Skills Development and Green Skills/Jobs; Environment and Climate Change Integration in the Skilling Uganda Project

Background

The Irish Aid Uganda mission strategy recognised that Uganda's population is very young, with 56.7% of the population below 18 years of age. Many households have a high dependency ratio making it harder to exit from poverty, and this large young population creates a high demand for services, particularly for health and education. A large young population has potential to contribute to economic development as an emerging labour pool. However, the low levels of educational attainment, the skills gaps between education and the labour market and inadequate levels of job creation combine to create high levels of unemployment, poverty and increased risks of conflict and insecurity.

The Karamoja sub-region has a literacy level of only 12% compared to a 71% national average. Access to quality vocational educations is extremely limited. The reasons underpinning this level of educational deprivation are complex and multi-faceted ranging from the traditional agro-pastoral lifestyle which requires the labour of young boys and girls as herders as well as high levels of poverty and negative perceptions of education by parents

The strategy also recognises the impacts of Climate change on agriculture and rural poverty in Karamoja, with increased likelihood of rural-urban migration as people affected by the impacts of climate change including food insecurity in rural areas seek (perceived) opportunities in towns and cities.

The skills development initiative presents an opportunity to address the youth unemployment problem but also address issues of income, environment sustainability and climate change through green skills and green jobs, food security and nutrition in the long term

Introduction to the skilling Uganda programme

Enabel, (formerly Belgian Technical Cooperation) implements the Skills Development Fund in Karamoja through instant-trainings, promotes income generating and livelihood activities as well as skills relevant for the local labour market. Focus lies on Karamojong, youth, girls and women. This component is funded by Irish Aid for €1,190,000. The fund is part of the framework of skills development reforms in Uganda. The Belgium Government contributes €2,000,000 and the European Union Trust Fund contributes €2,600,000 for the Skills Development Fund through instant-trainings strengthening youth, women and girls from

the refugees and their host communities. Details on this fund can be accessed on this link; http://www.skillsdevelopmentfund.gov.ug/

The skilling Uganda project specifically supports relevant skills development of Karamojong youth, with special focus on girls. It focuses on the development of skills that are demanded in the market. The goal of the project is to;

- Ensure that trained providers and the private sector workers work together on innovative learning approaches through public private partnerships
- Karamojong youth get skills that are demanded and on the market
- Karamojong youth find jobs easily and make better incomes

Partnership between Irish Aid Uganda and Enabel (formerly Belgian Technical Cooperation)

The Enabel proposal to Irish Aid integrated environment considerations at different levels; as a management issue, focusing on the school training centres, eco-construction, consumption of renewable energy, water management, waste management on site, etc. and as a subject within the Technical and Vocational Education and Training system, integrated in training programmes through the curriculum, the training of technical teachers, instructors, in-company tutors and master-crafts persons and as a way of promoting green jobs and green skills.

Enabel uses the **regenerative** approach which involves bringing new and more vigorous life to an area, industry, institution, community, etc. The question is how to regenerate? How to make life strongest in a place? How to link life and place and make it evolve harmoniously? Below is the conceptual thinking;

Sustainable approach is a human centered approach, where humans try to have the smallest impact in the environment. The aim is a zero impact policy. It is the first step for a regenerative approach. The regenerative approach is a systemic approach: Humans are part of an ecosystem and their actions should aim at the biggest positive impact so as to *improve* it. The regenerative development is the process of cultivating the capacity and capability in people, communities, and other natural systems to renew, evolve, and thrive.

Karamoja's infrastructure project interventions is conceived as part of the ecosystem; the aim is to create an interactive relationship between the community (students, teachers and neighbours) and the place in which they live, study and work. By understanding this specific ecosystem (social, natural and economic), links and mechanisms are created for it to thrive.

Global approach: The Vocational Training Institutes (VTI) are part of a global/ regional system that include social, environment and economic issues. Some of the interventions are business oriented, others are to improve the environment, identity and community links. ''Real life project'' activities, the main infrastructure project and the instant trainings will also provide skills that are relevant to the labour market.

Community involvement: The VTI community will be able to provide assistance to the private sector. The proposed workshops at the VTIs are designed to be conveniently located; open to the community so that the community also benefit from the services provided. Karamojong students are encouraged to join the VTIs, since currently most of the students are from neighbouring regions. Design and construction are done in a participatory approach linking communities and infrastructure.

