

**YOUTH PARTICIPATION AND POVERTY REDUCTION IN MAKINDYE
DIVISION, KAMPALA DISTRICT-UGANDA**

**A Dissertation Presented to the
College of Humanities and Applied Sciences**

**By
ASIO JESICA CATHERINE
[BSW/35765/113/DU]**

**A Dissertation Presented to the College of Humanities and Applied Sciences in
Partial Fulfillment of the Requirements for the Award of the degree
of Bachelors in Social Work and Social Administration
Kampala International University**

2014

DECLARATION A

I declare that this proposal is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning

ASIO Jessica Catherine (AS)

Name and signature of the candidate

Date: April 17, 2014

DEDICATION

To the Young Peoples of the World stepping up to the challenge of Poverty in their communities

ACKNOWLEDGEMENT

I am most thankful to God by whose providence and grace I have pursued and completed this course.

My gratitude also goes to Archbishop Dr. Cyprian Kizito Lwanga whose incessant zeal for the development of all People has remained a marvel for many to exemplify; am grateful for the permission granted to take on this course. My Parents and Family as well as my Workmates (at Uganda Catholic Secretariat especially the Lay Apostolate Department), your understanding in all situations made this project a burden light to carry; thanks indeed.

To my classmates, lecturers and friends, it was a joy always sharing your intellectual and experiential realms of knowledge. I have learnt a lot from you.

My supervisor has toiled with me at every step, I am most thankful to you for your insistence and guidance on excellence in academic writing. Thank you for giving direction and shape to this work.

ABSTRACT

The novelty in aim of this study was set in its grapple to analyze the potential of Uganda's populous youth in relation to the county's strategy to reduce the levels of poverty. Using Makindye sub-county in Kampala as the case study, the basic features of this work are presented in a chronology of five chapters. Chapter one sets the base for the study. It contains the background to the research, statement of the problem, purpose, objectives of the study; research questions which guided the study, the scope and the significance of the study. It also gives the definitions of the key concepts used in this study and the conceptual model.

This study also was set to determine the relationship between youth participation and poverty reduction in makindye division. The five specific objectives the study based on were: (i) to determine the profile of respondents in terms of gender, age, marital status, level of education, (ii) to assess the existing strategies for the involvement of the youth in poverty reduction in Makindye division (ii) to establish the extent to which the youth contribute to poverty reduction in Makindye division (iii) to find out the challenges faced by youths in poverty reduction in Makindye division and (v) to recommend strategies that will further enhance youth participation in poverty reduction in makindye division basing on the findings of the study. It was based on descriptive correlation survey design. SAQ were used to collect primary data from 175 out of 310 respondents, using simple random sampling. Data analysis was done using SPSS's frequencies and percentages; means; and Pearson's Linear Correlation Coefficient.

The findings showed that majority of the respondents were male, with age range of 20 – 25 years, more than half were single; holders of bachelor's degree and below, It went ahead to revealed that the level of youth participation at mean ≈ 2 (low level). On the other hand the level of poverty reduction in stands at a mean ≈ 3 (high level). The findings from PLCC showed a positive and significant relationship between youth participation and poverty reduction at ($r = 0.894$, sig. = 0.000). The researcher recommended that if poverty is to be reduced in makindye division, youth should; a) ensure that youth activity involvement should increase, (b) government should increase the youth budget and money should be released in time, (c) many youth should be trained to participate in poverty eradication programmes and (d) government should ensure that there is gradual introduction of new policies and programs for youth development and poverty reduction in the country.

ABBREVIATIONS & ACRONYMS

ECLAC	-	Economic Commission for Latin American Countries
MDGs	-	Millennium Development Goals
NAADS	-	National Agricultural Advisory Services
NDP	-	National Development Plan
UMU	-	Kampala International University
UNDP	-	United Nations Development Program
UNFPA	-	United Nations Population Fund
UPE	-	Universal Primary Education
USE	-	Universal Secondary Education

TABLE OF CONTENT

DECLARATION A	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
ABSTRACT.....	v
ABBREVIATIONS & ACRONYMS	vi
TABLE OF CONTENT	vii
 CHAPTER ONE:INTRODUCTION.....	 1
1.0 Introduction.....	1
1.1 Background of the study.	1
1.2 Statement of the Problem.....	2
1.3 General Objective:	3
1.3.1 Specific Objectives:	3
1.4 Research Questions.....	3
1.5 Scope of the Study	3
1.6 Justification of the Study	4
1.7 Significance of the Study.....	5
1.8 Terms Defined	5
1.9 Conceptual Framework.....	6
 CHAPTER TWO:REVIEW OF RELATED LITERATURE.....	 8
2.1 Introduction.....	8
2.2Analyzing the reality of Poverty	8
2.3Youth Statistics in the world.....	10
2.4 Poverty Reduction Strategies in Uganda	11
2.4Youth involvement strategies on poverty reduction	12
2.5 Poverty Reduction strategies in Uganda.....	13
2.6 Strategies for Youth involvement in Poverty Reduction.....	13
2.7 Youth Enterprise Promotion Programmes.....	14
2.8 Training the Trainers.....	15
2.9 Enterprise Development Programmes for Non-School Youth	16
2.10 Theories explaining levels of youth involvement.....	16
2.11Conscientization.....	18

