yes 2. No	What was your previous occupation? (ISCO)	Sector of employment /Activity (ISIC rev IV)	Employment Status 1.Own account worker 2.Employer 3.Employee 4.Unpaid family worker	Year (if less than one year 00)	Was the Job matching your qualification? 1.Yes matching 2.No
No:		M51:A150a	M51:A150b	M51:A150c	M51:A150d	M51:A150e
1						
2						
3						
4						

SECTION B. ESTABLISHMENT INFORMATION

M51:B010a: What type of business/enterprise is this? 1. Household based 2. Non household based (Do not ask the respondent this question)

No.	Question	Options	Code	Go to																				
M51:B010	When did you start this establishment?	(mm,yyyy)	<input type="text"/>																					
M51:B020	What are the goods and services produced or activities performed in your establishment? If more than one activity please start with the main activity in column one	Main activity 1	<input type="text"/> ISIC code for office use																					
		Main activity 2	<input type="text"/> ISIC code for office use																					
		Main activity 3	<input type="text"/> ISIC code for office use																					
M51:B020a	Sector of Main activity (Do not ask the respondent this Question)	1.Manufacturing,mining and quarrying, construction 2.Trading and services 3.Hotels, Bars and Restaurants 4.Forestry 5.Agriculture																						
M51:B020b	Please list your main products and/or services in order of importance		CPC (code)																					
		1																						
		2																						
		3																						
		4																						
M51:B031a	Does this establishment have any shareholders?	1.Yes 2.No	<input type="checkbox"/>	If 2 → B040																				
M51:B031	Please record the number of shareholders by nationality and sex		<table border="1"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Ugandan</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Other EAC</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Rest of the World</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Male	Female	Total	Ugandan				Other EAC				Rest of the World				Total				
	Male	Female	Total																					
Ugandan																								
Other EAC																								
Rest of the World																								
Total																								

No.	Question	Options	Code	Go to
M51:B040	Where do you mainly undertake your business?	01. Workspace in/attached to home 02. Factory, office, workshop, kiosk 03. Independent from home 04. At home with no special working space 05. Home or workplace of client 06. Construction site 07. Market stall/ trade fair 08.No specified place 09.Street/pavement with fixed post 10. Hawking 11. Satellite market 96. Other (specify)	<div style="border: 1px solid black; width: 60px; height: 20px; margin: 0 auto;"></div>	
M51:B050	Ownership of premises	1. Fully owned 2. Joint ownership 3. Permitted by others to use site 4. Rented 5. Donated by the Government 6. Donated by Local authority 7. Not Applicable 96. Other (specify)	<div style="border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div>	
M51:B090	What types of utilities are available to your business? (Read out each modality and respond by 1 = YES or 2= NO)	1. Water 2. Electricity 3. Toilet / pit latrine 4. Waste disposal 96. Other (specify)..... 1 = YES 2= NO	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 96 <input type="checkbox"/>	If 2 to all skip M51:B110
M51:B091	Which is the source of these above utilities? (Read out each modality and respond by 1=Public/Gov't 2=Private or 3=Not applicable)	1.Water 2. Electricity 3. Toilet / pit latrine 4. Waste disposal 96. Other (specify 1. Public/Gvnt 2. Private 7 Not applicable	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 96 <input type="checkbox"/>	

No.	Question	Options	Code	Go to
M51:B100	Look at Question B091 and respond to B0100 Does the government provide these utilities?	1. Yes all 2. Yes partly 3. None	<input type="text"/>	Don't ask
M51:B110	Does your business easily access the following services? Read all and record 1= YES or 2= NO as appropriate	1. Postal Services 2. Banking 4. Telephone 5. Internet 6. Transport 96. Other (specify)	1 <input type="text"/> 2 <input type="text"/> 4 <input type="text"/> 5 <input type="text"/> 6 <input type="text"/> 96 <input type="text"/>	
		1= YES 2= NO		