Greening the skills development institutions – walking the talk

Business plans and Markey survey; Enabel supported the Vocational training Institutions (VTIs) to develop their business plans. This was done through a process of carrying out self-assessments (SWOT Analysis). On the basis of labour market surveys, the VTIs selected their priority trades in their business plans. A labour market scan was carried out to understand the local market activities including basic supply and demand of goods and services, as well to identify challenges of consumers and local market actors in order to know which trades/ skills to enhance in the VTIs.

Multi-purpose workshops: With reference to the business plan, each of the VTIs chose priority trades they want to engage in: The Nakapiripirit Technical Institute is aspiring to be an agriculture center of excellence and the mission is to produce competent agriculturalists with practical and technical education in agriculture, agro business and related skills to transform the community livelihood and **to adapt to modern agriculture** and **to climate change challenges** in Karamoja.

St. Daniel Comboni Polytechnic selected to become a center of excellence in Construction, positioning itself to implement modern constructions that rejuvenate the environment through environmentally friendly infrastructure, proper energy usage and water conservation through competent based education and training.

To support these visions, Enabel will support construction of new multipurpose workshops in each VTI, focusing on the priority trades and supporting crafts. These workshops are the opportunity to augment the skills and the identity of the institutes and anchor the intervention in this specific ecosystem.

Regenerative design: 'Real life' project activities and proposed workshop constructions all integrate the local ecosystem and climate issues. Materials, wind, sun, water and participation are the elements that guide the interventions. The aim is to have the whole ecosystem thriving always. Through ''real life projects activities'', identity and ownership in the VTIs are improved, creating an interactive link between the Institute, community and the environment. These acquired skills can also be used to support / solve the livelihood needs in the home communities, thereby improving the trainees' self-reliance and smoothening their transition to the labour market and increasing their employability.

Master planning: Through a professional design Consultant firm, a master plan was developed for each of the VTIs. Enabel ensured that the design process was participatory, involving Institute instructors, students and community leaders. It was also designed for the next 20 years so that it can be further implemented even after Enabel/ Irish Aid intervention has ended, thereby ensuring sustainability of the VTI's vision.

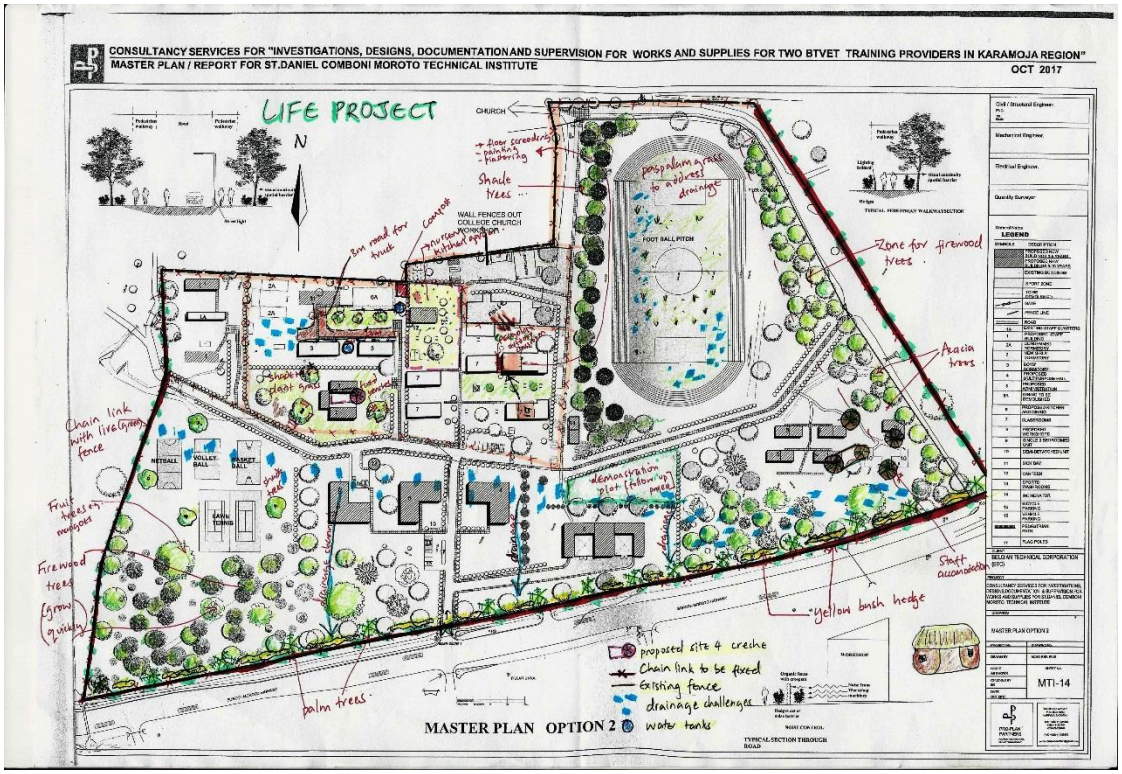
The institutions conducted assessments within their environment and market analysis for skills development, and the following risks were identified

