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

**BY**

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# DECLARATION

I **THEBO JOHN BOSCO** declare that this research work under the topic “Youth Livelihood Programme and Household Well-being in Uganda focusing on a case study of Lubaga Division, Kampala” is my original work and has never been presented for any degree in any institution of higher learning here or elsewhere.

Signature: ………………………….. Date:…………………………….

Thembo John Bosco

# APPROVAL

This dissertation on youth livelihood programme and household well-being, focusing on a case study of Lubaga Division, Kampala District has been produced under my supervision and is now ready for submission for both internal and external examination leading to the award of the degree of Master of Human Rights and Human Development of Nkumba University

Signature: ………………………

**DR. EDAKU CHARLES**

Supervisor

Date: …………………………….

# DEDICATION

I would like to dedicate this work to my friend Mr. Malinga Kathbart for his generosity.

# ACKNOWLEDGEMENT

I would like to extend my sincere thanks to God almighty who sustained me throughout my stay at the University.

My appreciation further goes to my family and all my friends for the support, advice and encouragement. I would like to thank my supervisor Dr. Edaku Charles, for the tireless effort and time devoted to me and the invaluable input. Thank you so much for your advice, guidance and encouragement during my research.

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# LIST OF ABBREVIATIONS

ASCAs Accumulating Credit and Savings Associations

BTVET Business Technical and Vocational Education and Training

CDD Community Demand Driven

COVID-19 Corona Virus Disease of 2019

CP Capability Approach

IOM International Organization for Migration

MDGs Millennium Development Goals

MGLSD Ministry of Gender, Labour and Social Development

MoH Ministry of Health

NAADS National Agricultural Advisory Services

OWC Operation Wealth Creation

PEAP Poverty Eradication Action Plan

SDGs Sustainable Development Goals

UPE Universal Primary Education

USE Universal Secondary Education

UNHS Uganda National Housing Survey

YLP Youth Livelihood Programme

# ABSTRACT

The study was about the extent to which Youth Livelihood Programme supports household well-being in Uganda: a case of Lubaga Division, Kampala City. It was guided by four objectives which were; i) to examine the contribution of vocational marketable skills on household well-being, ii) to assess the influence of financial support on household well-being, iii) to evaluate the extent to which entrepreneurship and life skills contribute to household well-being, iv) to assess the contribution of knowledge and information for attitudinal change on household well-being among the youths in Lubaga Division, Kampala District.

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.

The findings revealed that youth livelihood programme promoted development-oriented policies that have supported productive activities of the youth and gain momentum in marketable skills. It was also indicated that YLP intended to harness the socio-economic potential of the youths and to increase self-employment opportunities and levels of income.

The study concluded that training of the youth beneficiaries before and after receiving funds are done to prepare the youth and equip them with the necessary entrepreneurial skills to run the YLP enterprises. It came out vividly from the stakeholders that there was serious deficiency of monitoring funds for the programme which largely contributed to limited supervision of the group enterprises.

It is recommended that 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. Also, more tailored training should be provided to the project team members. Such trainings could cover enterprise management, financial management, group dynamics, among others.

# CHAPTER ONE:

# INTRODUCTION

# 1.0 Introduction:

The Study on the Youth Livelihood Programme and Household Well-being focused on assessing the influence of government policies on the well-being of the target beneficiaries. This Chapter introduces the study in its entirety. It includes background to the study, problem statement, objectives of the study, research hypotheses, justification, significance of the study and conceptual framework.

# Background to the study

Uganda has come up with a number of development initiatives to improve the standards of living of the people. In 1997, the country launched the Poverty Eradication Action Plan (PEAP) which came along with four pillars, namely; creating a framework for economic growth and transformation; ensuring good governance and security; directly increasing the ability of the poor to raise their incomes; directly increasing the quality of the life of the poor (Ministry of Finance, Planning and Economic Development, 2000). In accordance with these pillars, the government of Uganda through National Agriculture Advisory Services (NAADS), Act 2001 established NAADS to run for 25 years. NAADS was meant to address constraints to agricultural development such as lack of access to agricultural information, knowledge and improved technology among the poor farmers (Mugasi, 2017).

In a survey conducted by the International Food Policy Research Institute (2007) that assessed the impact of NAADS, it was revealed that the programme achieved in improving the quality of advisory services provided to farmers, promoting adoption of new crops and livestock enterprises as well as improving adoption and use of modern agricultural production technologies and practices. The Report further shows that NAADS promoted greater use of post-harvest technologies and commercial marketing of commodities, consistent with its mission to promote more commercially-oriented agricultural produce (International Food Policy Research Institute, 2007). However, NAADS was hijacked by the politicians and the programme became a political project and its guiding principles were orientated towards political machinations (Agency for Transformation, 2014). This programme has since changed to Operation Wealth Creation (OWC).

According to Uganda’s Vision 2040 which gears towards *“****Transforming Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years,”*** one of the challenges that Uganda has faced in realising its development potentials is the unfavourable demographic profile (National Planning Authority, 2015). The policy document for Uganda’s Vision 2040 reveals that Uganda has one of the youngest populations in the world with nearly half of them aged below 15 years due to a historically high and constant fertility rate of about 6.7 children per woman. This has resulted in an unfavourable demographic profile made up largely of dependants. These dependants are either too young to work, and yet they consume the bulk of public services. In addition, the high growth rates arising out of the high fertility are putting pressure on delivery of services such as education and health. In 2011, the percentage of youths not in labour force was estimated at 30% (National Panning Authority, 2015).

Uganda’s Vision 2040 promises social protection interventions that would be channeled through public works to address the challenges of the youths in Uganda as the country transits from a peasantry to an Upper Middle-Income status. Consequently, the government has formulated and implemented a number of initiatives to empower the youths in Uganda. In the 1990s, the government launched the Youth Livelihood Support Scheme, Youth Capital Venture Fund and Northern Uganda Social Action Fund. These were government programmes that were aimed at economically empowering the youths to realise their potentials.

## 1.1.1 Conceptual background

Vocational marketable skills were provided to the youths under the skills development component of the Youth Livelihood Programme the purpose of which was to provide the youths with toolkits of self-employment. To operationalize these skills, the government pledged to provide financial support to the youths upon evaluation of their economic ventures. The rationale of this support was to encourage the youths to invest in income generating activities. Entrepreneurship and life skills were intended to be an integral part of the lives of the youths and necessary for the youths to invest in productive ventures and marketable products.

Access to household income is generated from the various income generating activities individuals embark on from time to time. These could be from the proceeds of employment among others. These have a direct impact on well-being of a given household. Access to healthcare is the ability to access medical care in terms of the available resources, number of health facilities, available medicines and the number of health workers. The objectives of the Youth Livelihood Programme have a direct impact on access to healthcare of a given household. Decent living environment can be acquired by an individual’s ability to access basic human needs such as decent shelter, safe and clean water, and employment among others.

## 1.1.2 Theoretical background

The study was guided by Sen’s Capability Approach Theory which was advanced by Amartya Sen in 1980. The theory is fit to guide the current study because it is a moral framework which proposes that social arrangements should be evaluated primarily according to the extent of freedom people have to promote as well as achieving functions they value. Alkire (2015) explains that Amartya Sen’s capability theory approach is a theoretical framework that involves two core normative claims. First, the assumption that freedom to achieve well-being is of primary moral importance. And second, that freedom to achieve well-being must be understood in terms of people with capabilities. In other words, their real opportunities to do and be what they value (Jacbson, 2019). The approach has been developed into a variety of more specific normative theories. Such as those of social justice or the narratives of development ethics.

Robeyns (2011) observed that the capability approach claims that freedom to achieve well-being is a matter of what people can do and be. And therefore, the kind of life they can effectively lead. As Sen argues, people’s commodities or wealth or their mental reactions (utility) are an inappropriate angle because they provide limited or indirect information about how life is going. Sen illustrates his point with the example of a standard bicycle (Nussbaum and Martha, 2011).

The capabilities approach goes directly to the quality of life that people can actually achieve (Simon, 2013). This quality of life is analyzed in terms of the central concepts of “functioning” and “capability”. Sen argues that the correct approach to assessing how well people are doing is their ability to live a life that they have reason to value, not their wealth of resources or subjective well-being. Gandjour (2013) states that before assessing how people perform in terms of capacity, there is need to first determine which functions are important to the good life and how much, or at least there is need to specify an assessment procedure to determine this.

Klasen and Stephan (2017) note that assessing capability is more information-demanding than other accounts of advantage because it not only has a much broader view of what constitutes the achievement of well-being, but also attempts to assess the freedom people actually have to make high-quality choices. This is premised on the idea that the value of a set of capabilities represents an individual’s effective freedom to live a life that is valuable in terms of the value of the functioning’ available to that individual, when available functioning is enhanced, so is the individual’s effective freedom (Lorgelly, 2015).

The principle underlying the government’s efforts to provide financial, livelihood and institutional support to the youths under the YLP meant that the target beneficiaries would enhance their full potentials and have the capability to choose the kind of they value most. Through the intended trainings under the YLP, the youths would obtain the skills necessary to embark on sustainable economic ventures that would in the long run eradicate the unfreedoms they have experienced. Through self-employment, the YLP directly taps into Sen’s Capability Approach since the youths will be engaged in work, they find comfortable to deal in.

## 1.1.3 Historical background

According to 2019 estimates, Uganda’s population is at 44 million with a 3.3% growth rate per annum and more than 78% of Ugandans are young people aged 30 or below. For many years, youth livelihood support has been at the center of government development programmes. Whereas some countries have reached certain levels of advancement, poor standards of living of many youths are still evident especially in developing countries. Many initiatives have been developed to improve the standard of living of the youths at a global, regional, sub-regional and national as well as at community levels. The world’s first captivating initiatives were the Millennium Development Goals (MDGs) of 2000 which were supposed to be met by 2015 in which the world committed itself to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women (MDGs, 2000). These Goals are interrelated and they all were geared towards fighting poverty. Whereas a number of achievements were registered in the period between 2000 and 2014 such as increase in the primary and secondary school enrolment, improved life expectancy; there were still high levels of poverty that required the international community to synergise efforts and fight poverty which undermines the standard of living of the youths.

The 2012 Africa Millennium Development Goals (MDGs) report Titled *“Assessing Progress in Africa towards the Millennium Development Goals 2012,”* asserted that Africa has made remarkable progress toward targets on HIV/AIDS, primary education, poverty reduction and women’s Livelihood support (Isaac Azikiwe Agholor et al, 2013).

In 2015, the international community launched the Sustainable Development Goals (SDGs) aimed at leaving no one behind and expanded on the previous eight MDGs to be achieved by the end of 2030. It is not by surprise that GDG No. 1 clearly states the world’s commitment to eradicate poverty which is one of the hindrances of a decent standard of living.

## 1.1.4 Contextual background

According to Mastercard Foundation (2017), 78% of Uganda’s total population is under the age of 30 years. These young people also constitute 80% of the unemployed in Uganda. According to Uganda National Household Survey (UNHS) (2016/17), 56% of the youths in Uganda experience low standard of living. International Organization for Migration (2017) reports that most slum-dwellers in Kampala live in single-roomed, rented houses, many of which are also used for other activities such as the selling of alcohol or drugs, or commercial sex work.