SECTION C. WORKLOAD / BUSINESS OPERATIONS

No.	Question	Options	Code	Go to
M51:C010	On average how many hours does your business operate per day?		<input type="text"/> <input type="text"/>	
M51:C020	How many days per week does your business normally operate?		<input type="text"/> <i>10.0.1.1.1.1</i>	
M51:C030	How many days do you usually work per week?		<input type="text"/>	
M51:C040	Do you keep written records/business records?	1. Yes 2. No	<input type="text"/>	If 1 → D010
M51:B050	Why don't you keep records?	1. Records not necessary 2. Lack of skills 3. Lack of finances 96. Other (specify)	<input type="text"/>	

SECTION D. EMPLOYEE CHARACTERISTICS AND VACANT POSTS

No.	Question	Options	Code	Go to																								
M51 :D010	How many persons are currently engaged in this establishment?																										
M51 :D020	How many of the persons engaged in this establishment fall under the following categories:	1. Working owners 2. Contributing family workers 3. Paid employees 4. Unpaid employees out of the family	<table border="1"> <thead> <tr> <th></th> <th>Male</th> <th>Female</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3" style="text-align: center;">TOTAL</td> <td></td> </tr> </tbody> </table>		Male	Female	Total	1.				2.				3.				4.				TOTAL				
	Male	Female	Total																									
1.																												
2.																												
3.																												
4.																												
TOTAL																												
M51 :D020a	Does this establishment have any paid employees?	1. Yes 2. No	<input type="checkbox"/>	If 2 → SECTION E																								
M51 :D021	Please indicate the total number of employees for the following period as at the 31 st December of each of the indicated years (If not applicable, write 999)	2013 (a)	2014 (b)	2015 (c)																								
	3. Total																											
M51 :D022	Please indicate labour turnover for the following period as at the 31 st December of each of the following (If not applicable, write 999)	2013 (aa)	2014 (bb)	2015 (cc)																								
	Total																											

M51 :D040	What is the major factor that influences the number of persons engaged in your establishment?	1. Increased or decreased demand 2. Apprenticeships 3. Location (move to other site, space) 4. Access to external financial support 6. Introduction of new products / services 7. Introduction of new technology 96. Other (specify)	<input type="checkbox"/> 	
M51 :D060	What skills / qualifications are in general lacking among your staff?	1. Managerial skills 2. Technical skills 3. Entrepreneurial skills 4. Language skills 6. Customer care		

	(Multiple answers possible, rank three most important)	<ul style="list-style-type: none"> 7. Innovativeness / creativity 8. IT skills 9. Didactics / teaching skills 10. Communication skills 97 .None/ Not applicable 96.Other (specify) 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">1st</td><td></td></tr> <tr><td style="text-align: center;">2nd</td><td></td></tr> <tr><td style="text-align: center;">3rd</td><td></td></tr> </table> <p style="text-align: center;">.....</p>	1 st		2 nd		3 rd					
1 st													
2 nd													
3 rd													
M51 :D071	<p>Which challenges do you face that limits training of your staff?</p> <p>(Multiple answers possible, rank three most important)</p>	<ul style="list-style-type: none"> 1.Inadequate facilities (space) 2.Inadequate materials 3.Shortage of skilled trainers 4.Time off for the trainees 6.Lack of fund 96. Other(specify) 7. No challenge/Not applicable 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">1st</td><td></td></tr> <tr><td style="text-align: center;">2nd</td><td></td></tr> <tr><td style="text-align: center;">3rd</td><td></td></tr> </table> <p style="text-align: center;">.....</p>	1 st		2 nd		3 rd					
1 st													
2 nd													
3 rd													
M51 :D072	<p>If you have hired graduates of TVET and / or higher Institutions , how satisfied are you with their performance?</p>	<ul style="list-style-type: none"> 4. Satisfied 5. Partially satisfied 6. Little satisfied 7. Not satisfied 7. Not applicable (no such graduates hired) 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">TVET</td> <td style="text-align: center;">Higher inst.</td> </tr> <tr> <td></td> <td></td> </tr> </table>	TVET	Higher inst.								
TVET	Higher inst.												
M51 :D073	<p>In your view, what has to be improved in the training and education in TVET and higher Institutions ?</p> <p>(Multiple answers possible, rank three most important)</p>	<ul style="list-style-type: none"> 1. Managerial skills 2. Technical skills 3. Entrepreneurial skills 4. Language skills 5. Customer care 7. Innovativeness / creativity 8. IT skills 9. Didactics / teaching skills 10. Communication skills 96.Other (specify) 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">1st</td><td></td><td></td></tr> <tr><td style="text-align: center;">2nd</td><td></td><td></td></tr> <tr><td style="text-align: center;">3rd</td><td></td><td></td></tr> </table> <p style="text-align: center;">.....</p>	1 st			2 nd			3 rd			
1 st													
2 nd													
3 rd													