2.12 Social Capital.....	19
2.13 Ladder of Citizen Participation.....	20
2.14 Interventions to the Challenge of Extreme Poverty	25
1.15 Implications for Policy and Programme Design.....	27
 CHAPTER THREE:METHODOLOGY	31
3.1 Research Design.....	31
3.2 Research Population.....	31
3.3 Sample Size.....	31
3.5 Research Instrument.....	32
3.6 Validity and Reliability of the Instrument	33
Validity and Reliability of the Instruments.....	33
3.7 Data Gathering Procedures	34
3.8 Data Analysis	35
3.9 Data Gathering Procedures	36
3.10 Ethical Considerations	37
3.11 Limitations of the Study.....	37
 CHAPTER FOUR:DATA PRESENTATION, ANALYSIS AND INTERPRETATION	38
4.1Profile of respondents	38
4.2 The extent of youth involvement in poverty reduction in Makindye division	39
4.3 The level of poverty reduction in makindye division	41
4.4 The relationship between youth participation and poverty reduction in division.....	42
CHAPTER FIVE:FINDINGS, CONCLUSIONS AND RECOMMENDATION.....	44
5.1 Findings.....	44
5.2 Conclusion	44
5.3 Recommendations.....	45
5.4 Areas for further research	45
REFERENCES	46
APPENDIX I: QUESTIONNAIRES	48

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter looks at the background of the study, statement of the problem, purpose of the study, specific objectives, research questions, scope of the study, significance of the study and the conceptual framework.

1.1 Background of the study.

Poverty reduction is a central theme in most economies, both in the developing and developed world. It is also the pivotal target around which the Millennium development goals hinge. In Africa alone, over 200 million people are designated as youth between the ages of 15-24 years. This makes up to 40 percent of Africa's working age but also 60% of its total unemployed youth among that percentage can be as high as 80% of its total human resource and in general, 72 percent of African youth live on less than \$2 a day, which qualifies them as poor (UNDP Report, 2011). As such the reality of poverty and its consequences is not strange particularly in sub-Saharan Africa. In the article, Youth in Extreme Poverty: Dimensions and Country Responses, Curtain, (2002:2) rightly refers to poverty and hunger as "highly emotive terms". He further explains that they are challenges to action for many, an expression of pity for others and a label of shame for governments (p...)". Curtain's findings show that young people in middle and low income countries regard poverty and distribution of income and wealth as major issues of concern.

Uganda's young population presents a scenario with a mix of opportunities and threats to the country's socio-economic and political environment and directly affects the overall development of communities today. However, youth in Uganda are faced with enormous challenges that inhibit them from actively participating in the governance and development processes. Un-employment, under-employment and chronic poverty have continued to prevail especially among the rural youth in spite of government development interventions and programs of international development agencies. This situation has resulted into high crime rates, political and ethnic violence and rising HIV/AIDs prevalence among the young people. A critical strategy for overcoming the above challenges is needed in order to set in motion a process that would holistically engage the youth in peace building, good governance

and integral development interventions against the ills which drive poverty on the increase. This policy analysis on measure of youth involvement and marginalization is the basis for this research.

Within the sub-Saharan region, Uganda's population growth rate and age structure is one of the most alarming. By 2010, Uganda had twice been reported by the World Bank and the East African News Magazine as having the world's youngest population. Uganda, historically defined as the "Pearl of Africa" (Churchill, 1908) has drifted too far away from this glory. The upheavals in Uganda's political history have disfigured the fabrics of the country's values that gave shape to its political, cultural and socio-economic milieu. Even though this argument does not seek to paint a totally skeptic image, the factors on ground, (augmented by extreme poverty and hunger) make it a dream too far away to realize. Cast in an almost clear cut dualism, Makindye division is home to luxurious developed neighborhoods in Muyenga, Kansanga, Buziga and Munyonyo. As an education centre it has both private secondary schools and international colleges; four university campuses and two major seminaries and many leisure, health and shopping centres. In proximity of such luxury, many young people are exposed to sights and reality of poverty in the slum dwellings of Katanga, Kikuba-Mutwe, Namuwongo and Kibuye. Prostitution and a very active night life in Kabalagala, Gaba and Makindye attracts many night revelers to Makindye division. Makindye is a boiling pot of all sorts of challenges including poverty. Do these youth provide any potential upon which Uganda may anchor its aspirations to achieve its desired direction of development? The crux of this study on Youth involvement and marginalization in Poverty Reduction finds its due weight upon this matter.

1.2 Statement of the Problem

The reality of extreme poverty and hunger in many nations around the world constrains and contradicts the notion and pursuit of development. The central objective of the millennium development goals seeks to fight this "dark reality". On a lighter note, Ashford, (2007:1) anticipates that "Africa's young population will be the driving force behind economic prosperity only if policies and programs are in place to enhance their opportunities. Poverty has subjected the youth to miserable situations since they are unable to afford the basic necessities of life, their living standards are totally affected, and their survival is at the mercies of the their leaders . Despite of the increasing efforts by government to boost youth savings through SACCOs and Youth Development Fund (YDF), the poverty among youth

has steadily increased hence hindering the socio-economic development of Uganda. The vulnerable youth are characterized by inadequate technical skills, high dependency syndrome, low incomes and many others social problems. It is therefore along this background that the researcher has been compelled to conduct a study to investigate the relationship between youth participation and poverty reduction including the different strategies that youth use to fight poverty in makindye division in Kampala.