To respond to these challenges, in 2013, the Government of Uganda initiated the Youth Livelihood Programme (YLP) with the idea of empowering the poor and unemployed youths aged between 18 to 30 years (Mwesigwa & Mubangizi, 2019). An initial estimate of UGX 265 billion was allocated to the Ministry of Gender, Labour and Social Development (MGLSD) to be distributed to youths in selected districts for the first five years. The overall objective of the YLP was to empower the youth to harness their socio-economic potential and to increase self-employment opportunities and levels of income (Sseguya et al., 2009). This objective would be attained when: the youth are provided with marketable vocational skills and toolkits for self-employment and job creation; the youths are given financial support to enable the establishment of income-generating activities; the youths are provided with entrepreneurship and life skills; and the youths are provided with relevant knowledge and information for a change in attitudes.

Since its commencement in the Financial Year (FY) 2013/14, over 197,728 youths of which 46% who were females had benefited from the programme (MGLSD, 2018). By 2018, it is estimated that over 190,000 jobs and 355,000 indirect jobs through multiplier effects at household and community levels had been created. The YLP is said to have enhanced the incomes of the beneficiaries and inculcated the saving culture into the youths. This according to Hon. Janat Mulunzi Mukwaya, former Minister of Gender, Labour and Social Development has enhanced the financial inclusion of the youths in the formal banking sector (MGLSD, 2018).

# 1.2 Statement of the problem

In a bid to improve the standards of living of the youths and enhance their well-being in Uganda, the government of Uganda initiated the Youth Livelihood Programme (YLP) to increase self-
employment opportunities and income levels of the targeted youth (MGLSD, 2013). The YLP was expected to increase joint youth participation, instill a sense of ownership for projects and to promote self-accountability. Although these objectives do not directly reflect the indicators of household wellbeing, they would conversely impact on youth’s acquisition of knowledge, health and well-being as steps necessary in enhancement of household wellbeing (Republic of Uganda, 2013).

However, since the inception of YLP in 2013, the well-being of the youths in Lubaga Division is still very low. For instance, the youths in Lubaga Division still live in delipidated housing with low-income levels and poor saving culture contrary to the objective of the YLP which is to empower the target youth in Uganda to harness their socio-economic potential and increase self-employment opportunities and income levels. According to Lubaga Division Data Base for Youth Livelihood programme (2017), the funds provided to youth in order to enhance and improve on their well-being were not recovered from the youth who received these funds, thus indicating that the effects of YLP are still little felt thus the recovery rate of the youth funds in Lubaga Division is very poor, which means that youth have are still facing challenges in poverty, lack of knowledge and poor well-being (Adubango, 2018).

This situation could be attributed to YLP’s lack of youth livelihood support, lack of stakeholder role clarity and funds utilisation. If this situation is not properly addressed, the objective of achieving household well-being in Lubaga Division will be more of a dream than reality. It is upon this evidence that this study critically assesses the role that the YLP has played in enhancing the household well-being of the youths in Lubaga Division.

# 1.3 General objective

The purpose of the Study was to evaluate the extent to which Youth Livelihood Programme supports household well-being in Lubaga Division, Kampala District.

## 1.3.1 Specific 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.

## 1.3.2 Research questions

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

## 1.3.3 Research hypotheses

1. Vocational marketable skills contribute to household well-being among the youths in Lubaga Division, Kampala District.
2. Financial support influences household well-being among the youths in Lubaga Division, Kampala District.
3. Entrepreneurship and life skills contribute to household well-being among the youths in Lubaga Division Kampala District.
4. Knowledge and information for attitudinal change contributes to household well-being among the youths in Lubaga Division, Kampala District.

# 1.4 Scope of the study

The scope of the study was divided into three sections; geographical scope, content scope and time scope and indicated below

## 1.4.1 Geographical scope

The study was carried out in Lubaga Division which is one of the five administrative divisions located in Kampala City. Lubaga Division lies in the western part of Kampala City, bordering Wakiso District to the west and south of the division. The Eastern boundary of the division is Kampala Central Division. The geographical coordinates of Lubaga Division are 00 18N, 32 33E (Latitude:0.3029; Longitude:32.5529). Neighborhoods in the division include [Mutundwe](https://en.wikipedia.org/wiki/Mutundwe), [Nateete](https://en.wikipedia.org/wiki/Nateete), [Ndeeba](https://en.wikipedia.org/wiki/Ndeeba), [Lungujja](https://en.wikipedia.org/wiki/Lungujja), [Busega](https://en.wikipedia.org/wiki/Busega), [Lubaga](https://en.wikipedia.org/wiki/Lubaga), [Mengo](https://en.wikipedia.org/wiki/Mengo%2C_Uganda), [Namungoona](https://en.wikipedia.org/wiki/Namungoona), [Lubya](https://en.wikipedia.org/w/index.php?title=Lubya,_Uganda&action=edit&redlink=1), Lugala, Bukesa, [Namirembe](https://en.wikipedia.org/wiki/Namirembe), [Naakulabye](https://en.wikipedia.org/wiki/Naakulabye), [Kasubi](https://en.wikipedia.org/wiki/Kasubi_hill), and [Kawaala](https://en.wikipedia.org/wiki/Kawaala).

## 1.4.2 Content scope

The study discussed Youth Livelihood Programme as the independent variable and household well-being as the dependent variable. However, discussions were limited to specific objectives of YLP and how they affect selected indicators of household wellbeing. Therefore, the study discussed vocational marketable skills, financial support, entrepreneurship and life skills and knowledge and information for attitudinal change. Furthermore, household income, access to education, access to healthcare and decent living environment were discussed as key indicators of household well-being.

## 1.4.3 Time scope

The study covered the period from 2014 to 2019. This is because the Youth Livelihood Programme was first implemented in the Financial Year 2014/15 notwithstanding that it was first initiated in the Financial Year 2013/2014.

# 1.5 Justification of the study

The study on the impact of the YLP on the Household well-being of the youths in Uganda is justified because of its application of the newly and widely accepted capability approach it employs in assessing government policies. There is wide acceptance of this approach in assessing individual wellbeing. This may offer a direct impact on how to deal with different social groups such that individual unfreedoms are identified and then the solutions to eradicate such unfreedoms should be based on empirical evidence.

**1.6 Significance of the study**

This study introduces a new concept of standard of living one of the indicators of household well -being in measuring the impact of the YLP. This may equip policy makers with new ideas in assessing wellbeing of the youths not merely considering income and consumption of the individuals.

The study may contribute to various studies that have only looked at the impact of the YLP on isolated concepts such as Livelihood support and household income. To the contrary, the study brings forth the capability approach as a tool to be relied on while assessing the impact of the YLP on the youths in Uganda

The study paves way for the application of the capability approach on other livelihood restoration programmes developed and implemented by the government of Uganda.

# CHAPTER TWO:

# STUDY LITERATURE

# 2.0 Introduction

The following chapter elaborates the theoretical review of the research and reviews literature on the study, concepts, opinions and ideas on Youth Livelihood Programme and its role to household well-being related studies and the conceptual framework.

# 2.1 Literature survey

No scholarly study such as the one being undertaken has so far been done on Lubaga Division. However, there are similar studies in other areas outside the scope of Rubaga Division. Below is a review of the major studies.

Wofana (2018) conducted a related study about factors leading to youth group’s failure to repay youth livelihood programme funds focusing on a case study of Katine Sub-County in Soroti District. The study revealed that majority of respondents agreed that local Governments are responsible for mobilization and sensitization, beneficiary selection, facilitating projects preparation, appraisal and approval of projects, monitoring and supervision, there is monitoring of repayments of funds by relevant authority. It was also indicated that the YLP is contributing towards self-employment and improvement in the welfare of the youth. However, the multiplier effect is still very limited based on the type of enterprises the youth are engaged in and the inadequate amount disbursed and the ability to repay. However, Wofana’s study failed to discuss the role of skills development in enhancing youth enterprise continuity among the youths.

Another related study was conducted by Mukeonzia (2018) about Youth involvement, livelihood support, stakeholder role clarity and project sustainability: the case study of youth livelihood

projects in Nebbi District. The study findings revealed that sustainability of YLP is determined by whether the project groups are being involved at all levels of project cycle, whether they have the required skills for project implementation and whether there is clarity in the roles and responsibilities of the different stakeholders or not. Secondly, once project funds are disbursed when the project groups do not follow the established guideline by MGLSD for utilization of the funds, sustainability of the projects will not be guaranteed. However, the study did not provide any literature on the role of livelihood support in enhancing standards of living among the youths; it is the aim of the current study to fill the identified gap.

 Finally, Nabachwa (2019) conducted a study about examining the implementation process of the youth livelihood program in Kawempe division, Kampala District. Her study indicated that most of the program principles and guidelines were followed during the implementation of the Youth Livelihood Program. These include; identifying eligible beneficiaries, training of the youth before and after receiving funds, monitoring and evaluation among others. Some challenges however characterized the YLP implementation process; delayed release of funds, lack of feedback from monitoring teams, delayed maturity of the projects. However, Nabachwa’s study had a knowledge gap; the study failed to provide information on the role of institutional support in enhancing administrative managerial capacity among the youths; it is therefore the aim of this current study to fill the identified gap.

# 2.2 Theoretical framework

This section presents the review of relevant theories about Youth Livelihood Programme and human development. The theoretical review demonstrates a clear understanding of theories and concepts that are relevant to the study

## 2.2.1 Sen’s Capability Approach Theory (1980)

The capability approach (CA), was championed by Prof. Amartya Sen (1980, 2001) and forms the theoretical basis to understand poverty. The CA proposes that wellbeing should be defined and measured in terms of doings and beings as opposed to merely looking at wellbeing in terms of minimal income or consumption (Clark, 2005a). In expounding his CA, Amartya Sen criticizes the sole reliance on income and wealth as measurements for wellbeing. He argues for the adoption of the capability approach which he considers as a crucial indicator for assessing the standard of living of an individual (Sen, 1985).

Shubhabrata and Ramsundar (2012), state that the CA directs the focus of policy makers to consider what people are able to do and be, rather than over relying on an individual’s minimum income, expenditure or consumption. Furthermore, Sen (1984), points out that ‘ultimately, the focus has to be on what life we lead and what we can or cannot do, can or cannot be.’ Sen (1999) introduces the notion of functioning and capabilities. Functionings are the different living conditions that people can or cannot achieve in life. Capabilities are the abilities that different individuals have to achieve the different functioning. Therefore, the notion of functioning and capabilities are the core concepts of the CA. To Sen, standard of living is *‘*really a matter of functioning and capabilities, and not a matter directly of opulence, commodities, or utilities.’ Consequently, the CA as enunciated by Sen is a purely normative framework intended to evaluate the wellbeing of an individual and societal arrangements and changes in the context of functioning and capabilities.

This implies that while assessing personal wellbeing and poverty, a better understanding of the notion of functioning and capabilities plays an essential role not merely relying on wealth, material goods and other utilities. To Sen, personal wellbeing can be understood by measuring the achievements or beings and doings of an individual (functioning), and the available combinations of the individual’s functions (capabilities). In essence, Sen indicates that the CA is an evaluative or normative framework in which capabilities reveal the personal freedom of an individual to choose the style of life they wish to lead (Sen, 1990).