- Uncertainties in agriculture processes for example climate change uncertainty, increased pests and disease outbreaks
- Un reliable hydroelectric power due to load shedding
- Water logging in the institutions
- Poor waste management
- Lack of adequate tree cover

Relevant environment and climate relevant focus areas include;

- Improving the institute's energy efficiency and management through developing the institute's renewable energy including wind, solar and biomass energy
- Improving water management through improved water supply and sanitation and water harvesting
- Improved agriculture management and agriculture practical learning through training in modern farming techniques on the institute's farming plots
- Ecosystem and environmental management around the institutions for learning and creating centers of excellence for learning and replicating the practices by the learners.
- Ecosystem friendly construction designs using simple and affordable technology

Sample Master Plan for St. Comboni VTI



Best practices include;

- Constructing a chain link with a live fence to reduce materials for construction plus using locally available materials
- Tree planting to manage water logging and also provide wind breakers and shades for the VTI – the trees include fruit trees which the VTI can use to feed the students
- Plots of firewood trees to cut costs of spending on energy sources and the ecosystem around the schools
- Demonstration plots for kitchen gardening to impact skills to trainers and students who will replicate them in the community after training
- Pergola[1] plus outside /open class rooms to reduce the heat and noise
- Planting of paspalum[2] grass to manage the drainage and water logging

The VTI students & teachers, outside community, natural and built environment; all are part of the eco-system and should be positively linked in a mutual interactive relationship to create identity and ownership of place.

Climate change is projected to affect nature's ecosystems and the habitats that support life - from oceans to grasslands to forests. Changes are expected to alter the makeup and functioning of ecosystems, as well as some of the critical benefits that ecosystems provide to people. Climate change can threaten ecosystems that have already been weakened by other human activities

[1] A **pergola** is a garden feature forming a shaded walkway, passageway, or sitting area of vertical posts or pillars that usually support cross-beams and a sturdy open framework consisting of a crisscrossed pattern of strips of building material, typically wood or metal.

[2] Paspalum is a genus of plants in the grass family. The group is widespread across much of Asia, Africa, Australia, and the Americas Commonly known as paspalum

such as pollution, development, and overharvesting. These approaches will restore the ecosystem amidst development interventions and also lead to climate change adaptation and mitigation outcomes.

Green skills being promoted in the VTIs

According to Čekanavičius, Bazytė, and Dičmonaitė 2014, green business is an organization/establishment that is committed to the principles of environmental sustainability in its operations, strives to use renewable resources, and tries to minimize the negative environmental impact of its activities. In this perception, "greening" of business is part of a long-term strategy of becoming sustainable, i.e. being able to achieve business tasks in the way that does not develop any threat – economic, social or environmental – for both current and future generations[3].

Eco design and construction

Enabel is promoting eco-friendly construction designs, majorly, the Intersecting, Interlocking Soil Stabilised Blocks (IISB). The students are being trained to make the blocks and construct using the IISB system. The blocks are eco-friendly and materials (soil) are easily accessed. The blocks only require 5% cement and the training is done by specialized trainers who also provide manuals for guidance. The roofing will be done with grass which has been assessed to be available and instead of using timber throughout, bamboo will be used. The above procedures are easy to replicate due to use of low cost local materials. The cost of a hut has been estimated at a cost of $400.

The Intersecting, Interlocking Soil Stabilised Blocks (IISB) are eco-friendly, mostly use locally available materials majorly soil and 5% cement and the blocks are interlocking and easy to use.