1.3 General Objective:

This study analyzed the relationship between involvements of youths in poverty reduction in Makindye division of Kampala - Uganda

1.3.1 Specific Objectives:

- i. To determine the extent of youth involvement in poverty reduction in Makindye division.
- ii. To establish the extent to which the youth contribute to poverty reduction in Makindye division.
- iii. to determine if there is a significant relationship between youth participation and poverty reduction in makindye division
- iv. To find out the challenges faced by youths in poverty reduction in Makindye division.

1.4 Research Questions

- i).What is the extent of youth involvement in poverty reduction in Makindye division?
- ii).To what extent have the youth contributed to poverty reduction in Makindye division?
- iii) Is there is a significant relationship between youth participation and poverty reduction in makindye division?
- iv). what are the challenges faced by youths in poverty reduction in Makindye division?

1.5 Scope of the Study

Geographical scope

The study setting was in Makindye Division (One of the administrative divisions of Kampala), bordering Wakiso District to the south and west. The eastern boundary of the division is Murchison Bay (part of Lake Victoria). The coordinates of the division are: 00 17N, 32 35E (Latitude: 0.2791; Longitude: 32.5862). Neighborhoods in the division include Kibuye, Kabowa, Lukuli, Luwafu, Nsambya, Kansanga, Muyenga, Gaba and Munyonyo. It is

also home to the neighborhood of Kabalagala, a center for Kampala nightlife. This research limited itself to the locations that fall within the geographical territory of Makindye Municipality. This area is preferred because it hosts a cross section of over 23,400 youths, and also provides varying environments that cast both typically urban, slum and rural settings with a densely youthful population that congregates in the city centre and surrounding suburbs in search for opportunities (KCCA Interim Report, 2012).

Content scope

This study set its concern on analyzing the level of involvement of the youth in the poverty eradication. This was done through a cross sectional sample survey among male and female youth between 15-30 years of age with domiciles within Makindye Division.

Time scope

The study period considered was from 2013 to 2014 which coincides with the period in Uganda when development practice is increasingly directed towards the reduction of poverty mostly through microfinance credit schemes to improve on credit availability. This period also provides a basis for a comparative analysis of the pre and postelection period for the current presidential term and has witnessed the most violent episodes of youth demonstrations in the last two decades in Uganda (Human Rights Watch Report, 2011).

1.6 Justification of the Study

The research area suggested was prompted by the reality of Uganda's population age structure which depicts it as overly young with immediate implications. Uganda's population stands at about 32 million of which, almost 60 percent of this population is below the age of 20 and yet youths include even those who are 30 (by Uganda's reckoning). This means the youth percentage is significantly large. Unfortunately, this big percentage is poorly represented at all levels and in some cases, not at all (Jonan Muhindo, 2011).

Given this fact against Uganda's development agenda aligned to the MDGs, this research anticipates that due analysis and review to MDG 1, "Eradication of extreme Poverty and Hunger"; will be pivotal to unleashing the potential of Uganda's youthful population along the rails desired for sustainable development. In this case, one should consider all the Targets as dimensions of poverty reduction of which the reduction of monetary poverty and hunger

are central, but by no means the only component. At the same time, the realization of the other Goals will benefit importantly from the achievement of Target 1.

Besides this being a requirement (partial fulfillment) for the award of Master of Arts Degree in Development Studies of Kampala International University- Nkozi, the researcher works with groups of young people within and outside the Catholic Church Youth Ministries. Their aspirations and challenges evoked the interest to research in this area. With less than five years left to beat the deadline (2015) for the achievement of MDG Target 1, a research in this area was timely.

1.7 Significance of the Study

Extreme Poverty and Hunger are social ills that attract global attention. Whichever emotion they evoke, they pose the biggest hurdle for humanity to development and freedom. As such, this study immersed itself into finding out how youth involvement has impacted on Uganda's initiatives to eradicate poverty. Besides serving an informative role especially for policy makers and implementers, the research anticipated that the findings would assist the young people generation of Ugandan to forge a better way forward from an informed point of view. It would also assist many youth activists, development practitioners, social workers, economists, policy makers and many other stake holders in agenda setting.

1.8 Terms Defined

Youth-The term youth is often understood and defined contextually. In reference to this study, it was employed interchangeably with the phrase 'young people' to refer specifically to human beings between the ages of 14-35 years. This elasticity in age is here preferred to ease the comparison of the same (term-youth) which is often used variably from one country to another. It was also used in this study, in reference to the sociological meaning implying the stage of growth between childhood and adulthood.

Poverty- Its etymology is from the Latin word pauper meaning "poor". This is understood today via the Anglo-Norman translation, poverty. There are several definitions of poverty depending on the context of the situation in which it is placed and the views of the person giving the definition. For example the United Nations defines it in fundamental terms as a denial of choices and opportunities, a violation of human dignity, a lack of basic capacity to participate effectively in society.

Though often defined according to World Bank Fiscal terms; living below one dollar a day, the most apt usage of the term adapted in this study refers majorly to social exclusion (of the youth).

Poverty Reduction- This Phrase was not used in its literal sense but rather as an ideal guiding all initiatives against poverty and its consequences. In some parts of this work, it was used interchangeably with poverty reduction.