SECTION E: CAPITAL / REVENUE

No.	Question	Options	Code		Go to
M51 :E010a	What was the main reason you chose this business activity	1.Existing capital (e.g. land cash buildings and equipment) 2.lack of other job opportunity 3.Family tradition/ culture 4.Low startup cost 5.Demand 6.It is the profession/skill I know 7.Conditioned by the money lender/ the benefactor 96. Others specify	<input data-bbox="1003 478 1088 537" type="text"/>		
M51 :E010	What was the major source of your start-up and Running capital for your business?	01. Own saving/Retained profits 02. Loans from friends/relatives/SACCOS/ circles(cash rounds) 03. Contributions from others 04. Loans from commercial banks 05. Informal money lenders 06. Government lending agencies 07. Micro finance Institutions 08. Public share issuing 09. Inheritance 10.Borrowing from supplier 11. Don't know 96. Other (specify)	Start- up <input data-bbox="820 1108 966 1205" type="text"/>	Running <input data-bbox="1125 1108 1271 1205" type="text"/>	If 2 - 11 → E020a
M51 :E020	If own saving, what was the major source?	1. Previous employment public Sector 2. Previous employment in private Sector 3. Sale of farm products 4. Sale of assets (cattle, property) 96. Other (specify)	<input data-bbox="1008 1562 1081 1612" type="text"/>		

No.	Question	Options	Code	Go to																		
M51 :E020a	What were the Three most important problems in setting up the business? (Rank in order of importance & Select from the options provided)	1.Obtaining start-up capital 2. Obtaining technical know-how and skills 3. Accessing raw materials 4. Finding Clients/Market 5. Government rules/regulations 6. Obtaining Water 7.Obtaining Electricity 8.Obtaining Space /premises 9.Obtaining transport 10.Obtaining Other 11.Insecurity/ theft 96. Others(Specify) 13.No problem	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">1</td> <td style="width: 33%;">2</td> <td style="width: 33%;">3</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	1	2	3																
1	2	3																				
M51 :E020b	What are the Three main problems in running/expanding this enterprise? (Rank the problems in order if importance)	1.Lack of customers/marketing 2.Access to finance 3.Economic factors(Profitability) 4.Non-payment of debts 5.Lack of raw materials/irregular supply 6.Increased competition 7.Difficulties with existing government regulations/law 8.High taxes and license fees 9.Transport cost 10.Poor transport system 11.Crime/safety 12.Lack of skilled personnel 13.Labour regulations 14.High labour turnover 15.Lack of management skills 16.Lack of space/land 17.Access/cost of energy 18.Access/cost of water 19.Lack of capital equipment 20.Technical(Machine brake down) 21.No new technology 22.Customs and trade regulations 96.Others specify	<table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="3">Running</th> <th colspan="3">Expanding</th> </tr> <tr> <td>1</td><td>2</td><td>3</td> <td>1</td><td>2</td><td>3</td> </tr> <tr> <td> </td><td> </td><td> </td> <td> </td><td> </td><td> </td> </tr> </table>	Running			Expanding			1	2	3	1	2	3							
Running			Expanding																			
1	2	3	1	2	3																	
M51 :E020c	Does the enterprise experience competition from the informal AND formal Sector?	1.Yes 2.No	<input style="width: 80px; height: 30px;" type="text"/>	If 2 → E030																		