## 2.2.2 Zimmerman’s theory of livelihood support, (2000).

Historically, the primary function of youth programs was rehabilitation or containment for instance keeping youth off the streets (Louise B. Jennings et al, 2006). An initial shift from these risk-based preventive approaches was in the direction of fostering healthy youth development and capacity building through active community participation (Kim, 1998; Small, 2004). More recently, positive youth development approaches have been expanded to incorporate a focus on youth livelihood support. Zimmerman, (2000) defines Livelihood support in a broad sense to refer to individuals, families, organizations, and communities gaining control and mastery, within the social, economic, and political contexts of their lives, in order to improve equity and quality of life. This implies that Livelihood support is a multi-level construct consisting of practical approaches and applications, social action processes, and individual and collective outcomes.

Rappaport, J. (1987) argues that Livelihood support theory is premised on the notion that people gain power from having a sense of their personal influence within the structure of social and political power. He asserts that individuals who civically engage in their communities experience a consistent level of Livelihood support which is positively influenced by participating in a leadership role rather than being isolated. Rappaport explains that collaboration leads to an environment of livelihood support: “The people of concern [participants] are to be treated as collaborators; and at the same time, the researcher may be thought of as a participant, legitimately involved with the people she is studying” (Rappaport, 1987, p. 140). Being involved in decision making and activity design encourages a sense of livelihood support for participants.

# 2.3 Literature review

## 2.3.1 The Youth Livelihood Programme

The Youth Livelihood Programme (YLP) of Uganda is a youth Livelihood support strategy based on the three pillars of skills development, livelihood support and institutional support. The programme targets unemployed youths of the country but questions have been asked as to whether the YLP leads to the Livelihood support of the target group. The YLP is a programme of the government of Uganda, which targets the poor and unemployed youths aged 18 to 30 years with the intention to offer strategic and sustainable interventions for youths, in order to allow them to contribute to national development. The programme implementation was assigned to the Ministry of Gender, Labour and Social Development with an initial budget estimate of UGX 265 billion over the first five years (Republic of Uganda, 2013).

The overall objective of the YLP was to empower the youth to harness their socio-economic potential and to increase self-employment opportunities and levels of income (Sseguya et al., 2017). This objective would be attained when: the youth are provided with marketable vocational skills and toolkits for self-employment and job creation; the youths are given financial support to enable the establishment of income-generating activities; the youths are provided with entrepreneurship and life skills; and the youths are provided with relevant knowledge and information for a change in attitudes.

The program is relevant to the Ugandan structure with an extremely youthful population. According to the National Report and Housing Census (2014/16), 75.5% of the population is under 30 years and 22.5% are aged 18-30. This young population is particularly a result of decreasing infant and child mortality rates and general improvements in the standards of living. Although Uganda has experienced a decrease in poverty over the past thirty years, the national household survey has detected an increase in poverty and the majority of unemployed youths are female (22.4%) compared to males (14%) according to ILO (2017) youth unemployment rate in Uganda was at 2.91percent.

## 2.3.2 The concept of household well-being

While the entrepreneurship spirit is present in Uganda, the capability and skills of the youth to be successful entrepreneurs are lacking (Pletscher, 2015). With less experience and fewer skills than many adults, young people often encounter particular difficulty in accessing work (Manpower Group-youth unemployment challenge and solutions, 2012). Household well-being can be defined as a multi-dimensional social process that helps people gain control over their own lives (Eeva, 2016). It is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important, (Eeva, 2016).

Fishers as quoted in Ifenkwe (2012) defines household well-being as authority, resources, information and accountability. He further explained that authority, training and information are important for decision making and when provided, individuals can then be held accountable for their decisions. It is a process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes (Adhiambo, 2012). DFID-CSO Youth Working Group, (2010) identified the elements of household well-being as access to education, access to health care, access to a decent living environment and increased household income where young people gain the ability, authority and urgency to make decisions and implement change in their own lives and the lives of other people.

## 2.3.3 Access to education

The Government is implementing the Universal Primary Education (UPE) and Universal Secondary Education (USE) Programmes that provide knowledge and contribute to increased literacy levels. Furthermore, the tertiary institutions provide skills through programmes such as Business Technical and Vocational Education and Training (BTVET) which have made significant contribution to alleviating unemployment problems among the youth (Nilsson, 2017).

The Youth Livelihoods Programme will build on the gains of these programmes, while taking into account the needs of the youth that have not had the opportunity to enroll for formal education (Vera, 2017). YLP takes cognizance of the fact that an increase in the number of people that have attained higher education does not necessarily result in more or better employment nor does it guarantee jobs. Youth require relevant skills to keep abreast with the ever - changing demands of the labour market. There are a lot of unemployed, energetic and enthusiastic youth in the country who if not gainfully engaged could pose socio – economic, political and security challenges to the nation (McCollum, 2018).

## 2.3.4 Access to health care

Young people noted that the quality of health care services offered still remains poor especially at public health centres; which should ideally be largely accessible for many young people (Fuso, 2017). Even for those few who can afford, the services offered are not comprehensive, youth friendly and they are limited in terms of choice and range of services offered especially for family planning services. For example, some young people are denied access to long term modern contraceptive services due to age or sometimes service providers lack the skill set to administer some of these services (Steinberger, 2019).

## 2.4.5 Access to a decent living environment

Decent living standards constitute a set of material satisfiers that are necessary for human well-being (DLS). They have served as the foundation for estimating the amount of energy hypothetically required for decent living but they also provide a set of universal material satisfiers with respect to human deprivations at an individual, household, communal, and national level (Brubler, 2017). These satisfiers include adequate shelter with thermal comfort, nutrition, water and sanitation for hygiene, clean cookstoves and cold storage, health and education, communication technologies, and adequate physical mobility through motorized transport.

## 2.4.6 Increased household income

A number of funded youth projects have been productive enabling the youth to earn commensurate income and this has enabled some YIGs to make 100% repayment. The process evaluation report rated 51% of YLP enterprises as successful, 46% struggling and 3% failed/disabled. (Mugabi, 2018)

# 2.5 Skills development and acquisition of skills

The Skills Development Component of YLP supports the development of relevant livelihoods skills that create opportunities for self-employment among the youth. The component will provide hands-on training for the youth in marketable trades identified by the youth and provide basic start-up tool kits for the youth who successfully complete the trainings (MGLSD, 2013). The YLP offers onetime training for group leaders at the beginning of the project. However, this is what Ejang *et al*., (2016) contend as insufficient and seemingly affecting the later running of the enterprises.

Additionally, Pletscher (2015) recognized that, the soft skills are much more important than the hard skills necessary for successful project implementation. Honesty, loyalty, being hard-working and reliability are the basis for any kind of project work. This lack of soft skills, which have a lot to do with attitude and values compared to the more technical hard skills, can be observed on a daily basis and they determine project success. Chesiyna and Wanyoike (2018) emphasizes that some organizations spend a great deal of time and money on training efforts for general project management skills, but after the training, a project manager might still not know how to tailor their project management skills to the group’s particular needs.

The key to the sustainability of any project has to focus not simply on technical skills but on processes of institutional change in the relationship between rural groups, with strengthened social capital and bargaining power and local government, with strengthened capacity to be transparent and responsive (Oswald & Ruedin, 2017). To this effect, MGLSD has announced reforms aimed at addressing gaps within the Youth Livelihood Project (Wandera, 2017). The Minister for Gender, Labour and Social Development Ms. Janat Mukyaya noted that, one of the key issues identified is the bad trend that the technical staff at the district lack entrepreneurial skills and continue to frustrate efforts of some groups. There is lack of monitoring skills among the officials has led to loss of tax payers’ money. In this regard, the ministry needs to plan for a refresher programme for these officials, (Wandera, 2017).

Aged below 34 years, majority of poor youths experiencing harsh and prolonged poverty are aged below 34 years. In Kenya, over one million young people enter into the labour market annually without any skills, some having either dropped out of school or completed school and not enrolled in any college (Kaane, 2014). According to ILO (2013) there do more than 8.5 million people between ages 15 and 24 in Kenya comprise 37.4 percent of the working-age population and rising to over two-thirds when the population under the age of 34 is considered. The figure is close to two percentage points higher than the share of youth observed in Africa as a whole (35.5 percent) and around 11 percentage points higher than world figure (26.5 percent), ILO (2013). Latest figures indicate that 15.8 million or 48.6 percent of the 32.5 million-population aged five years and above are out of work (GOK, 2018), majority being youth.

 Literature also shows that a majority of the poor youths live in hardship, mainly in remote rural areas and slums, where living conditions are extremely bad. Studies show the situation is worse for girls and young women as they consistently face steeper challenges than their male peers, when it comes to knowledge and skills, they need to live healthy, productive lives (UN Habitat, 2018). Poor youths are unemployed or lack means of livelihood due to limited opportunities. Unemployment forces many into lives of hopelessness and destitution. Lack of opportunities has forced many to remain in their parental homes, resulting in a generational clash. The situation is not better for the few employed as dangerous work, low wages and job insecurity end up trapping slum-dwelling and other low-income young people in perpetual poverty (UN Habitat, 2017).

Due to lack of livelihood opportunities many poor youths’ resort to illegal activities to survive. Some studies show more than 50 percent of convicted prisoners in the country are aged between 16 and 25 years, poverty being one of the major drivers of crime (Paul and Githagui, 2015). Poor youths come from poor families that have suffered prolonged cycle of poverty, or chronic poverty, and live under poor housing conditions. Studies commissioned by UN Habitat, show Kibera slum in Kenya has seen an increase in the average number of people living in a household (UN Habitat, 2018).

Literature also reveals that extremely poor youths ‘experience poor health. Many of those living in slums, for example, suffer from high incidence of AIDS and drug resistant tuberculosis. Slums, where many poor youths are found, are some of the areas badly hit by HIV/AIDS. Paul and Githagui (2017), estimates that in some poverty-stricken areas one in three Aids cases occur among youths aged between 15 and 30 years. The two authors add that in some poor parts of Nigeria, the Aids prevalence varied between 1 and 24 percent and higher among females.

Poor youths have high illiteracy rates compared to their non-poor counterparts. Literature reveals that extreme poverty among young people is linked to lack of education. According to UN Habitat (2008), children from slums are less likely to enroll in school and complete primary education and youths have noticeably fewer opportunities to attend secondary school if compared with their peers in non-slum areas, hence being eluded from the benefits of urban advantage. The district mostly targeted Youth that had never got the opportunity to attend formal education, single youth parent, youth with disability, youth living with HIV/AIDS, youth who have completed secondary school or tertiary institutions, school dropouts and University Graduates. (Mpigi District Local Government, 2016).

The YLP is a community demand-driven (CDD) programme that is implemented with guidance from the central government and the local governments. The funds are provided to local Youth Interest Groups (YIGs) in the form of one-year interest-free revolving start-up credit to acquire vocational skills and/or establish own businesses. Through local community engagements, outreach to youth is achieved and payback of loans enhances sustainability of the programme. Specific Objectives: to provide youth with marketable vocational skills and tool kits for self-employment and job creation to provide financial support to enable the youth establish Income Generating Activities (1GM); to provide the youth with entrepreneurship and life skills as an integral part of their livelihoods. And to provide youth with relevant knowledge and information for attitudinal change or positive mind set change (Aya, 2012).