The construction industry in Karamoja is dominated by external companies and contractors due to lack of skilled personnel in the Karamoja region. The above skills training in construction provide an opportunity for the youth to engage. However, to improve employability for the youth, there is need to;

1. Focus on business development services beyond training – marketing the bricks to the district and community to create work for students but also promote ecosystem friendly designs

[3] Green business: challenges and practices

2. Work with the District to link the students to the contractors and other private sector actors working in the region for employment
3. Avail investment funds through the Youth and women fund, which the Local Governments can intentionally use to target the youth and women who are trained and know where to invest the funds

Energy Saving technologies

Energy projects are capital intensive and there is Inadequate financing mechanisms and other incentives to facilitate investment in Renewable energy technologies. There is low level of access to electricity (about 20%) in Uganda, coupled with low Per capita electricity. With populations widely dispersed especially in the Karamoja region, this makes rural electrification expensive. There is also low public awareness about the benefits and availability of renewable energy technologies. The Government view the benefits of renewable energy as a solution to diversifying the energy mix, Mitigating climate vulnerabilities, meet the country's energy needs, improve energy access, reduce environmental pressures and create "green" jobs[4]

Group training on construction of Lorena stoves. The group had already been asked to construct for other households at a fee

The VTIs are considering installing solar energy to support the running of the institutions but also train the students on other energy efficient technologies. Energy efficiency is also part of construction design where the construction will focus on providing natural lighting, protection from direct light and natural ventilation. Nakapiripirit VTI business plan has objectives to develop and implement a framework for enhancing the institute's renewable energy including wind, solar and biomass energy. These approaches will increase energy efficiency in the long term.

Enabel through the training voucher[5] system is also supporting women living with HIV/AIDS to produce Lorena stoves to reduce the time they spend collecting firewood, improve their health and in the process also reducing pressure from the ecosystem. A skills training of 05 days is offered and women can also offer services in the community for pay, if the stoves are

[4] Energy Efficiency and Conservation; Ministry of Energy and Mineral Development, 2016. The future of Private Sector investment in Renewable Energy in Uganda

[5] NGOs apply for training vouchers for Karamojong youth and women they support in livelihood and income generating activities and Enabel identifies suitable trainers to provide certified quality training of 10-100hrs

well adopted. The stoves are made with locally available materials mostly soil and grass, so there is no high cost involved.

However, in terms of external market, it was noted that energy efficient stoves are mostly adopted in urban areas, local communities use fire wood which is easy to get, notwithstanding the long term effect. Discussions with the group under training however indicated that community members were interested and some had even been asked to do commercial construction for their interested community members for a fee. To date Karamoja is plagued with charcoal burning which is externally driven by traders from outside the region. If not addressed, the levels of deforestation in the already poorly vegetated region will be detrimental to the ecosystem. Key actions which could be captured through the tracer survey Enable supports could include;

- Levels of awareness and interest in the community in using energy efficient stoves.
- Follow on the uptake of the stoves and how they have improved the lives of poor women
- Successful stories on scale up of stove production for pay which would boost the group's income

Waste management

Waste management is being promoted in the VTIs as a good practice but also a learning process for the trainees. This involves waste water and solid waste collection and treatment. Enabel will support the VTIs on sorting waste generated. This is still in early stages and construction of sorting bins is ongoing, as well as identifying collection centers. The benefits of recycling include a cleaner environment, the safe disposal of hazardous materials and a careful approach to the use and re-use of materials.

The VTIs will definitely generate solid waste which is biodegradable including kitchen waste, papers, cans, bottles, glass, metals and other types of plastic that is reusable. Demolition or construction waste is also expected to be generated from constructing buildings, houses, and other infrastructures within the VTI. These include wood, damage bricks, concrete and other debris. The biodegradable waste is not harmful to the environment, and can be composted (includes waste from plants and animals) and easily broken down into useful soil conditioner/fertilizers for crops, especially in Nakapiripirit where they are focusing on agriculture demonstration gardens.