No.	Question	Options	Code			Go to
M 51 :E020d	Who are your competitors? Record 1 if mentioned else record 2	1.Manufacturer 2.Wholeseller 3.Retail trader 4.Household/individual 5.Own production 6.Hawkers 96.Others specify 1= YES 2= NO		1		
				2		
M51 :E020e	What is the Degree of competition from other Establishments?	1.Very low 2.low 3.intermediate 4.High 5.Very high				
				3		
M51 :E020f	State how your firm performs in each of the following areas with respect to competitors?	1.price 2.Scale(volume) 3.Research&Development capacity 4.Brand recognition/ commercial reputation 5.Capacity to introduce new goods and services 6.Financing facilities offered				
				4		
				5		
M51 :E030	Have you ever applied for a loan in the last 12 months?	1. Yes 2. No				
				6		
M51 :E030a	If Yes , from what source?	1.Friend/relatives 2.Private money lender 3.Land lord 4.Employer 5.Bank 6.SACCOS/ Village cash rounds 7.Deposite taking MFIs eg FINCA 8.Credit Institutions 9.Input trader/shop keeper 96.others specify				
				96		
						If 1 in E030 → E032

No.	Question	Options	Code		Go to								
M51 :E031	Why didn't you apply? (Read out the options and record 1=Yes or 2=No)	1. No need 2. No guarantee 3. Long procedures 4. High interest rate 5. Lack of information 6. Fear of risks 96. Other(specify) 1=Yes 2=No	1. <input type="text"/> 2. <input type="text"/> 3. <input type="text"/> 4. <input type="text"/> 5. <input type="text"/> 6. <input type="text"/> 96. <input type="text"/> 		Go to E040								
M51 :E032	Have you received a loan in the last 12 months?	1. Yes 2. No	<input type="text"/>		If 2 → E033								
M51 :E032a	If a Loan was received (codes 02-05) what was the security required?	01.Business Itself 02. Land 03. Cattle 04.House 05.Other properties 06.Salary 07.None 96.Others specify	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="width: 50%;">Start up</th> <th colspan="2" style="width: 50%;">Running</th> </tr> </thead> <tbody> <tr> <td style="width: 25%; height: 150px;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> </tbody> </table>		Start up		Running						
Start up		Running											
M51 :E032b	What is the repayment period and rate?	1.monthly 2.Quarterly 3.Weekly 4.Annual 5.unspecified 96.Other specify	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="width: 100%;"></th> </tr> <tr> <th style="width: 50%;">period</th> <th style="width: 50%;">Rate in shillings</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>				period	Rate in shillings					
period	Rate in shillings												

No.	Question	Options	Code	Go to								
M51 :E033	Why didn't you receive the loan you applied for?	1.Poor/No business plan 2.No guarantee/Insufficient guarantee 3.Lack of start_up fund 4.No feedback from the bank 96.Other (specify)	<input data-bbox="1219 394 1284 443" type="text"/>									
M51 :E040	What is the average monthly gross income you received from your establishment?		<table border="1" data-bbox="1084 640 1422 737"> <tr> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> <td style="width: 20px; height: 20px;"></td> </tr> </table>									
M51 :E040a	Do you have Concrete plans to expand the Business?	1.Yes 2.No	<input data-bbox="1200 850 1263 877" type="text"/>	If 2 → Q010								
M51 :E040b	If YES , please state the main Plan	1.Acquire a loan 2.Buy land /Asset 3.Employ more people 4.Market 5.Relocation from household 6.make it formal 96.Others specify	<input data-bbox="1200 1073 1263 1100" type="text"/>									

