YOUTH LIVELIHOOD PROGRAMME AND HOUSEHOLD WELL-BEING: A CASE OF LUBAGA DIVISION, KAMPALA CITY

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**Key Words**: Youth Livelihood Programme, Household Well-being, Lubaga Division, Vocational Marketable skills, Financial Support, Entrepreneurship and Life Skills and Knowledge and Information.

**Introduction**

The study was about the extent to which Youth Livelihood Programme supports household well-being in Uganda: a case of Lubaga Division, Kampala City.

**Objectives**

1. To examine the contribution of vocational marketable skills to household well-being among the youths in Lubaga Division, Kampala District.
2. To assess the influence of financial support on household well-being among the youths in Lubaga Division, Kampala District.
3. To evaluate the extent to which entrepreneurship and life skills contribute to household well-being among the youths in Lubaga Division, Kampala District.
4. To assess the contribution of knowledge and information for attitudinal change on household well-being among the youths in Lubaga Division, Kampala District*.*

**Methodology**

The research study used a descriptive research design focusing on quantitative and qualitative approaches to collect data from 262 respondents who had been conveniently picked for the sample of which only 221 participated.

**Key study findings**

The results showed a mean score of 4.3348 meaning that youth livelihood programme promoted development-oriented policies that have supported productive activities of the youth and gain momentum in marketable skills, a mean score of 3.4027 was yielded to mean that youth entrepreneurship through the youth livelihood programme was on a rise, a mean score of 2.5792 to mean that the youth have been able to have an improved standard of living and well-being, a mean score of 1.9840 to mean that the youths have not yet been able to achieve enough income to secure homes or houses.

The results showed a mean value of 3.4521 was scored to mean that programme intended to harness their socio-economic potential and to increase self-employment opportunities and levels of income, a mean value of 3.8824 was scored to mean that youths were able to set up own enterprises, mean value of 1.5424 was scored to mean that youths have not been able to make savings, a mean value of 2.3077 was scored to mean that many of the youths still have the same initial business set ups that were funded by the ministry, a mean value of 4.5385 was scored to mean that youth have been able to have an improved standard of living and well-being.

The results also showed a mean value of 1.8245 was scored to mean that the agenda of ensuring youths are trained and equipped with life and entrepreneurship skills was not given to a big number of youths, a mean value of 4.4887 was scored to mean that youths among the business startups from the YLP was carpentry and joinery, a mean value of 2.3451 was scored to mean that the contribution of youth well-being through motor mechanics is not much recognised, a mean score of 3.5747 was scored to mean that the YLP has supported many youths through hair dressing.

The results also indicate a mean value of 4.5611 was scored to mean that there has been a mega drive towards youth empowerment through various programs that have been put in place to skill the youths, a mean value of 4.4163 was scored to mean that the life goals of the youths and their perception has been able to change over time, a mean value of 4.4253 was scored to mean that youths have been able to learn how to put some money on the side for future need.

**Recommendation**

* Targeted youth groups must be involved right from project initiation throughout the project cycle so as to create a sense of ownership and make the projects sustainable. This could be done by allowing the youth to select enterprises of their choice, actively participate in implementation, monitoring and evaluation of the project.
* More tailored training should be provided to the project team members. Such trainings could cover enterprise management, financial management, group dynamics, among others.
* In addition, the training should target all the project members for an adequate number of days to enable them acquire all the necessary skills needed for the effective management of the projects.
* There is need to clearly specify the roles of the different leadership structures and stakeholders so as to avoid role conflicts and make the projects viable and sustainable.
* The division should develop customized funds utilization procedures for the project groups so as to ensure efficiency and effectiveness in order to make the group projects more sustainable.

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