1.9 Conceptual Framework

YOUTH PARTICIPATION

- Participation
- Access to credit
- Youth Voice
- Investment Opportunities

POVERTY REDUCTION

- Employment Levels
- Household income
- Access to safe water
- Cultural Factors on Productivity
- Social Attitudes
- Access to Credit

INTERVENING VARIABLE(S)

- .Education
- .Entrepreneurial Skills
- .Market trends
- .Corruption
- .Family & Community
- .Employment Opportunities
- Political Climate
- . Socialization
- . Health

The conceptual framework above depicts the variables involved in the study undertaken. The independent variable is Youth Involvement. The framework further portrays those issues underlying youth involvement and marginalization of Youth as having a direct or indirect effect on the very process of poverty eradication. It should be noted that the implications are not entirely negative. In fact a correct recipe of the intervening variables such as education of the girl child, better entrepreneurial skills, and favorable market trends could offset a desirable development trend that sees youth as a majority having a stake in the country's efforts to reduce levels of poverty.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed specific literature related to the object of this research thus laying a foundation to the ideas that frame this study. Just as Rajasekar et al. (2006) contend, this review put into consideration research publications, theories, books and other scholarly documents related to the defined problem. Its arrangement sought to give a fair treatment of the objectives preset for this study. Over and above all, the chapter delved into the sources that postulate a fair typology for analyzing the potential of young people in the multi sectoral arena of development against the ills of poverty. The subject has been approached from a wider global panorama and narrowing the review to the case of Uganda. It is hoped that readers will develop an Understanding of the general theoretical concepts, as well as a contextualization of these ideas within.

2.2 Analyzing the reality of Poverty

According to the United Nations publications (), over one billion people in the world today live in unacceptable conditions of poverty, mostly in developing countries. The majority of these live in rural areas of low income countries: such as Asia and the Pacific, the sub-Saharan Africa, and Latin America. At this point it is important to appreciate the fact that Poverty has various manifestations. These include hunger and malnutrition, ill health, limited or lack of access to education, increased morbidity and mortality from illness, homelessness and inadequate housing; unsafe environments, and social discrimination and exclusion; it is also characterized by a lack of participation in decision-making particularly in civil and socio-cultural life.

At the turn of the second millennium, during a three day millennium summit of world leaders (at the headquarters of the United Nations), eight broad goals were adopted. These were based on the eight chapters of the United Nations Declaration as development goals desired to be achieved by 2015. These goals came to be referred to as the Millennium Development Goals (MDGs). Today they form a basis for the development agenda in many countries. One may rightly argue that the fore position of MDG 1; “eradication of extreme poverty and hunger”, is by no means a coincidence. In the words of Haslegrave and Bernstein (2005:1),

“it is the lynchpin of the entire goals framework”. A similar idea is echoed by the Economic Commission for Latin American Countries (ECLAC) in the statement: This target occupies a position of central importance in the Millennium Development Goals, in as much as the effort to combat extreme poverty is closely related to virtually all the other Goals. In fact, it can accurately be described as the backdrop for all other unmet needs addressed in the Millennium Declaration. (ECLAC, 2005 a: 24). The MDG 1 target is: ‘To halve by the year 2015, the proportion of the world’s population whose income is less than one dollar a day and the proportion of people who suffer from hunger and, by the same date, to halve the proportion of people who are unable to reach or to afford safe drinking water’.

The contribution of marginalized youth in development initiatives is pervasive across different groups within societies. It cuts across other forms of inequality so that it is a feature of male as well as female youths, racially dominant as well as racially subordinates groups, privileged as well as ‘untouchable’ castes. Within a society, the forms taken by marginalization of youth participation in development may vary across different strata. They are often, though not invariably, more severe among the poor. Consequently, youth marginalization intersects with economic deprivation to produce more intensified forms of poverty for youths than the adults. Youth marginalization is part and parcel of the processes of causing and deepening poverty in a society and thus ought to constitute part and parcel of measures to eradicate poverty (McIntosh & Salvador, 2009).

Youth marginalization is structured around the relations of production and reproduction in different societies. Men play a critical role in earning household livelihoods in much of the world but generally play a negligible role in the unpaid work of reproduction in the domestic arena. Women, on the other hand, play a critical role in the unpaid work of caring for the family. While their role in the productive sphere varies, it is generally highest among poorer households. According to Mpanso (2009), there is a marked inequality in the resources that men and women are able to mobilize to carry out their responsibilities, in the value and recognition given to their contributions and in their capacity to exercise agency on their own behalf. However, households are not necessarily egalitarian. Rather, they operate as sites of co-operative conflict in which men as a group have been able to use their privileged access to resources both in the household and in the wider public domain to defend and promote their own interests; often at the expense of youths and women. In other words, inequalities in the domestic domain intersect with inequalities in purportedly gender-neutral institutions of

markets, state and community to make youth marginalization a society-wide phenomenon (UNDP Report, 2010). This means that youths and adults experience poverty differently and unequally and become poor through different, though related, processes. Therefore, poverty and gender inequalities have to be tackled at the societal level as well as through explicit interventions tailored to addressing specific forms of disadvantage.