SECTION Q

M51:Q010	Type of assets		Have you used (ASSET) in the last 12 months mainly for your business activity? 1.Yes 2.No	Ownership of Asset 1.Personal Property 2.Rent 3.lease 4.share property 5.dont know					How is the asset used 1. Exclusively for business 2.Shared with Household 3.Shared with another business 96.Others specify				In Uganda shillings (FOR CODES 2 AND 5 DO NOT ASK)		
													What is the Current value of the Asset?	What is the Value of Additions if any?	Value of Disposals if any
	(1)		(2)	(3)					(4)				(5)	(6)	(7)
M51:Q020	Land and Buildings	Land		1	2	3	4	5	1	2	3	96			
M51:Q021		Buildings		1	2	3	4	5	1	2		96			
M51:Q022		Other structures(kiosks, Kitchen House Pen etc.)		1	2	3	4	5	1	2	3	96			
M51:Q030	Other Machinery, Equipment & Small Tools			1	2	3	4	5	1	2	3	96			
M51:Q031	Transport Equipment	Bicycle		1	2	3	4	5	1	2	3	96			
M51:Q032		motorcycle		1		3	4	5	1	2	3	96			
M51:Q033		motor vehicle		1	2	3	4	5	1	2	3	96			
M51:Q034		Other transport		1	2	3	4	5	1	2	3	96			
M51:Q040	All Other (Furniture and Office Equipment etc.)			1	2	3	4	5	1	2	3	96			

SECTION F: LABOUR

M51:F011. How many persons including yourself worked in your business even if for just one hour during the <u>last month of operation</u> ?									a. TOTAL		
M51:F012. Characteristics of those who worked during the <u>last month</u> your business operated									b. How many wage earners		
Name	Sex 1- Male 2- Female	Age (Yrs.)	What is the highest level of formal education [NAME] completed? 01. PhD/Doctorate 02. Master's Degree 03. Post Graduate Diploma 04. Bachelors 05. Diploma level 06. Certificate level (TVET) 07. Secondary-A Level 08. Secondary-O Level 09. Primary 96. Other (specify) 10. None	If codes 01-06 in Col. 4 What field of study did [NAME] specialize in?		Employment status 1. Own account worker 2. Employer 3. Employee 4. Unpaid family worker 96. Other (specify)	Terms of work/Contract 1- Operator 2- Written contract without fixed duration 3- Written contract with fixed duration 4- Verbal agreement 5- On trial/probation 6- No contract	Payment 1- Fixed monthly/weekly salary 2- Daily or per hour of work 3- Per job/task basis 4- Commission 5- Profit share 6- In kind payment 7- No payment	Total working hours	Wages & Salaries (UGX)	Allowances (UGX)
				Description (5a)	ISCED Code (5b)						
(1)	(2)	(3)	(4)	(5a)	(5b)	(6)	(7)	(8)	(9)	(10)	(11)

SECTION F: MARKET ACCESS

No.	Question	Options	Code	Go to																		
M51:F020a	Who are the main buyers of your products? (Read out the options and record 1=Yes or 2=No)	<ol style="list-style-type: none"> 1. Uganda 2. Kenya 3. Tanzania 4. Rwanda 5. Burundi 6. South Sudan 7. DRC Congo 8. The rest of Africa (specify) 9. The rest of the world (specify) 	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>8</td><td></td></tr> <tr><td>9</td><td></td></tr> </table>	1		2		3		4		5		6		7		8		9		If 1 go
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4																						
5																						
6																						
7																						
8																						
9																						
M51:F020a1	If Uganda, where are the buyers?	<ol style="list-style-type: none"> 1. Within 30 minutes' walk 2. Within the district 3. Within the region 4. The rest of Uganda 	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> </table>	1		2		3		4												
1																						
2																						
3																						
4																						
M51:F020a2	Who are the buyers?	<ol style="list-style-type: none"> 1. individuals /households 2. Micro firms e.g. makers of chapattis, pancake doughnuts etc. 3. small firms e.g. Retailers, grinding mills etc. 4. medium/large firms e.g. Wholesalers Institutions , schools, manufacturers etc. 	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> </table>	1		2		3		4												
1																						
2																						
3																						
4																						
M51:F020a3	Does this establishment produce ? 1. Goods 2. Services 3. Both goods and services 4. None																					
M51:F020b	List the goods and services your Establishment has introduced to the market since 2015	<p><i>Not applicable for Establishments started in 2016</i></p>	<table border="1"> <thead> <tr> <th>Goods</th> <th>Services</th> </tr> </thead> <tbody> <tr> <td>1.....</td> <td>1.....</td> </tr> <tr> <td>2.....</td> <td>2.....</td> </tr> <tr> <td>3.....</td> <td>3.....</td> </tr> <tr> <td>7. Not applicable</td> <td>7. Not applicable</td> </tr> </tbody> </table>	Goods	Services	1.....	1.....	2.....	2.....	3.....	3.....	7. Not applicable	7. Not applicable									
Goods	Services																					
1.....	1.....																					
2.....	2.....																					
3.....	3.....																					
7. Not applicable	7. Not applicable																					
M51 :F020	Can any of your product (good or service) be exported to EAC or World market?	<p>1= YES;</p> <p>2= NO</p>	<table border="1"> <tr> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/>	IF 2 go to NEXT SECTION																	
<input type="checkbox"/>																						