Ejang et al (2016) established the nature of the enterprises that were selected for support in Gulu and Oyam and found out that a large portion of the fund supported the youth groups that engaged in Livelihood activities. Livelihood in this context is interpreted as means of earning a living. They also revealed that the enterprises of the youths were for skills development. This is not surprising considering total government allocation of youth livelihood fund to the three components of YLP: 70 percent for Livelihood support, 20 percent for skills development arid only 10 percent for institutional development (MGLDS, 2013). The category of the livelihood projects supported includes piggery, animal buying and selling, produce buying and selling, fish farming, animal traction and catering and tent hire.

Meanwhile, three categories of enterprises were observed under the skills development component (Ejang etaL, 2016). These include carpentry and joinery, welding and metal fabrication and motorcycle repair and spare parts sale. Most of the skills development projects are concentrated in the pen-urban areas while livelihood supports are evenly distributed in both rural and pen-urban sub-counties. Regardless of the nature of the venture, they noted that all the groups that attracted funding were fully registered at the sub-county and respective districts (Ejang et al., 2016).

The YLP supports the development of marketable livelihoods skills that create opportunities for self-employment among the poor and unemployed youth. Investment options include; Masonry, carpentry, metal fabrication, hair dressing, tailoring, leather works, agro-processing, electrical repairs, bakery/cookery, Video-Audio editing, motor mechanics, clay moulding etc. The programme encourages and promotes innovations in non-traditional skills areas such as ICT, Agro-processing among others. This provides productive assets for viable income generating enterprises chosen by the youth. Investment Options include dairy production, high value crops, poultry/egg production, piggery, aquaculture, animal traction, agro-forestry, post-harvest handling, value addition, trade, service sector projects (Country Policy Window, 2015).

Majority of the youth groups normally begin as self-help groups, with the hope of helping members make some income to improve their livelihoods and in the process the community as a whole benefit. Reddy and Manak (2015) argue that in Africa, majority of the self-help groups are formed by youths who share similar goals and objectives. Since the main objective of the groups is to generate income for their members, they either operate along the lines of Accumulating Savings and Credit Associations (ASCAs) and Rotating Savings and Credit Associations (ROSCAs) Axster (2010). The groups are normally formed by individuals who know each other and heavily depend on informal communication in running the affairs of the group (Smets and Bähre, 2004)

# 2.6 Livelihood support

Indicators of the impact of youth livelihood programming include improved competencies
or skills, enhanced income, increased employment/self-employment, and improvements in the sustainability of new or existing economic activities. Increasingly, youth livelihood programming is also shown to be a key driver of outcomes in other development sectors such as
improved health (including decreases in sexually-transmitted infections and substance abuse), enhanced civil society engagement (including reduced crime and violence or a decrease in
extremism), improved social and economic opportunities for young women (which is linked to later marriages and increased personal agency), or increased investments in continuing education by young people and their families.

Livelihood support relates to expanding choices and liberties of action for people hitherto denied such rights in society to enable them to gain control over what belongs to them, even if the deprived suffer because of historical circumstances, religion or political distortions (Somerville, 2017). In the case of Uganda, Livelihood support has become a concerted effort among different players like the government, civil society and the private sector, working in partnership. For example, the government initiated several policies targeting vulnerable groups such as women, the youth, and persons with disabilities. These policies include: agricultural extension programmes like the National Agricultural Advisory Services (NAADS), Prosperity-For-All (PFA), the Youth Livelihood support Scheme, the Youth Livelihood Programme (YLP), and Operation Wealth Creation (OWC) (Mwesigwa, 2016).

Chhay (2019) proposes several drivers for livelihood support, such as allowing vulnerable groups to gain autonomy and the potential to provide the economic opportunities they need to control their lives and enter the public sphere with skill and confidence. This demonstrates that the process of livelihood support is used as a path to re-linking those hitherto denied access to obtainable opportunities so that the degree of inequality is reduced. Consequently, livelihood support allows vulnerable communities to be prepared to tackle current and future challenges as self-reliant individuals (Wciórka et al., 2015). The attitude of individuals and groups changes from a beggar mentality to an entrepreneur mentality, in what is perceived as the positive values of society. In some cases, the livelihood support process is shared between the facilitator and the facilitated through capacity building, financial support, supervision, regular monitoring, and market access (Milot et al., 2017).

This allows the community or part of it to attain sustainable livelihoods, as members can obtain basic needs such as food, medical care, housing, education and clothing and improved quality lives (Hendrix & Degner, 2016). One way through which empowerment can be attained is emphasizing youth livelihoods which cover one of the largest sections of future generations as they form the largest demographic in current global, regional and national statistics (Kirk et al., 2018). Nevertheless, it will not be appropriate unless empowerment is targeted at the most vulnerable section of the youths where it can lead to greater impact on current and future communities. The process of youth empowerment requires an understanding of youth demographics. Global statistics show that the youth population is about1.8 billion 90% of whom live in less developed countries and one-third in Commonwealth countries.

Overall, youths generally account for 25% of humanity (African Union Charter, 2006; United Nations, 2019). While none of the Sustainable Development Goals (SDGs) mentions youths, some targets and indicators are highlighted such as a commitment to the full realisation of young people’s rights and capabilities and helping communities to reap the demographic dividend. According to Bersaglio et al. (2015), the youth category needs to be better understood relative to wider politico-economic and societal changes as this directly impact the SDGs. Youth empowerment involves several issues. First, it involves empowerment within the individual themselves. Yu (2013) suggests that even if many young people are constrained by inadequate systems, economic resources and movement, youth employment is a great determinant of youth empowerment. Youth empowerment involves increased opportunities for youths to participate and become involved in public and collective activities (Jennings et al., 2018).

Others suggest negotiating with youths to help them examine the collective issues in the community, and for them to seek action in terms of advancing their lives (Pearrow & Pollack, 2017). This demonstrates that youth empowerment deals with mechanisms aimed at increasing power among young people at three levels: individual, community, and political. It is against this backdrop that the YLP focuses on developing selected skills and supporting livelihoods and Institutions of youth interest groups.

From a gender perspective, females are more likely to be in non-wage employment compared to the male youth. Since the informal sector has been and will continue to be a major source of employment in Uganda in the short to medium term, it is imperative that productivity of the workforce engaged in the informal sector is increased to address the underemployment associated with this sector (FinScope, 2013). Uganda has implemented a number of programs aimed at creating employment specifically for youth. These policies consist of those aimed at providing an enabling environment for the private sector to create jobs and those targeted at building the skills and requisite knowledge to make youth more employable (ILO, 2018).

There is an increased focus on agriculture-driven growth. Research by the World Bank (WDR, 2008) has suggested that growth in agriculture is twice as effective at reducing poverty as growth in other sectors. Given the majority of the poorest people live in rural areas and depend on agriculture for their livelihoods, many donors view supporting increases in agricultural productivity as key to reducing income poverty and increasing food security. This has led to a renewed focus on rural reforms and the agricultural sector by a number of donors (DFID, World Bank). While these policies do not explicitly mention youth, it is widely recognized that many countries have a large rurally-based and frustrated youth population and that these reforms are important for youth (Kabakiall, et al., 2018).

 According to the Uganda Employment Policy, employment stemming from the UIA’s projects absorbs less than 10 percent of labour market entrants annually. By 2013, the UIA’s jobs conversion rate (the difference between jobs at licensing and actual jobs at implementation) was about 60 percent. The Programme Development Objective is to empower the target youth to harness their socio-economic potential and increase self-employment opportunities and income levels. The youth who access the youth livelihood fund are likely to acquire the requisite skills, attitude, knowledge and support services, which will increase their chances of starting and sustaining businesses or being employable (Government of Uganda, National Development Plan (NDP, 2010/2017).

# 2.7 Financial support and well-being among the youths

Community involvement and participation is one of the important factors that influence project implementation and sustainability (Chesiyna and Wanyoike, 2016). Youth should not only receive support but they should also make their own contributions by bringing resources such as skills and a bit of savings. This will reflect their commitment to the project and make it sustainable (International Labour Organization, 2018) and such commitments are only possible when the youth have common interests. Some researchers argue that, youth involvement in local leadership processes and development programmes is very low as they do not know that they can greatly contribute to the development of their communities through involvement in design and implementation of policies and programmes (Okiring, 2014).

Yet when youth are involved in project initiation and implementation, there is the assurance of sustainability subject to some conditions, unlike when they have no idea about the project or when it is imposed on them (Olukotun, 2008 as cited in Onah *et al*., 2013). Effective participation occurs when people, programs, institutions and systems are involved in an interplay of activities aimed at developing skills, habits, attitudes and a sense of awareness and responsibility in a young person so that in turn, he/she can translate these into opportunities to influence the social, economic and political affairs of one’s life, community, country and world (Okiring, 2014).

Community involvement and participation is one of the important factors that influence project implementation and sustainability (Chesiyna & Wanyoike, 2016). Youth should not only receive support but they should also make their own contributions by bringing resources such as skills and a bit of savings. This will reflect their commitment to the project and make it sustainable (International Labour Organization, 2012) and such commitments are only possible when the youth have common interests. Some researchers argue that, youth involvement in local leadership processes and development programmes is very low as they do not know that they can greatly contribute to the development of their communities through involvement in design and implementation of policies and programmes (Okiring, 2014).

Similarly, interventions that regularly involve young people as partners and participants in the decision-making processes that determine program design, planning, and/or implementation is likely to be more sustainable. With the support of other stakeholders, YLPs need to engage young people in program leadership as a characteristic of their involvement in safe, positive, and structured activities (Matthew & Montgomery, 2011). Through active involvement and participation, young people are empowered to play a vital role in their own development as well as in that of their communities. The active, informed and voluntary involvement of young people in decision-making both locally and globally is vital if development objectives are to be achieved (Summary Guideline for development Partners 2010-2011).

However, Matthew and Montgomery (2011), argues that despite the increasing popularity of involving young people in the processes that affect their lives and communities, little is known about the demonstrated impacts that such participatory programming has on young people. Yet when not directly involved in the intervention, its effectiveness is not always obvious (Hempel & Fiala 2012). This explains why youth involvement and participation has been identified as a primary determinant of project sustainability and its relationship to project effectiveness has been estimated both qualitatively and quantitatively (Narayan & Mayoux as cited in Alnasser, Shaban, & Al-Zubi, 2014). In this case, Mauto (2013) noted that sustainable livelihood interventions need effective involvement of young people in development and implementation so as to make it successful and sustainable.

One critical factor to making the transition of youth into adulthood is having the right skills and opportunities to access decent work and participate in development programmes so as to improve their livelihood. This can only be done through empowering the youth. Empowerment happens when people, individually or collectively, conceive of, define and pursue better lives for themselves. This empowerment processes function through projects and programmes, building capacity and transforming relationships (Oswald and Ruedin, 2019). The success of the implementing agency for youth project funds will depend first, on the performance of the internal management and mechanisms to deliver the services to young women and men. This includes good governance in terms of a clear fund management organization structure and well developed and documented systems.

Interventions that regularly involve young people as partners and participants in the decision-making processes that determine program design, planning, and/or implementation is likely to be more sustainable. With the support of other stakeholders, YLPs need to engage young people in program leadership as a characteristic of their involvement in safe, positive, and structured activities (Matthew & Montgomery, 2011). Through active involvement and participation, young people are empowered to play a vital role in their own development as well as in that of their communities. The active, informed and voluntary involvement of young people in decision-making both locally and globally is vital if development objectives are to be achieved (Summary Guideline for development Partners 2010-2011).