The African Youth Peace Initiatives Report (2011) noted that the breakdown of peaceful and constructive approaches to resolving conflicts that escalate into internal crisis and civil war in society bear the brunt on the young people. This creates the need to engage the youth in conflict transformation and development activities to address the root causes of violence among communities. Population statistics depict Africa's sub Saharan countries as deeply affected by extreme poverty and hunger. The World Youth Report (2003) states, "The South Asia region has the largest concentration of young people in extreme poverty (106 million), followed by sub-Saharan Africa (60 million), East Asia and the Pacific (51 million), and Latin America and the Caribbean (15 million)." In 2008, health workers and economists raised the alarm about Uganda's high population growth rate. According to United Nations Population Fund (UNFPA) Uganda's population growth rate, at 3.2 percent ranked it as the second highest in Africa and the eleventh most populous country on the continent. Over fifty percent of Uganda's population was reported to be below the age of 15 years! Rachel Sebidde (an economist with the World Bank) is quoted in the same source to have advised the government of Uganda to invest immediately in the expansion of public infrastructure like schools and hospitals in preparation for the rising population. She further noted that the government would have to triple the number of jobs in the formal sector if it is to incorporate the expanding youthful population.

2.3 Youth Statistics in the world

Young people make a up big percentage of the world's total population , while some countries especially the developed west have significant portions of their populations in the youth bracket, the youth make more than three quarters of the populations of many developing countries. In Uganda youth and children constitute 78% of the total population representing one of the youngest populations in the world. The young people in both rural and urban areas engage in various initiatives towards improving their life and are thus a critical part in global efforts to achieve the UN Millennium Development Goals (MDGs). Countries like Uganda have made inroads in achieving some of the MDGs however; the role

of the youth and how they have benefited is not documented and disaggregated. It is against this background that the Uganda

Youth Network commissioned this study on MDGs and youth in Uganda with the aim of establishing youth focused and youth led initiatives towards achieving MDGs.

The lowest estimate of young people in extreme poverty in 2003, ranged from 38 million to 110 million; the middle-range estimates were 238 million surviving on less than a \$1 a day. High-end estimates of the number of young people aged 15-24 years-old in extreme poverty in 2000 were 462 million, based on those surviving on less than \$2 a day, and 497 million, based on the number of children who are underweight applied to the youth population (UN World Youth Report (2005). And it is estimated that by 2015, the proportion of young people in Sub-Sahara Africa will increase by approximately 28%, while in South Asia the proportion will increase by 15%. It is worth to note that the youth have a demographic significance which can not be ignored by development policies and practices.

Uganda has a population of 30.92 million and is expected to increase to 38 million in 2015 (NDP report 2010/11 – 2014/15). Uganda has a growth rate of 3.2 per annum which translates into 1.2 million people every year. The percentage of population living below the poverty line is 31% with considerable regional variations; poverty is still between 30% and 65% in some regions in the country (GCAP Uganda; Learning Brief, 2009). Quoting the Population census of 2002, MGLSD in 2006 noted that in Uganda, youth and children constitute 78% of Uganda's population which translates to about 27 Million people. In Uganda youth are defined as all young persons between the ages of 18 –30 years (National Youth Council Statute 1993, The 1995 constitution of Republic of the Uganda).

2.4 Poverty Reduction Strategies in Uganda

Poverty reduction strategies in Uganda are best understood through the 'debt relief' process. Kutesa & Nabbumba (pdf .2004) contend that Uganda's external debt had risen over the decades because of arrears accumulating as a result of successive governments defaulting on debt obligations, deteriorating terms of trade, expansionary fiscal policies and heavy borrowing for economic recovery and stabilization programs. Historically, Uganda had been contracting medium to long term loans, short-term credits having ceased in the 1970s. The ratio of concessional debt to total debt rose steadily in the 1980s and 1990s, exceeding 70 percent by the mid-1990s in line with the country's borrowing guidelines.

The country has benefitted from debt relief reschedules from the international community since the mid-1980s. However, apart from an IDA-funded commercial debt buyback in 1992, until the late 1990s, only bilateral Paris Club creditors were willing to offer debt relief. Unfortunately, their relief only had a limited impact on Uganda's overall debt position, mainly because by 1994, 70 percent of Uganda's debt was owed to multilateral creditors. A number of bilateral donors therefore set up a Multilateral Debt Fund, into which they paid funds in order to help Uganda repay its debt obligations to multilateral creditors. This initiative was a precursor to the HIPC Initiative which engaged the multilateral lending institutions in direct negotiations on debt relief for the first time. Uganda's experience with the HIPC Initiative has been broadly positive.

Uganda was the first country to qualify for debt relief under both the first HIPC and the Enhanced HIPC Initiative in April 1998 and April 2000, respectively. The speed with which Uganda qualified, without having to go through a standard six-year qualifying period, was a reflection of the country's exemplary record of macroeconomic reform and a proven commitment to poverty reduction. In total, as a result of both initiatives, Uganda was granted debt relief amounting to \$1 billion¹ in terms to be delivered over a period of twenty years.

2.4 Youth involvement strategies on poverty reduction

Assessing Youth Involvement in Poverty reduction

About 24% of Uganda's fast growing population is young people between 18-30 yrs. In Uganda, youth and young people constitute 78% of Uganda's population which is about 27 Million people (Population Census 2002). In Uganda youth are defined as all young persons between the ages of 18 –30 yrs (National Youth Council Statute 1993; and “ The 1995 constitution of Republic of Uganda”). In their pursuit to fight poverty both as individuals and as government partners, they are faced with a number of problems. The majority of the youth have a limited access to factors of production due to their lack of ownership of collateral. This problem is further exacerbated by the high population growth rate. The budgetary supply towards the ministry responsible for youth has not been commensurate to the volume of work and the expectations of the youth. Consequently, most of the planned youth programs remain unimplemented. Youth unemployment in Uganda is still unacceptably high. Recent studies by the Ministry of Gender Labour and Social Development indicate that 380000 youth are released in the job market each year to compete for the estimated 90000 jobs available. The

HIV/ AIDS prevalence rate at 6.7 percent is very high among the youth. With this kind of background, the youth cannot easily start up entrepreneurship programs which can eradicate poverty in their communities. It is upon this background that there is need to analyze the involvement of youth population on poverty eradication.