No.	Question	Options	Code	Go to														
M51 :F020c	<p>Why can't your products (good or service) be exported to EAC or World market?</p> <p>(Read out the options and record 1=Yes or 2=No)</p>	<p>1=High Prices</p> <p>2=Poor quality</p> <p>3= Poor packaging</p> <p>4= low volume of production</p> <p>5= Inadequate supply of raw materials</p> <p>6=Legal status</p> <p>96=Others specify</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 20px; text-align: center;">1</td><td style="width: 60px;"></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> <tr><td style="text-align: center;">4</td><td></td></tr> <tr><td style="text-align: center;">5</td><td></td></tr> <tr><td style="text-align: center;">6</td><td></td></tr> <tr><td style="text-align: center;">96</td><td></td></tr> </table>	1		2		3		4		5		6		96		
1																		
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4																		
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6																		
96																		
M51 :F030	<p>During 2016, have you exported any of your product to EAC or World market?</p> <p>(Read out the options and record 1=Yes or 2=No)</p>	<p>1. YES to EAC market</p> <p>2. YES to Other African market</p> <p>3. YES, outside of Africa</p> <p>4. NO</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 20px; text-align: center;">1</td><td style="width: 60px;"></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> </table>	1		2		3										
1																		
2																		
3																		
M51 :F040	<p>Before 2016, have you exported any of your product to EAC or World market?</p> <p>(Read out the options and record 1=Yes or 2=No)</p>	<p>1. YES to EAC market</p> <p>2. YES to Other African market</p> <p>3. YES, outside of Africa</p> <p>1 = YES 2= NO</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 20px; text-align: center;">1</td><td style="width: 60px;"></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> </table>	1		2		3										
1																		
2																		
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M51 :F050	<p>Do you plan to export any of your product to EAC or Word market in the future?</p> <p>((Read out the options and record 1=Yes or 2=No)</p>	<p>1. YES to EAC market</p> <p>2. YES to Other African market</p> <p>3. YES, outside of Africa</p> <p>1 = YES 2= NO</p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="width: 20px; text-align: center;">1</td><td style="width: 60px;"></td></tr> <tr><td style="text-align: center;">2</td><td></td></tr> <tr><td style="text-align: center;">3</td><td></td></tr> </table>	1		2		3										
1																		
2																		
3																		

SECTION T: SALE AND PURCHASE VALUES (VALUES IN LAST 7 DAYS)

T10. SALES (VALUES IN LAST 7 DAYS)

Ser no	Item description		Value in shillings
T10a	ALL ENTERPRISES		
1	Income from Rent of Land		
2	Income from Rent of Buildings		
3	Receipts from services rendered to others, commissions received, consultancy.		
4	Interest Receivable (e.g. from village circles)		
5	Dividends Receivable		
6	Income received as a gift, donation, gain in the sale of assets, remittances etc.		
7	Sale of goods purchased from others for resale		
T10b	TRADING AND SERVICES		
1	Sale of passenger transport	Boda boda	
2		Taxi	
4	Sale of freight transport		
5	Agency fees commissions received		
96	Others specify		
T10c	HOTELS BARS, & RESTAURANTS		
1	Sale of accommodation		
2	Sale of food	Food (meal)	
3		Roasted food 'muchomos' etc.	
4	Sale of drinks		
96	Other service charges		
T10d	FORESTRY		
1	Sale of wood for timber		
2	Sale of wood for firewood		
3	Sale of wood for poles		
4	Sale of seedlings		
5	Sale of non-wood products	Weeds, twigs, grass for handicraft or thatching	
6		Herbs for medicines	
7		Bush/wild game meat	
8		Honey	
9		Other forest food/fruits	
96		Others specify	