Enable also has other innovations including clean up days in schools, the recent one planned for September 2018 to raise awareness, and there will be environment management awareness posters; ''walking the talk''. The schools will also be trained on sorting the waste

Water harvesting technologies (domestic and water for production)

Enabel also intends to support VTIs in training in water tank construction using improved bricks (IISB). Karamoja experiences long periods of drought but the onset of rainfall is sometimes heavy with lots of water that can be collected and saved for the dry periods when access to water is difficult. One of the VTIs already has a water problem, so constructing a water harvesting facility at the school will not only enhance the learner's skills but also support access to water for the VTI. If the skills are used in the community, then schools and health units as well as other private homes in urban areas can be clients for this skill. This will interlink with marketing of the IISB blocks.

The Nakapiripirit VTI is doing small scale irrigation from the river below the institute to water the demonstration gardens in the school. Other areas that could be looked at could include;

- Low cost irrigation mechanisms can be explored to enhance productivity for community members and trainees engaged in agriculture training, which they can replicate after.
- Linkage with environmental organisation on awareness raising could add value. Ecosystem restoration is a way of making sure that there is water for production. Even the small irrigation is dependent on availability of water resources. If they all dry up due to misuse of natural resources, then irrigation will not be possible

Agro Forestry

In efforts to preserve the ecosystem and biodiversity Enabel is advocating for compensation through planting at least the same number of new trees cut for the purpose of construction. Planting of endemic plant species by the technical colleges and vocational training institutes will be actively encouraged.

The landscaping and greening of the institutes answer to this and most of the tree planning or greening is done either as a response to flooding or drainage management in the school premises. Addition of fruit trees is an added advantage, as well as providing shades, firewood and green fencing. Environmental clubs are planned to be commissioned and they have potential to get communities involved in scaling up the good practices.

Enable has also sold this concept to the Ministry of education and sports to replicate to other schools. Dan Church Aid mentioned that GIZ has been working on agro-forestry training, tree planting and establishing greenhouses plus learning centres. Giz handed over the projects to

the districts & the trainees are hired by the districts to manage the centers. Linkages with such initiatives would be useful

Pomegranates trees in St, Daniel Comboni compound

In addition, under the bursary programme, Straight Talk, another partner organisation of Irish Aid is promoting tree planting of up to 1 acreage per school and this too is Irish Aid funded. The organisation established nursery beds and trees are distributed to different schools. Key follow up issues could include

- Training for youth in nursery bed development and management for income generation would be recommended. Instead of straight talk transporting trees from Kampala for example, they could buy from the local nurseries raised by the trained youth
- Linkage with the district forestry office who have worked with different environment organisation like GIZ and IUCN to skill the youth in nursery development could be useful for market linkages

Apiary training for the youth

The CC&D VTI is promoting bee keeping training for the youth, which is a good source of income but also environmentally friendly. Bee keeping projects have been used as incentives for environmental conservation looking at the need to preserve the natural ecosystems favourable for bee keeping.

An ecosystems approach to sustainability in beekeeping can be promoted in the skills development process. The role of honey bees within an ecosystem is a primary consideration. People have an impact on bees through good management of the natural environment, their habitat for nesting and feeding, but the bad practices can also affect the colonisation process.

It has been noted that Africa is the only continent where the bee population remains stable and unaffected from emerging diseases. Yet, most African countries still import the majority of their honey for their domestic market[6]. This is also the case in Uganda where the good honey in most shops is imported. The low supply in Africa is explained by lack of knowledge about sustainable beekeeping methods, low honey yields, complicated market

[6] UNEP, UNDP, IUCN 2015. How the business of bees contributes to sustainable development

access for beekeepers and over-exaggerated export regulations. What can be done to support this green business could include;

- Explore market and business opportunities for the youth to build the honey products into a business using hands on experience as they develop their own individual, business plans.
- Train the youth to run their outlets in their localities and identify local markets. Beekeeping provides a sustainable source of income, in areas where often few income opportunities exist. The additional advantage is that the trade does not need high investment and is suitable for smallholder farmers and youth entrepreneurs.
- Market linkages with national bee keeping associations would be useful. Skills development without employment opportunities and access to markets might not solve the problems of the youth in the long term.

Agriculture training

The mission of Nakapiripirit VTI is to produce competent agriculturalists with practical technical education and training in agriculture, agri business and related skills to transform the community livelihoods and adapt modern agriculture and adapt to climate changes and labour market demands in Karamoja. The VTI is expected to become a centre of excellence in agriculture.