2.5 Poverty Reduction strategies in Uganda

The reality of poverty occurs in both developed and developing countries. Even though poverty is much more widespread in developing countries, both types of countries adhere to poverty reduction measures.

Ongoing progress in economic development today is largely hindered by the lack of economic freedoms. Economic liberalization requires extending property rights to the poor, especially to the financial services, especially savings, can be made accessible to the poor through technology, such as PC and Mobile Banking (Wikipedia, 2011). Inefficient institutions, corruption and political instability can also discourage investment. Aid and government support in health, education and infrastructure helps growth by increasing human and physical capital (Robert J. 1994).

Poverty reduction also involves improving the living conditions of people who are already poor. Aid, particularly in medical and scientific areas, is essential in providing better lives, such as the Green Revolution and the eradication of smallpox (Wikipedia, 2011). Problems with today's development aid include the high proportion of tied aid, which mandates receiving nations to buy products, often more expensive, originating only from donor countries. Nevertheless, some believe (Peter Singer, in his book, 'The Life you can save') that small changes in the way each of us in affluent nations lives our lives could solve world poverty.

2.6 Strategies for Youth involvement in Poverty Reduction

The UN World Youth Report 2007 categorically indicated that young people are particularly affected by poverty. Unfortunately, their representation in poverty reduction efforts is hardly felt. Such exclusion of youth makes poverty reduction efforts less effective. The argument pro youth involvement in poverty reduction are based on the fact that the youth constitute the majority of the population living in poverty; that they have a right to actively participate in influencing, implementing and evaluating decisions on issues affecting them; that they are continually undermined by irresponsible development policies (thus making their engagement imperative), and that they are a critical resource in national poverty reduction efforts.

Over the years, Uganda has adopted various strategies against poverty. However the country's most significant efforts could be judged as those between the late 1980s which later led to its qualification for debt relief as ranking the first country to have benefitted from this arrangement under the Highly Indebted Poor countries (HIPC) qualification schedule.

2.7 Youth Enterprise Promotion Programmes

There is no single policy model for the encouragement and promotion of entrepreneurial activity among youth. As the OECD report (2001) notes, as new programmes develop in various national and cultural settings, they tend to show more, rather than less variety in their content and delivery mechanisms. Enterprise promotion projects have different goals and objectives, in terms of clients, aspirations and types of interventions. Broadly speaking, however, programmes aimed at promoting enterprise among youth can be divided into two categories: those aimed at in-school youth and those designed to meet the needs of non-school youth. This section does not attempt a detailed discussion of these programmes, but rather highlights those that have emerged as examples of 'best practice' in both developed and developing countries. As used here, 'best practices' refers to approaches that deliver the most beneficial outcomes (Gibson, 1997).

The United Kingdom, the United States, Canada and South Africa, for example, have already introduced new curricula which give to young people information that introduces them to concepts of self-employment. These programmes work through the general education system, whether through the school themselves, or extra curricula programmes, or through universities and graduate schools in general. They basically involve two types of programmes: enterprise education and entrepreneurship promotion programmes.

In some countries, public and private initiatives have been introduced in schools to promote an entrepreneurial culture among young people. In France, for instance, two national public schemes have been introduced to raise awareness about the importance of entrepreneurship among young people. These are the Enterprises Cadettes (which works through the cooperation of local businesses and banks) and the Graines d'Entrepreneurs ('Seeds of Entrepreneurship') which is implemented through a partnership with regional governments and local chambers of commerce and industry. In the USA, a number of programmes and initiatives such as Junior Achievement, the National Foundation for Teaching Entrepreneurship, and Rural Entrepreneurship through Enterprise (REAL), a national

network of state organization, work in partnership with schools. REAL, for instance, works in partnership with schools to provide courses, curriculum materials, professional teacher development, funding for student business and evaluation.

Other initiatives include the Centre for Education and Enterprise (CEED) in Canada which, through shop fronts, delivers a suite of successful programmes aimed at cultivating and directly assisting youth entrepreneurs. Another initiative called South Peace Secondary School in British Columbia, Canada, promotes self-employment as a viable career opportunity for school leavers.

In South Africa, initiatives have been introduced to promote entrepreneurship among high school students. These are Education with Enterprise Trust (EWET) which provides a structured learning programme for high school students and Junior Achievement South Africa. The latter has been a pioneer in non-racial education since its inception in 1979. The Junior Achievement initiative also exists in other countries, including the USA and Fiji. In Germany, Erziehung zu Eigeninitiative und Unternehmungsgeist ('Education for Enterprise') was established in 1991 to help pupils become acquainted with social market economics through action-oriented teaching projects.