T10e	MANUFACTURING/MINING AND QUARRING,CONSTRUCTION	
1	Sale of products mined/manufactured	<input type="text"/>
2	Sale of goods purchased from others for resale	<input type="text"/>
3	Construction work done	<input type="text"/>
96	Others specify	<input type="text"/>
T10f	AGRICULTURE	
	livestock and poultry products	
1	Livestock e.g. cow, Goat, Chicken ,Rabbit etc.	<input type="text"/>
2	Meat	<input type="text"/>
3	Milk	<input type="text"/>
4	Butter and chees	<input type="text"/>
5	Eggs	<input type="text"/>
6	Hides & skin	<input type="text"/>
96	Others specify	<input type="text"/>
	Fish products	
1	Fresh fish	<input type="text"/>
96	Others specify	<input type="text"/>
	Bee keeping products	
1	Honey	<input type="text"/>
96	Others specify	<input type="text"/>

T.30. INPUTS (VALUES IN LAST 30 DAYS)

Ser no	Item description	Did you purchase (item)? 1.Yes 2.No	Value in shillings													
1	Raw materials/Inputs:															
1a																
1b																
1c																
1d																
1e																
1f	Others															
2	Semi-finished goods:															
3	Cost of goods purchased for resale :															
4	Industrial services purchased :															
4a	Repair and maintenance of of equipment (spare parts etc.):															
4b	Legal expenses :															
4c	Security :															
4d	Advertising cost e.g. (dry cells) :															
5	Wages and salaries :															
6	Interest paid:															
7	Electricity:															
8	Water:															
9	Fuels:															
10	Insurances:															
11	Transport:															
12	Rent:															
13	Communication fees(e.g. Telephone, Postage.etc):															
14	Depreciation:															
15	Tools and equipment's :															
16	Packaging materials :															
17	Travel allowances paid to employees :															
18	Brokerage and commissions :															
19	Bad debts, donations, less recoveries:															
96	Others :															

T.60	<p>Who are the suppliers of your raw materials / inputs?</p> <p>Record 1 if mentioned else record 2</p>	<p>1.Manufacturer 2.Wholeseller 3.Retail trader 4.Household/individual 5.Own production 6.Direct importation 96.Others specify</p> <p>1= YES 2= NO</p>	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>96</td><td></td></tr> </table>	1		2		3		4		5		6		96	
1																	
2																	
3																	
4																	
5																	
6																	
96																	

T.50. SALES OF THE TOP 5 MAIN FINAL GOODS PRODUCED IN THE LAST 30 DAYS

(APPLICABLE TO MANUFACTURING/MINING/QUARRYING AND CONSTRUCTION ONLY)

Ser no	Item description	Value in Uganda shillings											
1													
2													
3													
4													
5													

SECTION J. CHALLENGES OF BUSINESS EXPANSION

N°	Question	Options	Code	Go to									
M1 :J10	<p>What are the environmental challenges faced by your establishment?</p> <p>(Record up to 3)</p>	<p>1=Pollution/smell</p> <p>2=Urbanization</p> <p>3=Tribalism</p> <p>4= Religion</p> <p>5=Culture</p> <p>96=Others specify</p>	<table border="1"> <tr> <td>1st</td> <td></td> <td></td> </tr> <tr> <td>2nd</td> <td></td> <td></td> </tr> <tr> <td>3rd</td> <td></td> <td></td> </tr> </table>	1 st			2 nd			3 rd			
1 st													
2 nd													
3 rd													
M1 :J10a	<p>State the main strategies that your establishment faces in the next 3 years</p> <p>(Record up to 3)</p>	<p>1.Introduce new products/ services</p> <p>2.Enter new markets</p> <p>3.Change the establishment sale channels</p> <p>4.licensing from others firms</p> <p>5.reduce personnel</p> <p>6.Register patents of products</p> <p>7.Buy new equipment's/ adapt new technology</p> <p>8.Increase work force</p> <p>9.Improve quality or design</p> <p>10.Improve branding and advertisement</p> <p>11.Train human resources</p> <p>12.Cooperate with others Establishments to gain more important contracts or works</p> <p>13.Open new commercial offices</p> <p>14.Open new productive or operative plants</p> <p>15.Do nothing, stay the same</p> <p>96.Others specify</p>	<table border="1"> <thead> <tr> <th>no</th> <th>strategy</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>	no	strategy	1		2		3			
no	strategy												
1													
2													
3													