Some of the agriculture relevant activities include;

- Training in identified alternative Technical and Vocational Education Training for Karamoja including floriculture and kitchen gardening;
- Design and set up the learning stations for agriculture based on new curriculum
- Integrating agriculture through learning stations in other trades as a crosscutting subject within the institute

The VTI is training the youth in cropping methods and has done a demo irrigation. Students interviewed linked the training to positive changes in terms of **new farming skills, improved incomes, food security and nutrition.** The VTI also mentioned positive linkages with other partners including GIZ (for training), District Production office which is offering tree seedlings, Wealth creation (NAADS) and WFP.

Karamoja Climate change scenarios

Increasing Rainfall and Variability in Karamoja

- Average monthly rainfall in Karamoja has increased over the last 35 years
- Variability of monthly rainfall over the same period has also increased.
- The variability will likely leading to an increase in the frequency of periods of low/no rainfall and heavy rainfall events.
- increased rainfall variability will impact upon agricultural production, exacerbating levels of food insecurity

Increasing temperatures

- Average monthly temperatures in Karamoja have increased over the last 35 years
- Likely increase in frequency, intensity and duration of heat waves and reduced water availability.
- Likely negative impacts on agricultural and livestock production in the region, exacerbating food insecurity.

UNMA, CGIAR/CCAFS, WFP, 2016

Comments/ suggested recommendations to strengthen the agriculture component

- The VTI need to ensure that they have the right skills to train the youth in climate resilient agriculture given the climate scenarios for Karamoja. The VTI plan does not demonstrate how agriculture will be integrated in all learning stations.
- The training on agriculture needs to focus on climate change scenarios in Karamoja. The proposals do not show how climate hazards will be addressed. It's one thing for the youth to get farming skills and another to learn how to manage risks. This needs to be integrated in the curriculum and to identify support to relevant training skills that may not be not resident in the VTIs
- There is also need to review how the students get support outside the VTI after training. Any linkages with relevant livelihood groups on access to markets, access to information and extension services would be useful—moving from skills to practice for better outcomes
- Enabel could track the outcomes on increased incomes, household food security and nutrition for the trainees. The tracer surveys could add a relevant question to track the outcomes of the training, which would inform future programmes.

Gender dimensions to skills development

Above; the only girl mechanics trainee at Nakapiripirit VTI

Below; boys only mechanics training at C&D

According to the 2015 UNICEF Adolescent Girls Vulnerabilities Index, adolescent girls in Karamoja are the most vulnerable in Uganda. The 2015 report concludes that education disparities drives this vulnerability in Karamoja which registers the lowest enrolment rates in the country, as well as low retention rates.

Women's access to economic resources in terms of income and property ownership – including land is already often unequal. A gender gap in earnings persists across almost all employment categories, including informal wage employment and self-employment (ILO 2007). Women comprise the majority of those working in the informal employment sector which is often worst hit by climate change-related disasters and other shocks, further exacerbating women's already unequal access to resources and diminishing their capabilities to cope with unexpected events/disasters or adapt to change. The skills development programme offers an opportunity to address the gender inequality in employment especially for women and girls.

The VTIs are trying to target women and girls in the skills development, which is positive, however the analysis is that the preference for the type of skills is also gendered. Majority of the women and girls are interested in baking, sewing/tailoring, hair dressing, farming among others, while the boys are interested in building, mechanics, ICT, bee keeping – which in terms of the labour market are more profitable. The VTIs have tried to do career guidance for girls to join other non-traditional courses but the response is low. Those who joined are doing well and experience with them has shown that they do a good job and are hired e.g. the lady mechanic whom we were told crosses to Kenya to repair cars and motorcycles

The skills development is a very good start for the girls given the historical trends of low education and employment levels, but the need for women and girls to engage in formal

profitable skills development choices cannot be ignored and needs to be worked on progressively.

The VTIs are also planning structures to support child mothers, they are constructing rooms for children to play and they will provide an extra meals for the children if the mothers choose to come with them.

Above; only men builders

Below; female only hair dressers

Key challenges

- Cultural barriers, (not only in Karamoja), where gender roles influence the choices of women and men, boys and girls
- Girls being attracted by female dominated trade which are low income earning and on low demand which might affect their future employment plans (having many trained yet the trade is not that high on demand)
- Lack of female role models to demonstrate changes in skills requirements and employment as part of breaking the barriers to skills advancement for women
- Low enrolment of Karamojong boys and girls in formal skills – most are enrolled in informal skills -- trainees outside the region in formal training will create competition for the labour market. Karamojong will still remain half-baked in terms of skills development and emerging markets.