2.8 Training the Trainers

Some enterprise promotion programmes for in-school youth seek to train teachers in entrepreneurship. In the USA, for instance, Educational Designs that Generate Excellence (EDGE) trains teachers almost exclusively. In Canada, CEED has developed more than 30 entrepreneurial programmes and projects targeted not only at youth, but also at educators and economic development professionals. In South Africa, the YES programme offers a one year training course to teachers who in turn become facilitators. Many expert in this field believe that entrepreneurial education and training should begin as early as possible, for two main reasons (OECD, 2001). First, education and training form an essential component of the preparation of potential young entrepreneurs to go into business for themselves. Secondly, they also instill entrepreneurial habits of mind and work skill that can serve just as well for successful employees in the new, globalised, post-industrial economy as for those who actually choose to establish their own enterprises.

However, the programmes that promote processes of acculturation and imparting flexible capabilities, important as they are, take time, and concern long-term as well as short-term policy. Thus, their effects often reveal themselves slowly rather than immediately. Countries seeking seriously to boost youth entrepreneurship in the short term to reduce unemployment and adapt to the emerging economy, need and want quicker results. They tend, therefore, to put more immediate policy emphasis on programmes for business start up - development support, often including special training outside the educational system to fill skill gaps ignored by traditional education.

2.9 Enterprise Development Programmes for Non-School Youth

The enterprise promotion programmes aimed at non-school youth are more practically-oriented and provide concrete support to business start-ups. A review of the literature shows that these programmes address a range of issues (Bennell, 2000; Curtain, 2000; ILO, 1999; White and Kenyon, 2000; Valla, 1999). These include: entrepreneurship promotion, skills training; business development services, financial services; capacity building; and advocacy. In Canada, Youth Business provides loans and other services to youth enterprises without the requirement of collateral. Another programme called the Centre for Entrepreneurship and Development (CEED) in Nova Scotia has since 1995 worked to promote an entrepreneurial culture among young people. In Portugal, the Sistema de Apoio jovens Empresários provides grants to new businesses, covering 50 percent of capital needs. Another programme called Quiosque do Investidor, managed by the Youth Foundation, helps youth entrepreneurs to establish businesses and to identify business opportunities through better access to world markets.

2.10 Theories explaining levels of youth involvement

Socialization

The process of socialization is the cultural and social environment that makes up an individual. The unit of analysis is not the individual but the socio-cultural context that shapes the individual (Singh-Manoux & Marmot, 2009). As such, the process of socialization is one area which has recently begun to be accounted for in terms of its impact on individual youths in development participation. Regarded as such, the process of socialization can come to be understood through two concepts. The first concept, and the one that is the most widely accepted and used in the understanding of socialization, is the idea that attitudes, beliefs and behaviors are passed from one generation to the next. The second concept is the

understanding of socialization as also the influencing social structure that creates an individual's environment. This second understanding of socialization is closely related to Bourdieu's theory of 'habitus', which argues that individuals internalize perception, thought and action of their surrounding environment and as a result, reproduce existing social structures (Bourdieu, 2008; Sing-Manoux & Marmot, 2009).

The socialization, or socio-cultural environment of youth, needs to be examined. For example, the Ganda cultural customs, the predominant cultural environment within Uganda, account for many aspects of the socialization of individuals. One traditional Ganda proverb states: "Emiti emitto gye giggumiza ekibira". Directly translated this means "the younger trees are what make a forest substantially thick". In essence this means that the future of the human race is justified by the young people". While such a value on the importance of the youth exists within the cultural context of the Ganda, and although modern times are slowly changing the face of traditional customs and values, the predominant practice of the Ganda culture does not necessarily reflect this value. One example of such a cultural factor includes the lack of participation in decision-making by the youth. This is still evidenced at introduction marriage ceremonies in the role of the spouses, if the Ssenga (paternal aunt) or the Father of the bride do not approve of their daughters spouse, it is enough to for halt the ceremony. In the traditional setting, parents make the decision of how land should be used and the role of the youth is to provide labor.

Levy (2010), discusses a governance diamond in which he diagrammatically connects the economy, political interests, formal political institutions and bureaucracy. It is an interdependent system which together shapes the trajectories of economic, public sector and state performance. A central focus of this model is the role of the demand side, the role of the clients of services. It identifies a need for voice by clients as they are linked to the frontline workers, the government, the bureaucrats, etc. Essentially what develops then is a model for service provision. Levy argues that what is needed is a reconstruction by states whereby there is improved governance through the voice of service users, as well as providers. The central focus of this restructuring of service provision is on accountability. The need for this type of reconstruction can also be found in the World Bank's model of accountability (World Bank, 2010). In this model there are four main "actors" that must create relationships of accountability; namely, individuals, organizations, governments and businesses. From these four actors develop four relationships of accountability. The first is the relationship of

politicians to citizens, which creates accountability through the voice of the citizens, which is essentially political.

Second, there is the relationship between the state and the organizational providers, whereby accountability is created through compact relationships. This means, for example, the central government is accountable to its providers in the sense that the policies and resources to deliver services must match the needs. The third relationship is between the frontline professionals to the organizational provider in which management develops accountability. Lastly, there is the relationship between the provider and the citizen, and in this relationship, accountability is created through client power. In essence, all those within the relationships defined are accountable to each other. While this argument provides valid grounds in real life cases, it calls for cautious implementation (appropriation). The Uganda case (and probably much of Africa), are test grounds for theories developed by protagonists socialized out of the socio-cultural context of the intended beneficiaries. While the best practice would be to first study and understand the environment in which Poor economies especially in Highly Indebted Poor Countries (HIPC); including involvement of the local people, theories bearing assumptions are bought by the same governments like they are sacrosanct and do not need appropriation.