# 2.8 Conceptual framework showing the relationship between Youth Livelihood Programme and Household well-being

**Independent Variable Dependent Variable**

**Youth Livelihood Programme**

* Vocational marketable skills
* Financial support
* Entrepreneurship and life skills
* Knowledge and information

**Household Well-being**

* Access to education
* Access to household income
* Access to healthcare
* Decent living environment

***Source: Adopted by the Researcher from the Literature Review, June 2021***

# Figure 1: Conceptual framework

**Definition of operational terms**

**Vocational marketable skills**: These are skills provided by the youths under the skills support component of the Youth Livelihood Programme the purpose of which was to provide the youths with toolkits of self-employment.

**Financial support**: This was direct financial support given to the youths upon evaluation of their economic ventures. The rationale of this support was to encourage the youths to invest in income generating activities.

**Entrepreneurship and life skills**: These are skills that the programme envisioned as necessary for the youths to invest in productive ventures and marketable products.

**Access to household income**: Household income is generated from the various income generating activities individuals embark on from time to time. These could be from the proceeds of employment among others. These have a direct impact on well-being of a given household.

**Access to healthcare**: Access to healthcare is the ability to access medical care in terms of the available resources, number of health facilities, available medicines and the number of health workers. The objectives of the Youth Livelihood Programme have a direct impact on access to healthcare of a given household.

**Decent living environment**: This can be acquired by an individual’s ability to access basic human needs such as decent shelter, safe and clean water, and employment among others.

# CHAPTER THREE:

# RESEARCH METHODOLOGY

# 3.1 Introduction

This chapter presents the methodological consideration for data collection exercise to answer and test hypothesis on Youth Livelihood Programme and human development. It presents the research design, its description and justification, the population in terms of number and composition, sample size and techniques. It also features the data collection methods and the corresponding study instruments, data quality assurance, variables measurement, data analysis and it ends with the ethical considerations.

# 3.2 Research design

This research embraced a descriptive research design. The design was chosen because it enabled collection of data at a single point in time (Creswell, 2009). In order to collect adequate data, qualitative and quantitative research designs were used. Quantitative data is data presented in form of descriptive statistics using frequency tables. While Qualitative data is data sorted and grouped into themes and presented using narrative text. The researcher also evaluated and analysed the adequacy of information in answering the research questions identifying categories and parameters that emerge in the responses to the variables of the study.

# 3.3. Study population

Koffi (2002) asserts that population is the totality of respondents from which the sample size is derived. According to Uganda Bureau of Statistics (2015), Rubaga Division has an estimated population of 388,900 people. However, the focus of the current study was the youth category; which according to KCCA (2019) indicates that Rubaga Division under the YLP disbursed shs. 677,941,738 to 70 youth groups that comprised of 367 males and 349 females, hence total youth category in this study was 748 youth. The study population also included local authority leaders (12), CSOs (15), officials from Ministry of Gender, Labour and Social Development (16). Thus, the study population is 791 individuals.

# 3.4. Sample size

The study used the Yamane formula of sample determination (1967:886) to determine the sample size as shown below.

n = N

**Where:**

n = Sample size

N= Population size

e = margin of error at 95% confidence level

e = Margin of error/0.05

 1 + N (e2)

n= 759

 1 + 759 (0.052)

n= 759

 1 + 759 (0.0025)

n= 262

# Table 3.1: Population and sample size distribution

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents**  | **Population**  | **Sample size** | **Sampling method** |
| Local authority leaders | 12 | 8 | Purposive sampling |
| CSOs working in the area of livelihoods. | 15 | 10 | Purposive sampling |
| Officials from the MGLSD | 16 | 14 | Purposive sampling |
| Youth beneficiaries of YLP | 716 | 230 | Simple random sampling |
| **Total**  | **759** | **262** |  |

**Source: Primary data**

## 3.4.1 Sampling techniques

Purposive and random sampling techniques was used to select the sample.

**Purposive sampling**

The researcher used purposive method of sampling to select respondents from local authority leaders, CSOs and officials from MGLSD. It is the most appropriate method to select a sample from the various categories it enables the researcher to select a sample with vital data on the topic under study that can assist in analysing the problem further (Creswell, 2009).

**Simple random sampling**

The researcher also used simple random sampling to select respondents from youth members who received funds from YLP. The researcher offered every member of the population an equal chance of being selected by randomly selecting respondents who participated in the study.

# 3.6. Data collection methods

## 3.6.1. Survey method

In addition, the researcher used survey questionnaire designed to specifically be completed by 230 selected respondent’s youth beneficiaries. The study distributed self-administered questionnaires to 230 youth beneficiaries of the YLP, questions inquired about the success of the YLP in improving household well-being with specific interest on acquisition of skills, health conditions and well-being. The advantage of the questionnaire is that it covers more respondents in a short time (Amin, 2005). The questionnaire was designed as a Likert scale comprising of statements requiring the respondents to opt for one out of the five opinions using the 5-point Likert scale with strongly disagree=1, disagree=2, not sure=3, agree=4 and strongly agree=5.

## 3.6.2. Key informant interview method

In this study key informant interviews were sought by use of an interview guide where the researcher met face to face with the selected interviewees comprising of local authority leaders, CSOs and officials from Local Government and the MGLSD; the researcher posed questions from the interview schedule on Youth Livelihood Programme from which the interviewee’s responses were recorded (Creswell, 2015) in audio and later transcribed and typed out. The choice of interviewing as justified by Creswell (2015) is that it provides opportunity for probing to gain in-depth explanations from the interviewee on Youth Livelihood Programme in Rubaga Division. The study specifically interviewed the local authority leaders, CSOs and 5 officials from MGLSD.

## 3.6.3 Document review

The study reviewed various documents; these were first listed in a document review checklist which highlighted documents of interest in gathering relevant and reliable information about the study variables. Document checklist was used to collected secondary data because the process can be done independently without needing to solicit extensive input from other sources (Bretschneider, 2017)

**3.7 Data collection methods and tools/instruments**

The data was collected by use of documentary review, self-administered questionnaire, interview guide and observation guide.

# 3.8 Data quality control

## 3.8.1 Validity of the instruments

Cresswell (2011) states that validity is used to determine whether research instruments measure what it intended to measure and to approximate the truthfulness of the results. A pre-test of the research instrument to establish its validity was done. With the aim of completing the research in time, the instrument was given to only 2 supervisors who gave their opinions on the relevance of the questions using a 5- point scale of relevant to not relevant. Items that were found not to be relevant were eliminated and those found not to be understood were adjusted for clarity. The validity of the research instruments was determined using the content validity index (CVI) because the method can evaluate whether test items are valid, and define the content of the study.

**Content relevance scale**

1: Irrelevant item, 2: Somewhat relevant, 3: Mostly relevant, 4: Extremely relevant

**For item 1 (vocational marketable skills and household well-being): Three experts rated the item “2” and Seven experts rated it “3”**

CVR= Proportion of experts who rated item as content valid (a rating of 3 or 4)/ Total number of experts who rated it

CVR= 8/9, this means that the content validity ratio is 0.88

**For item 2 (Financial support and household well-being): Two experts rated the item “2” and Eight experts rated it “4”**

CVR= Proportion of experts who rated item as content valid (a rating of 3 or 4)/ Total number of experts who rated it

CVR= 7/8, this means that the content validity ratio is 0.87

**For item 3 (Entrepreneurship skills and household well-being): Three experts rated the item “1” and Nine experts rated it “3”**

CVR= Proportion of experts who rated item as content valid (a rating of 3 or 4)/ Total number of experts who rated it

CVR= 8/9, this means that the content validity ratio is 0.88

**For item 4 (Knowledge and information for attitudinal change and household well-being): Three experts rated the item “1” and Nine experts rated it “3”**

CVR= Proportion of experts who rated item as content valid (a rating of 3 or 4)/ Total number of experts who rated it

CVR= 5/7, this means that the content validity ratio is 0.71

## 3.8.2 Reliability of the instruments

Reliability was established using SPSS Reliability Analysis Scale (Alpha coefficient). This is because of its ease and automatic applicability which fits a two or more-point rating scale. The instruments of the research based on the Likert type five-point scale. The researcher used Alpha co-efficient because it is easy and automatic to apply ((Mugenda, 2010).

# 3.9 Procedure of data collection

This being academic research, the study looked for a supportive letter explaining the objectives of the research signed by the Dean of School of Social Science before distributing the self-administered questionnaires and interview guides to the respondents.

# Data analysis

## 3.9.1.2 Analysis of quantitative data

The quantitative collected data was edited, coded and cross checked for completeness using Ms Excel and exported to Statistical Package for Social Sciences version 25 for processing. The quantitative data was presented in form of numeric using tables and charts representing frequencies and percentages of results.

## 3.9.1.3 Analysis of Qualitative Data

Qualitative data was analysed using content analysis and thereafter developed themes and sub-themes. The study findings were presented a in narrative form by directly reporting respondents’ responses through quotations.

## 3.9.1.4 Research ethical considerations

The research was conducted basing on the prevailing ethical considerations. To ensure that ethical considerations were maintained and adhered to, anonymity, informed consent and confidentiality were assured to the respondents.

The researcher ensured the he informed his respondents about the purpose of the study and before conducting interviews, respondents were asked whether they have agreed or not to participate and disclose their personal information.

The researcher ensured that none of the respondents’ name were mentioned anywhere in the study but rather respondents were referred to using letters of alphabet for example respondent “A OR AB”. The researcher ensured that other than her and the supervisor, no one else had access to the data that was obtained during the research and that all data was treated with absolute confidentiality. The researcher obeyed the rules and rights of the respondents to ensure that the rights to privacy and protection of the respondents was not infringed.

# 3.10 Limitations

There was unwillingness from the target respondents to return the questionnaires. The Study was also affected by the outbreak of the COVID-19 pandemic and the subsequent restrictions that were imposed by the government to manage the pandemic. Restrictions such a ban on public and private transport, public and social gatherings made it hard for the Researcher to reach out to the respondents. To mitigate the challenges, the Researcher obtained clear authorization from the University administration to build confidence in the respondents. Total compliance to the Ministry of Health (MoH) COVID-19 preventive guidelines and Standard Operating Procedures (SOPs) was embraced by the Researcher.

# CHAPTER FOUR

# PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

# 4.0 Introduction

This Chapter presents the findings on the objectives of the study, namely, “to examine the contribution of vocational marketable skills on household well-being among the youths in Lubaga Division, Kampala District, to assess the influence of financial support on household well-being among the youths in Lubaga Division, Kampala District, to evaluate the extent to which entrepreneurship and life skills contribute to household well-being among the youths in Lubaga Division, Kampala District and to assess the contribution of knowledge and information for attitudinal change on household well-being among the youths in Lubaga Division, Kampala District.

Out of the 262 questionnaires distributed, only 221 respondents filled and returned the questionnaires representing 84.3% response rate which is acceptable in making conclusions since it is above .70 or 70%. The 221 filled questionnaires are the basis of reporting in this chapter and the subsequent chapters

# 4.1 Respondents’ background information

In this study, the respondents’ background information including gender, age groups, marital status, highest level of education attained and others, and the results obtained are given below;

# 4.1.1 Gender

Respondents were asked which gender they belonged to. Responses to this question are presented in table 4.1

# Table 4.1: Gender

|  |  |  |
| --- | --- | --- |
|  | N | Percent |
| Valid | Male | 120 | 54.3 |
| Female | 101 | 45.7 |
| Total | 221 | 100.0 |

Source: Primary data (2021)

As seen in table 4.1, results indicate that majority of the respondents that is 54.3% were males while 45.7% were females. This can be interpreted to mean that both males and females were well represented in this study which means that findings did not suffer from gender bias.