M1 :J10b	<p>What are the main strengths of your establishment?</p> <p>(Record up to 3)</p>	<p>1.Design of parts of products</p> <p>2.High volume of output</p> <p>5.low prices</p> <p>6.Operating in a specific niche segment</p> <p>7.Ownership of specific technology</p> <p>8.Capability to coordinate with suppliers (domestic and foreign)</p> <p>9.Large number of customers</p> <p>10.Meets international standards</p> <p>11.Flexibility to meet demand specific requirements</p> <p>12.Suppliers</p> <p>14.Logistics capacity</p> <p>15.After sales services</p> <p>16.Positioning of the brand in the market</p> <p>96.Others specify</p>				
			no	strength		
			1			
			2			
			3			

SECTION B1: REGISTRATATION STATUS

N°	Question	Options	Code	Go to																
M51:B070	Does the enterprise have any license to operate?	1. Yes 2. No	<input type="checkbox"/>	IF 2 go to M51:B060																
M51:B080	Under what license does the business operate?	1.Trade License 3.Patent 4.Provisional authorization 96. Other (specify)																		
M51:B060	Are there plans to register/re-register your enterprise with the Registrar of Companies (URSB)?	1. Already registered 2. Already in the process 3. Yes, in the near future 4. No plans 5. Not sure		If 1&2 go to M51:B061																
M51:B060a	If not registered, why don't you want to register your enterprise? Record 1 if mentioned else record 2	1 .In the process of being registered 2.Do not need to register my business 3.Do not know if I have to register 4.Too many requirements to complete registration 5.Have to pay too much to register 6.Could be bad for my business 96.Other(specify) 1= YES 2= NO	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>96</td><td></td></tr> </table>	1		2		3		4		5		6		96				
1																				
2																				
3																				
4																				
5																				
6																				
96																				
M51:B060b	If not registered, what would motivate you to register? Record 1 if mentioned else record 2	1.Ashort registration process 2.Low registration fees 3.Access to finance i.e loans, financial assistance 4.Better chances of selling to state enterprise/ private Companies 5.Eligibility for support programs 6. publicity/ awareness compaigns 7.Dont know 96. Others specify 1= YES 2= NO	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>4</td><td></td></tr> <tr><td>5</td><td></td></tr> <tr><td>6</td><td></td></tr> <tr><td>7</td><td></td></tr> <tr><td>96</td><td></td></tr> </table>	1		2		3		4		5		6		7		96		
1																				
2																				
3																				
4																				
5																				
6																				
7																				
96																				

N°	Question	Options	Code	Go to								
M51:B061	Are there plans to register/re-register your enterprise at URA	1. Already registered 2. Already in the process 3. Yes, in the near future 4. No plans 5. Not sure	<input type="text"/>									
M51:B080a	Do you pay any of the following taxes? (Read out the options and record 1=Yes or 2=No)	1. VAT 2. Pay as you Earn 3. Income tax 96. Other	<table border="1"> <tr><td>1</td><td></td></tr> <tr><td>2</td><td></td></tr> <tr><td>3</td><td></td></tr> <tr><td>96</td><td></td></tr> </table>	1		2		3		96		
1												
2												
3												
96												
M51:B030	What is the legal status of your establishment	1. Sole Proprietorship 2. Limited by share(Ltd) 3. Limited by guarantee 4. Limited by both share and guarantee 5. Unlimited 6. Religion 7. NGO 96. Other(specify)										

END OF INTERVIEW

THANK YOU

END TIME

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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