Actions to increase the number of Karamojong girls and boys in the VTIs

- Review the assessment report for barriers for girls to engage in constructions and other skills, done by Enabel and address the possible relevant identified issues progressively.
- Intensify on career guidance focusing on increasing the numbers of women and girls as well as the Karamojong into the VTI and also target increasing the numbers of those joining formal training.
- Linking business training with skills development for future employment
- Integrated approaches with other Irish Aid programmes could support the skills development process and increase targeting (bursary, UNICEF programme, HIV/AIDS (linking to Enable voucher system) etc

Coordination and linkages at national and regional level

Enable initially (in the proposal submitted to IA) committed to support awareness raising activities addressing various departments of the Ministry of Education, Science, Technology and Sports, adhere to environmentally friendly practices in their own day-to-day work and mainstream environmental considerations as a natural part of all training programmes.

Enabel together with the Ministry of education and the design consultants conducted a study tour to Rwanda focused on sustainability and innovation in designing educational facilities especially on sustainable design and environmental friendly approaches in design. Lessons learned were shared with the rest of the Ministry staff (particularly Construction management Unit), Institute principals and Enabel staff. Another conference is planned this November titled "***Raising awareness for climate responsive design in Uganda & similar climate"*** in which Enable will share lessons learned on previous projects and current interventions. The Ministry is involved at different phases of the project - Master planning, design phase, supervision, etc so that at the end of the day, they can learn from it and also own it when the project ends. Enabel has also interested the ministry in the ISSB technology (Interlocking soil stabilised blocks) and slowly the interest is building up and the technology is being appreciated.

In Karamoja, Enabel is facilitating regional and district platforms to enhance learning. There is good coordination with the different districts who reported that they have learned from Enabel and they value the relationship. Efforts are being made to link the skills development work with the district programmes, and exploring how the district can use the trained students in ongoing work in the district (e.g. contracts could add a social close for contractors to hire the local man power instead of importing labour into the region). This is an ongoing advocacy process.

There are also linkages with the private sector actors including Uganda small scale industries association (USSIA), Uganda manufacturers association (UMA) and other private sector actors in the region. Whereas the private sector in the region is weak, Enabel has facilitated training on public private partnerships. The private sector are providing students being trained with opportunities for apprenticeship, which in future can also be an opening for linkages to employment opportunities. A meeting was held with private sector to seek their views on how to improve the programme.

General recommendations to advance the green skilling and green employment

1. Career guidance is required for the Karamojong to embrace vocational skills training and increase their enrolment. The VTIs need to design strategies to go out to schools

in advance of admitting students, as well as other campaign methods. Role models especially women can be used to support enrolment of girls and Karamojongs.

2. Linkages with government to link the Youth Livelihood Fund and Women Livelihood Fund to target the trained women and youth would be an advantage and will provide capital for investment to enhance their skills to create self-employment. Exploring opportunities for influencing at ministry level can also be a welcome idea since both are coordinated by government.

3. Need to support the youth engaged in green skills since the focus is to make them self-employed. Most of the areas they are involved in are climate sensitive and might require extra follow up and support after training. Linkages with similar or relevant organisations will be important.

4. For the green skills to generate income, there is need to understand if the green consumers[7] are available to use the services and who the consumers of these products are. Beyond the skills training, linkages with awareness raising and access to markets for energy efficient technologies, water harvesting, IISB eco design construction, agro forestry and agriculture products will be a major facilitator for job creation. This is because green consumption deals with behaviour change and understanding the need for sustainable use of resources

5. For Irish Aid, there is need to track climate relevant expenditure of Enabel work, based on the Rio Markers on climate change Adaptation, Mitigation, Desertification. Biodiversity and Disaster Risk Reduction, which should be part of 2017 reporting process which is ongoing.

6. The education and skills development work creates an opportunity for Irish Aid to look at best practices in climate change integration into non agriculture sectors. The learning platform could be useful to capture this learning.

[7] A green consumer can be defined as an individual who purchases ecologically produced or eco-friendly products and avoids environmentally harmful consumption - habits, personal capabilities, values, beliefs and norms as the most important green consumer characteristics