# 4.1.2 Age of respondents

Respondents were also asked to identify the age group in which they belonged. Responses to this question are presented in table 4.2

# Table 4.2: Age of respondents

|  |  |  |
| --- | --- | --- |
|  | N | Percent |
| Valid | 19 and below | 85 | 38.5 |
| 20-30 | 76 | 34.4 |
| 31-40 | 41 | 18.6 |
| 41-50 | 15 | 6.7 |
| Above 50 | 4 | 1.8 |
| Total | 221 | 100.0 |

Source: Primary data (2021)

According to results in table 4.2, it is indicated that 38.5% were aged between 19 and below while 34.4% were aged between 20-30 years, 18.6% were aged between 31-40 years. The results reveal that the highest percentage of the respondents fall within the target beneficiaries of the YLP. Furthermore, the results can be interpreted to mean that all respondents were mature enough to understand and provide information about the study variables hence provision of reliable information.

# 4.1.3 Number of years stayed in Lubaga Division

Respondents were asked the period they had stayed in Lubaga Division. Responses to this question are presented in table 4.3

# Table 4.3: Number of years stayed in Lubaga Division

|  |  |  |
| --- | --- | --- |
|  | N | Percent |
| Valid | Less than a year | 45 | 20.4 |
| 1-4 years | 81 | 36.7 |
| 5-7 years | 59 | 26.7 |
| 8 years and above | 36 | 16.3 |
| Total | 221 | 100.0 |

Source: Primary data (2021)

As seen in table 4.3, results indicate that 36.7% had stayed in Lubaga for a period between 1-4 years and 26.7% had stayed in Lubaga for a period between 5-7 years while 16.3% had stayed in Lubaga for 8 years and above. A combined percentage of the respondents who have stayed for 5-7 and 8 years is 43% indicating that a significant number of respondents has staying in the area since the inception of the YLP in 2013 and could ably provide sufficient information on the Study. This also means that respondents had stayed in the region for a recognizable period of time to be conversant about the study variables, hence provided reliable and relevant information for the study.

# 4.1.4 Level of education

Respondents were asked to identify their highest levels of education. Responses to this question are presented in table 4.4

# Table 4.4: Level of education

|  |  |  |
| --- | --- | --- |
|  | N | Percent |
| Valid | Primary | 45 | 20.3 |
| Secondary | 64 | 28.9 |
| Tertiary | 112 | 50.8 |
| Total | 221 | 100.0 |

Source: Primary data (2021)

As seen in table 4.4, results indicate that 20.3% had primary level, 28.9% had secondary level while 50.8% had tertiary level of education. The highest percentage of the respondents fall within the target beneficiary of the Programme since they are the most unemployed and needed the government intervention to enhance their household well-being. This can be interpreted to mean that majority of the respondents had degrees as their highest level of education. It also means that they have knowledge about the study variables.

**4.2 Findings on vocational marketable skills and household well-being**

The researcher sought to examine how vocational marketable skills have influenced household well-being among the youths in Lubaga Division. The results to the question are highlighted in table 4.5:

# Table 4.5: Vocational marketable skills and household well-being

**(Note, figures from SD, D, NS, A, SA are frequencies totaling to 221 respondents)**

# Interpretation of the Likert Scale

|  |  |  |
| --- | --- | --- |
| **Level Category** | **Range** | **Level**  |
| Strongly disagree | 1.35 |  Very low |
| Disagree | 1.35-2.00 | Low |
| Neutral | 2.00-2.50 | Moderate |
| Agree | 2.50-3.50 | High |
| Strongly agree | 3.50-4.00  | Very High |

**Source: Primary data (2021)**

|  | **SD** | **D** | **NS** | **A** | **SA** | **Mean** | **Std Dev.** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I have been able to attain marketable skills | x | x | 30 | 87 | 87 | 4.3348 | .70460 |
| I have been able to create my own business | 34 | 35 | 29 | 54 | 69 | 3.4027 | 1.45408 |
| I have been able to set up a job | 20 | 31 | 25 | 60 | 85 | 3.7195 | 1.34267 |
| I have been able to buy food for myself. | 39 | 27 | 19 | 74 | 62 | 2.5792 | 1.45519 |
| I have been able build for myself a house | 90 | 58 | 18 | 33 | 22 | 1.9840 | 1.28451 |
| I have been able to rent for myself | 24 | 29 | 20 | 68 | 80 | 3.6833 | 1.36486 |
| I have been able to treat myself | x | x | 5 | 92 | 124 | 4.5385 | .54324 |
| I have been able to educate myself | 72 | 69 | 22 | 27 | 31 | 1.2014 | 1.11168 |
| I have been able to educate my children | 78 | 64 | 21 | 28 | 30 | 1.9210 | 1.42345 |
| Total average Mean and SD |  |  |  |  |  | 3.0404 | 1.18714 |

Source: Primary data (2021)

Respondents were asked whether they have been able to attain marketable skills, the results indicated a mean score of 4.3348 which means agree; it can be concluded to mean that youth livelihood programme promoted development-oriented policies that have supported productive activities of the youth and gain momentum in marketable skills. Respondents revealed that the marketable ideas include graphic designing, content writing, content editing, social media skills, photography and bookkeeping; these have been recorded to enhance the entrepreneurship, creativity and innovation of many youths in Lubaga Division.

Respondents were also asked whether they have been able to create own businesses, the results yielded a mean score of 3.4027, which means agree and implies that youth entrepreneurship through the youth livelihood programme was on a rise. During an interview session, a key respondent revealed that;

“*to tackle the problem of job creation, the youth livelihood programme has led to the rise of a diverse group of youths who have gained advantage in the entrepreneurship world, we have seen many business start-ups in form of stationeries, tailoring, mobile money agents, bird rearing, agriculture and some even doing boda boda business”*

This means that the youth livelihood programme has reduced on unemployment level among the youth by enabling them to start businesses.

Respondents were also asked whether they have been able to buy food for themselves, a mean score of 2.5792 was yielded; which means agree and can be concluded to mean to mean that the youth have been able to have an improved standard of living and well-being. Respondents revealed that a number of youths who were able to effectively and efficiently use the funds allocated to them to set up various business or re-invest in their previously owned business have been able to have a steady and daily source of income ranging between 10,000/= and 50,000/= per day hence can afford a meal throughout the day. It was revealed that some of the youths especially female category set up restaurants as business set ups which means feeding throughout is assured.

Respondents were also asked whether the respondents were able to build themselves a house, the results yielded a mean score of 1.9840 which means disagree; it can be concluded to mean that despite the fact that there has been enhanced social capital among the youth that has ensured them to build networks for increased productivity among themselves, they have not yet been able to achieve enough income to secure homes or houses. The youths revealed that the programme only 32% of the projects financed were in agricultural sector, 29% in trade, 23% services and 6% other sectors yet this does not cover enough to allow the youths to have more income that can be used to build houses. This means that the youths have not yet been successful in growing business to a level that can support building houses.

The respondents were also asked whether they have been able to rent for themselves, the results scored a mean value of 3.6833 which means agree; it can be concluded to mean that most of the youth can afford to pay for shelter in form of rent. During an interview session, a key session revealed that;

“*Lubaga Division being an urban area, most of the available shelter or accommodation is in form of rental which range in different monthly payments as low as 100,000/= and high as 500,000/= depending on the income earned. The youth livelihood programme has seen a number of youths grow in business and incomes which has been good support to help them pay for their home and business rent hence reducing on dependency and homelessness”.*

This means that many youths supported by youth livelihood programme are able to afford rent.

Respondents were asked whether they were able to treat themselves, the results scored a mean value of 4.5385 which means agree; it can be concluded to means that the youths have been able to meet their health needs. Respondents revealed that the involvement of youth in business and entrepreneurship has reduced their time and involvement in activities which endanger their health, these activities include alcohol abuse, drug abuse and premature or unprotected sex which has helped to keep most of them safe in terms of their health. This means that healthy youths are in a better position to contribute to their families and communities as engaged adults in healthy condition.

Respondents were also asked whether they have been able to educate themselves, the results scored a mean value of 1.2014 which means disagree; it can be concluded to mean that the YLP has not yet effectively empowered the target youths to harness their socio-economic potential and increase self-education opportunities. It was revealed that once most of the youths were exposed to employment and especially self-employment, the youths ended their studies prematurely yet the programme has not yet been successful in providing flexible continuing of education in secondary and university. The youths revealed that today’s cost of education is not affordable in life since they must make difficult, direct and opportunity cost-related decisions on a daily basis.

Respondents were also asked whether they have been able to educate their children, the results scored a mean value of 1.9210 which means disagree; it can be concluded to mean that many beneficiaries to the YLP are still facing challenges in educating their children. Respondents also revealed that more than 60.0% of the beneficiaries to the program are not yet parents and as such there is no need of educating the children. It was also revealed that the number of schools drop-outs and youth with no formal education is increasing. Furthermore, it was observed that there are youths with many children from different mothers. This increases the cost of education notwithstanding the government programme on free primary and secondary education.

# 4.3 Findings on financial support and household well-being

The researcher sought to assess how financial support have influenced household well-being among the youths in Lubaga Division. The results to the question are highlighted in table 4.5:

# Table 4.7: Financial support and household well-being

**(Note, figures from SD, D, NS, A, SA are frequencies totaling to 221 respondents)**

|  | **SD** | **D** | **NS** | **A** | **SA** | **Mean** | **Std Dev.** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I have been able to receive financial support from the Ministry of Gender, Labour and Social Development | 30 | 28 | 21 | 64 | 78 | 3.4521 | 1.42248 |
| Through financial support I have been able to start up my own enterprise | 19 | 22 | 15 | 75 | 90 | 3.8824 | 1.28088 |
| Through financial support I have been able to make savings  | 79 | 62 | 21 | 31 | 28 | 1.5424 | 1.14789 |
| Through financial support I have been able to use my savings to start up more enterprises | 74 | 71 | 28 | 30 | 18 | 2.3077 | 1.28466 |
| Through financial support I have been able to use my enterprises to get money to buy food for myself | 22 | 33 | 18 | 58 | 90 | 4.5385 | .49965 |
| Through financial support I have been able to buy a house for myself | 102 | 119 | x | x | x | 1.0012 | .24654 |
| Through financial support I have been able to support my education | 70 | 65 | 22 | 29 | 35 | 1.9412 | 1.12474 |
| Through financial support I have been able to support the education of my children | 72 | 69 | 19 | 32 | 29 | 2.4027 | 1.42248 |
| Total average Mean and SD |  |  |  |  |  | 2.6312 | 1.05366 |

Source: Primary data (2021)

Respondents were also asked whether they’ve been able to receive financial support from the MGLSD, the results scored a mean value of 3.4521 which means agree; it can be concluded to mean that; that the programme intended to harness their socio-economic potential and to increase self-employment opportunities and levels of income. The respondents revealed that even though many youths in Lubaga division received funds from the ministry, a number of them also did not receive. However, it was indicated that for those youth groups that received funds, they were also provided with financial support to enable the establishment of income-generating activities.

The respondents were also asked whether through financial support they have been able to start up own enterprises, the results scored a mean value of 3.8824 which means agree; it can be concluded to mean that youths were able to set up own enterprises. It was revealed that many youths started up poultry farming, saloons, tours and travel, ice cream shops, stationaries and welding services. The respondents revealed that every youth group was awarded the exact amount of funds that was requested for and some groups had a number of members between 5-15 members who had to work together and also share profits.

It was observed that the 18.8% of the respondents that were unable to start up enterprises for themselves represent those youths that did not put the funds to its proper use. Lack of effective monitoring was cited as the leading cause of misappropriation of the funds by the beneficiaries. The Programme was also sabotaged by political leaders who influenced the process. As a result, the rightful beneficiaries were left out and those who received the funds decided to use it the way they wanted without investing it in income generating activities.

In an interview with one of the area local leaders it was stated that:

*‘The politics of the day have spoilt the programme People want those that support them to receive the money. The rightful beneficiaries were left out… even our guidance as local leaders do not matter. They will first ask for the political party you belong to before they give you the money. I’m not surprised that some people are using it the way they want. They even have confidence that nothing will happen to them.*’

The respondents were also asked whether through financial support they have been able to make savings. The results scored a mean value of 1.5424 which means disagree; it can be concluded to mean that youths have not been able to make savings. During an interview session, a key respondent revealed that;

“*We have been given a chance to start-up businesses in various forms, however, the economic situation in the country is so poor with high standards of living and expensive cost of life so making savings is hard. Feeding alone for one person can go to 10,000/= and for those with families it is even more expensive yet daily income is about 30,000/= or 40,000/=”.*

This means that many youths simply earn daily source of income to meet daily needs as businesses have not yet developed. It also implies that the income generating activities that the youths invested in have not yet realized their intended impact. As such many beneficiaries of the Programme still live on ‘*hand to mouth’* income. Few of the respondents sampled have been able to have a surplus from the financial support and the income generating activities to make financial savings. The researcher observed the nature of income generating activities that the youths established such as tailoring, electric repairs and carpentry and joinery cannot facilitate a multiplier effect.

Respondents were asked whether through financial support they have been able to use savings to start up more enterprises, the results scored a mean value of 2.3077 which was a moderate response; it can be concluded to mean that many of the youths still have the same initial business set ups that were funded by the ministry. Respondents revealed that most of the businesses have not yet reached breakeven and not yielded enough profits which can be used for expanding the business to other branches or new business set-ups. The poor saving culture of the beneficiaries has also impeded the starting up of new enterprises while others think that it is better to improve the enterprises they currently have so as to generate more income.

Respondents were asked whether through financial support they have been to use enterprises to get money to buy food for themselves. The results scored a mean value of 4.5385 which means agree; it can be concluded to mean that youth have been able to have an improved standard of living and well-being. Respondents revealed that a number of youths who were able to effectively and efficiently use the funds allocated to them to set up various business or re-invest in their previously owned business have been able to have a steady and daily source of income.

Respondents were also asked whether through financial support they have been able to buy a house for themselves. The results showed a mean score of 1.0012 which means disagree; it can be concluded to mean that many youths have not have not yet been able to achieve enough income to secure homes or houses. This means that the youths have not yet been successful in growing business to a level that can support building houses.

Respondents were also asked whether financial support has enabled them to support their education. The results scored a mean value of 1.9412; it can be concluded to mean that youths have no yet yielded enough money from their business establishments to enable them support their education. During an interview session a key respondent revealed that;

“*We are still facing challenges of making our business prosper and this has diverted much of our attention from school, also we are still earning less profits that we have to re-invest it in our businesses and also meet our day-to-day needs. If it was to support our education, I think we could have used all the money given by the ministry to just pay for education”.*

This means that the youths have not yet fully supported their education.

# 4.4 Findings on entrepreneurship and life skills and household well-being

The researcher sought to evaluate the extent to which entrepreneurship and life skills contribute to household well-being among the youths in Lubaga Division. The results to the question are highlighted in table 4.8:

# Table 4.8: Entrepreneurship and life skills and household well-being

**(Note, figures from SD, D, NS, A, SA are frequencies totaling to 221 respondents)**

|  | **SD** | **D** | **NS** | **A** | **SA** | **Mean** | **Std Dev.** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I have been equipped with entrepreneurship and life skills by the Ministry of Gender Labour and Social Development | 74 | 58 | 25 | 28 | 36 | 1.8245 | 1.21457 |
| Through entrepreneurship I have acquired life skills to do carpentry and joinery | 31 | 46 | 21 | 65 | 58 | 4.4887 | .65790 |
| Through entrepreneurship I have acquired life skills to do motor mechanics. | 60 | 71 | 26 | 31 | 33 | 2.3451 | 1.40457 |
| Through entrepreneurship I have acquired life skills to do hairy dressing. | 35 | 23 | 24 | 70 | 69 | 3.5747 | 1.34843 |
| Through entrepreneurship I have acquired life skills to do electrical repairs | 54 | 82 | 14 | 32 | 39 | 1.7564 | .49327 |
| Through entrepreneurship and life skills I have been able to raise money to buy food for myself | x | x | x | 96 | 125 | 4.5656 | .49680 |
| Through entrepreneurship and life skills I have been able to raise money to treat myself | x | 14 | x | 86 | 121 | 4.4842 | .61494 |
| Through entrepreneurship and life skills I have been able to raise money to buy my house | 84 | 92 | 18 | 13 | 14 | 1.1245 | .12812 |
| Total average Mean and SD |  |  |  |  |  | 3.0204 | .78107 |

Source: Primary data (2021)

Respondents were asked whether they have been equipped with entrepreneurship and life skills by MGLSD, the results scored a mean value of 1.8245 which means disagree; it can be concluded that 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. It was revealed that the ministry organised seminars and workshops but this was not adequately covered and conducted because the number of days in which this was done were few compared to the youth turn-up. It was revealed that among the youths who received funds from the YLP, among them are those who did were not equipped with relevant life skills.

Respondents were also asked whether youths have acquired life skills to do carpentry and joinery work through entrepreneurship. The results scored a mean value of 4.4887 which means agree; it can be concluded to mean that a youths among the business startups from the YLP was carpentry and joinery. A key respondent during an interview session stated that;

“*The support of YLP funds was also allocated to a high number of youths who had technical qualifications and skills of which included carpentry. These youths started up carpentry shops around various regions where they saw opportunities to earn steady income and improve on their well-being. Among the things sold are timber, wood, furniture products such as chairs and beds”.*

This means that YLP funds increased on youth well-being through carpentry work.

Respondents were also asked whether they have acquired life skills to do motor mechanics, the results scored a mean value of 2.3451 which means a moderate response and can be concluded to mean that the contribution of youth well-being through motor mechanics is not much recognised. Respondents revealed that despite the funds got from YLP, the capital requirement to operate a moto mechanical shop is high which forced many of them not to take-up the business establishment. It was revealed that purchase of motor mechanics spares is very costly in addition to renting space for the establishment which ranges to about 500,000/= – 800,000/= per month. However, some youth beneficiaries to the YLP already had establishments and the money was only re-injected in the already established business and were able to enhance well-being.

Respondents were also asked whether they have acquired life skills of hair dressing, the results showed a mean score of 3.5747; it can be concluded to mean that the YLP has supported many youths through hair dressing. The respondents revealed that the hair dressing business has seen more men involved than the women; many male youths are more active in hair dressing than the females and are actually fetching more income; however, almost 3.6% of these hair dressers are mobile operators who move door to door, they say this is for the convenience of the clients of which some prefer to be met at places of their convenience especially homes. The hair dressing business on average can accumulate income of 700,000/= and 1,200,000/= depending on the clientele and experience of the hair dresser. This has been a big boost to the well-being of the hair dressers.

Respondents were also asked whether the youths have acquired life skills to do electrical repairs; the results scored a mean value of 1.7564 which means disagree; it can be concluded to mean that the YLP did not support so many youths in line of electrical repairs, it was however revealed that there was an approximate of 4% of youths who already had established business, these are the only youth category who benefited from the YLP in terms of electrical repairs. The respondents also revealed that the applications for YLP support did not have a big number of youths with technical skills of electrical mechanics or engineering.

Respondents were also asked whether through entrepreneurship and life skills youths have been able to raise money to buy food, the results scored a mean value of 4.5656 which means agree; it can be concluded to mean that that all youth beneficiaries from the YLP have been able to earn a living and a source of income to get purchase food. A key respondent during an interview session revealed that;

“*The funds provided have enabled many of the youth to became entrepreneurs starting various businesses such as hairdressing, mechanics, saloons, carpenters which ensure that they have a daily income; this is used to feed them and their households”.*

The respondents were also asked whether youths have been able to raise money to treat themselves, the results showed a mean value of 4.4842 which means agree; it can be concluded to mean that youths have been able to meet their health needs. Respondents revealed that they are in position of getting medical care and buying prescription medicine for their related health concerns such as malaria, typhoid and infections. This means that healthy youths are in a better position to contribute to their families and communities as engaged adults in healthy condition.

The respondents were also asked whether life skills have enabled them to raise money to buy houses, the results showed a mean value of 1.1245 which means disagree; it can be concluded to mean that the benefits of YLP have not yet yielded enough to enable the youths build their own houses. The youths revealed that the programme only 32% of the projects financed were in agricultural sector, 29% in trade, 23% services and 6% other sectors yet this does not cover enough to allow the youths to have more income that can be used to build houses. This means that the youths have not yet been successful in growing business to a level that can support building houses.

# 4.4 Findings on knowledge and information for attitudinal change and household

The researcher sought to evaluate the extent to assess the contribution of knowledge and information for attitudinal change on household well-being among the youths in Lubaga Division, Kampala District. The results to the question are highlighted in table 4.8:

# Table 4.9: Knowledge and information for attitudinal change and household well-being

|  | **SD** | **D** | **NS** | **A** | **SA** | **Mean** | **Std Dev.** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I have been equipped with knowledge and information for attitudinal change by the Ministry of Gender, Labour and Social Development | 22 | 32 | 19 | 69 | 79 | 4.5611 | .49738 |
| Through knowledge and information my perception about life has changed | 18 | 22 | 14 | 70 | 97 | 4.4163 | .60940 |
| Through knowledge and information my perception about making savings has changed. | 19 | 34 | 24 | 62 | 82 | 4.4253 | .68097 |
| Through knowledge and information my perception about investment has changed. | 40 | 26 | 23 | 57 | 75 | 3.6968 | 1.33602 |
| Through knowledge and information my perception about my perception about marketing | 12 | 17 | 22 | 71 | 99 | 3.9457 | 1.47552 |
| Through knowledge and information, I have been able to acquire skills to make investments | 28 | 33 | 17 | 65 | 78 | 4.0124 | 1.14236 |
| Through knowledge and information, I have been able to raise my income | x | x | 38 | 70 | 113 | 4.3542 | 1.74512 |
| Total Average Mean and SD |  |  |  |  |  | 4.2016 | 1.06953 |

Source: Primary data (2021)

Respondents were asked whether they were equipped with knowledge and information for attitudinal chance by MGLSD, the results scored a mean value of 4.5611 which means agree; it can be concluded 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. It was revealed that through the YLP youths in Lubaga Division undertook vocational training in various trades and were prepared for market that were digitally inclined. Respondents mentioned that the vocational education equipped the youth with knowledge in soft skills and other practical skills such as financial management which help in gaining competitive advantage.

Respondents were also asked whether their perception about life changed through acquired knowledge, the results scored a mean value of 4.4163 which means agree; it can be concluded to mean that that the life goals of the youths and their perception has been able to change over time. During an interview session, a key respondent revealed that;

“*YLP has supported many youths through knowledge about realities of the world; this has enabled them to change perspective especially in creating their own opportunities, enable equal access and also collaborate in efforts to achieve success, youth have been able to see life differently especially life after school”.*

The respondents were asked whether youths perception about making savings changed, the results scored a mean value of 4.4253 which means agree; it can be concluded to mean that youths have been able to learn how to put some money on the side for future need. It was revealed that the number of youth self-help groups has increased; youth have different groups in which they make daily/weekly or monthly saving contributions starting at as low as 2,000/= to 50,000 per month. Respondents also revealed that the number of memberships in savings and cooperative savings organisations has increased in numbers in terms of youths, it was revealed that they have helped some youths to expand their business start-ups because access to credit is easy; the savings of the youths’ act as security.

Respondents were also asked whether the perception about investment has changed; the results scored a mean value of 3.6968 which means agreed; it can be concluded to mean that that the youths have been able to have some profitable investments. Respondents revealed that the youths have acquired profitable investments such as motorcycles, informal business trade investments such as mobile money that provide a steady cashflow and inflow on daily income. It was revealed that the YLP in collaboration with other actors endeavoured to provide financial advisory services to the youth and this has helped them in determining the right profitable investments in which they inject their money.

Respondents were asked whether through knowledge and information their perception about marketing has changed, the results scored a mean value of 3.9457 which means agree; it can be concluded to mean that the youth were equipped with knowledge of how to communicate to potential clients in terms of marketing. Respondents also indicated that youths have been able to learn influencer marketing especially on social media platforms such as YouTube channels, Facebook, twitter Instagram in order to promote their products and services and the available marketing skills have to a small extent been able to increase on the sales and brands awareness of their products.

The respondents were asked whether they have been able to raise their income, the results scored a mean value of 4.3452 which means agree; it can be concluded to mean that the youths have been able to attain a source of income from the various business start-ups. It was revealed that the possibility of raising income brough many benefits to the youths ranging from paying for medical care, rent, education, feeding and capital for business. It was revealed that the YLP provided enough funds to the beneficiaries to ensure that once funds are used efficiently, they can guarantee income.

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

# 5.0 Introduction

This chapter is divided into three sections. The first section discusses the summary findings of the study and the second section looks at the conclusions on the basis of the findings of the study. The last section draws recommendations from the study.

# 5.1 Summary of findings

## 5.1.1 Vocational marketable skills and household well-being

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, most of the youth can afford to pay for shelter in form of rent, a mean value of 3.6833 was yielded to mean that the youths have been able to meet their health needs, YLP has not yet effectively empowered the target youths to harness their socio-economic potential and a mean value of 4.5385 was scored to mean that increase self-education opportunities and many beneficiaries to the YLP are still facing challenges in educating their children.

## 5.1.2 Financial support and household well-being

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, a mean score of 1.0012 was scored to mean that many youths have not have not yet been able to achieve enough income to secure homes or houses and a mean value of 1.9412 was scored to mean that youths have no yet yielded enough money from their business establishments to enable them support their education.

## 5.1.3 Entrepreneurship and life skills and household 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, a mean value of 1.7564 was scored to mean that the YLP did not support so many youths in line of electrical repairs, it was however revealed that there was an approximate of 4% of youths who already had established business, all youth beneficiaries from the YLP have been able to earn a living and a source of income to get purchase food, a mean value of 4.5656 was scored to mean that youths have been able to meet their health needs and the benefits of YLP have not yet yielded enough to enable the youths build their own houses.

## 5.1.4 Knowledge and information for attitudinal change and household well-being

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, a mean value of 3.6968 was scored to mean that the youths have been able to have some profitable investments, the youth were equipped with knowledge of how to communicate to potential clients in terms of marketing and the youths have been able to attain a source of income from the various business start-ups.

# 5.2 Conclusions

Overall, the YLP is has not yet achieved its intended objectives since many youths are still unemployed, there is poor appreciation of government livelihood restoration programmes due to lack of information sharing from government officials. The Study reveals a political sabotage of the programme thereby grossly affecting the monitoring and evaluation of the programme which could have assessed the strengths and needs of the beneficiaries to improve the implementation and realization of the objectives of the YLP. Indeed, as of 2019, the President had already initiated the Presidential Initiative on Wealth and Job Creation (Emyooga Programme) that replaced the YLP. This could also be replaced by the Parish Model by the beginning of FY 2022/2023.

# 5.3 Recommendations

* 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.

# 5.4 Areas for further research

The current study has made an attempt to assess the impact of the YLP as a government policy on household well-being. There is need to make a comprehensive analysis of various government livelihood restoration programmes to test their impact on household well-being. This will in turn improve on policy reforms in terms of development, formulation, design and implementation as well as monitoring and evaluation.

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# APPENDIX A: SELF ADMINISTRED QUESTIONAIRE

Dear respondent,

I am Thembo John Bosco a student of Nkumba University pursuing a Master of Arts in Human Rights and Human Development. I am currently undertaking a study titled “***The Youth Livelihood Programme and household well-being: A case of Lubaga Division, Kampala***”. You have been identified as a resourceful person and you are kindly requested to fill this questionnaire and the information given will be confidential and strictly used for academic purposes only. In case you are interested in recovering a copy of an abstract of this research, please indicate your email address at the end of this questionnaire.

Thank you for your cooperation

Yours, Thembo John Bosco

Researcher

**PART 1: BACKGROUND INFORMATION OF RESPONDENTS**

**“Please tick in brackets provided (√)**

1. Gender of respondent?

1. Male
2. Female

2. Age group (in years)

1. 19 and below
2. 20-30
3. 31-40
4. 41-50
5. Above 50

3. For how long have you stayed in Lubaga Division?

1. Less than one year
2. 1-4 years
3. 5-7 years
4. 8 years and above

4) Indicate the highest level of education attained.

1. Primary -
2. Secondary
3. Tertiary

**Under this section B-E, you are required to tick the appropriate answer on the 5 Likert scale below.**

**1. Strongly disagree (SD) 2. Disagree (D) 3. Not sure (NS) 4. Agree (A) 5. Strongly agree (SA)**

**SECTION B: VOCATIONAL MARKETABLE SKILLS AND HOUSEHOLD WELL-BEING.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. I have been able to attain marketable skills |  |  |  |  |  |
| 2. I have been able to create my own business. |  |  |  |  |  |
| 3. I have been able to set up a job. |  |  |  |  |  |
| 4. I have been able to buy food for myself. |  |  |  |  |  |
| 5. I have been able build for myself a house |  |  |  |  |  |
| 6. I have been able to rent for myself |  |  |  |  |  |
| 7. I have been able to treat myself |  |  |  |  |  |
| 8. I have been able to educate myself |  |  |  |  |  |
| 9. I have been able to educate my children |  |  |  |  |  |

**SECTION C: FINANCIAL SUPPORT AND HOUSEHOLD WELL-BEING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. I have been able to receive financial support from the Ministry of Gender, Labour and Social Development. |  |  |  |  |  |
| 2. Through financial support I have been able to start up my own enterprise.  |  |  |  |  |  |
| 3. Through financial support I have been able to make savings  |  |  |  |  |  |
| 4. Through financial support I have been able to use my savings to start up more enterprises |  |  |  |  |  |
| 5. Through financial support I have been able to use my enterprises to get money to buy food for myself |  |  |  |  |  |
| 6. Through financial support I have been able to buy a house for myself |  |  |  |  |  |
| 7. Through financial support I have been able to treat myself |  |  |  |  |  |
| Through financial support I have been able to support my education |  |  |  |  |  |
| Through financial support I have been able to support the education of my children |  |  |  |  |  |

**Objective 3: ENTREPRENEURSHIP AND LIFE SKILLS CONTRIBUTE AND HOUSEHOLD WELL-BEING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. I have been equipped with entrepreneurship and life skills by the Ministry of Gender Labour and Social Development. |  |  |  |  |  |
| 2. Through entrepreneurship I have acquired life skills to do carpentry and joinery. |  |  |  |  |  |
| 3. Through entrepreneurship I have acquired life skills to do motor mechanics. |  |  |  |  |  |
| 4. Through entrepreneurship I have acquired life skills to do hairy dressing. |  |  |  |  |  |
| 5. Through entrepreneurship I have acquired life skills to do electrical repairs |  |  |  |  |  |
| 6. Through entrepreneurship and life skills I have been able to raise money to buy food for myself |  |  |  |  |  |
| 7. Through entrepreneurship and life skills I have been able to raise money to treat myself |  |  |  |  |  |
| 8. Through entrepreneurship and life skills I have been able to raise money to buy my house |  |  |  |  |  |
| Through entrepreneurship and life skills I have been able to raise money to pay my rent |  |  |  |  |  |

**Objective 4: KNOWLEDGE AND INFORMATION FOR ATTITUDINAL CHANGE AND HOUSEHOLD WELL-BEING**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statement** | **1** | **2** | **3** | **4** | **5** |
| 1. I have been equipped with knowledge and information for attitudinal by the Ministry of Gender, Labour and Social Development. |  |  |  |  |  |
| 2. Through knowledge and information my perception about life has changed.  |  |  |  |  |  |
| 3. Through knowledge and information my perception about making savings has changed |  |  |  |  |  |
| 4. Through knowledge and information my perception about investment has changed. |  |  |  |  |  |
| 5. Through knowledge and information my perception about my perception about marketing. |  |  |  |  |  |
| 6. Through knowledge and information I have been able to acquire skills to make investments  |  |  |  |  |  |
| 7. Through knowledge and information I have been able to raise my income |  |  |  |  |  |

# APPENDIX B: INTERVIEW GUIDE

**Section A: Vocational marketable skills on household well-being.**

1. How has vocational marketable skills contributed to household income of the youths in Lubaga Division?
2. How has vocational marketable skills influenced access to education of the youths in Lubaga Division?
3. How has vocational marketable skills contributed to the decent living environment of the youths in Lubaga Division?
4. How has vocational marketable skills improved access to health care of the youths in Lubaga Division?

**Section B: Financial support on household well-being.**

1. How has financial support increased household income of the youths in Lubaga Division?
2. How has financial support contributed to access to education of the youths in Lubaga Division?
3. How has financial support improved the living environment of the youths in Lubaga Division?
4. How has financial support contributed to access to healthcare of the youths in Lubaga Division?

**Section C: Entrepreneurship and life skills contribute to household well-being.**

1. How does entrepreneurship and life skills contribute to household income of the youths in Lubaga Division?
2. How does entrepreneurship and life skills contribute to access to education of the youths in Lubaga Division?
3. How does entrepreneurship and life skills lead to decent living environment of the youths in Lubaga Division?
4. How does entrepreneurship and life skills contribute to access to health care of the youths in Lubaga Division?

**Section D: Knowledge and information for attitudinal change contribute to household well-being.**

1. How has knowledge and information increased household income of the youths in Lubaga Division?
2. How has knowledge and information contributed to access to education of the youths in Lubaga Division?
3. How has knowledge and information improved the living environment of the youths in Lubaga Division?
4. How has knowledge and information contributed to access to health care of the youths in Lubaga Division?