2.11 Conscientization

Paulo Freire's concept of 'conscientisation', which is essentially the process whereby critical thinking is developed through several stages, is an extension of our notions of empowerment thus far (Campbell & Jovchelovitch, 2008; Freire, 2010). The first stage, known as 'intransitive thought' is where youth believe they do not have control of destiny and affecting life events that happen to them can be associated with fate or God. As such, they lack a perception of self-efficacy. The next stage towards conscientisation is 'semi-transitive thought' in which youth have begun to partly believe in their ability to produce social change through their own actions. However, they still understand their situation in relation to fate or God and not in connection to larger societal determinants. 'Critical transitivity' is the final stage. According to Freire this is the achievement of conscientisation and refers to the time when individuals can critically analyze their lives, their conditions, and take critical action towards changing their own lives and conditions. One of Freire's main points, however, is that "this type of consciousness is never given, but only achieved through a social process of learning characterized by dialogical and participatory relationships" (Campbell &

Jovchelovitch, 2008). It is through this process of achievement that critical transitivity can be achieved, and thus, an individual empowerment will be to think and act on the conditions of his or her life. Following Freire, there is the concept of empowerment as acknowledged by Andrea Cornwall: What seems to be lost here is any acknowledgement of the relations of power that might prevent youth from taking up, or making use of the political spaces that might be opened up by efforts to 'empower' them. Or, indeed, that 'empowerment' is not something that can be done to youth, but something youth do by and for themselves (Cornwall, 2008). Similar to Freire's concept of conscientisation, this discussion by Cornwall highlights that empowerment is not something that can be done to youth, but something youth do by and for themselves. While in some circumstances there may be larger socio-political barriers to empowerment, in others a platform that gives room for empowerment may exist, and yet in either scenario empowerment will only arise through the act of the individual him or herself. For example, the Government of Botswana strives for citizen empowerment through subsidized education and numerous economic empowerment initiatives (Government of Mozambique Report, 2006).

2.12 Social Capital

In putting social capital into the context of health promotion initiatives, "empowerment, the process whereby youth gain control in their own lives in Lesotho, and in the context of participating with others to change their social and political realities, is positioned as a health enhancing strategy" (Wallerstein, 2009). This understanding of empowerment leads us to the concept of social capital by allowing us to move beyond the individual towards an organized institution in which an individual can operate within for themselves, as well as the larger community and society. Social capital is difficult to define as it encompasses aspects of many different fields of knowledge. As such, I would like to refer to the definition by Pierre Bourdieu (2008): Social capital is the sum of resources, actual or virtual, that accrue to an individual or group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition.

Essentially, social capital is the byproduct of social relationships that can happen at all levels in society. Meaning, it is networks within the family, community and larger society as a whole that can create or destroy positive social, and as a result, health outcomes. Over the past few decades there has been growing evidence that reveals the importance of social capital in the decreased problems, or rather the successes, of individuals (Jaffe, 2008). The

evidence supports the positive relationship between the number of supports and opportunities youth need in order to succeed and have decreased problems (Doyal, 2008). What has emerged as a result of the concept of social capital is the need of youth to have a sense of belonging and acceptance, competence, usefulness and ability (Hawe & Shiell, 2008). Through the development of an abundance of positive social capital, there are associated positive social and health outcomes (Hawe & Shiell, 2008).

Social capital is acknowledged as important to health promotion for a number of reasons (Campbell & Jovchelovitch, 2008). Youth who have perceived self-efficacy are more likely to take control of their health, and individuals in youths with high levels of social capital are most likely to have this perceived control of their lives (Campbell, 2008). In this regard, it has been illustrated that the success of health initiatives lies in the extent to which social capital is mobilized or created (Kreuter, Lezin, Young, Koplan, 2007). An aspect of risk reduction strategies, participatory development is an approach to development initiatives whereby youths identify their own needs and drive their own development process by seeking solutions and making decisions about how to implement them (Bessete, 2010). Participatory development aims to transfer the power of development initiatives to the beneficiaries by including them in the planning, implementation and evaluation of strategies geared towards them (Chambers, 2009). In order to accomplish these goals, however, participatory development aims to transform inequitable social relations that marginalize the poor and the powerless that happen both within a community and with a community's relations to the external agencies; as well as, linking the micro level of individuals and youths to the macro environment (Cunningham & Mathie, 2009).

2.13 Ladder of Citizen Participation

Sherry Arnstein's "Ladder of Citizen Participation" (2008) describes the steps needed in order to create effective youth participation in development. Although the concept from Arnstein is dated in terms of years, its concept of participation can take. The ladder of participation begins with information sharing. This involves two-way informing whereby the planners, as well as receivers are exchanging information about each other's knowledge of a situation. The second step involves consultation in which public enquiries are made to learn what the public needs and wants for development. The third step requires "placation" in which citizens are selected as participants in the advising and planning of initiatives. The next step involves creating partnerships between the power holders (i.e. the stakeholders of a

development project) and the citizens. After this step, delegation of power is needed whereby the citizens begin to hold the majority of power and control in order to ensure the public has the accountability of the project or program.

The youths as citizens need to gain control of the situation, including planning and managing of a project or program with no intermediaries between themselves and the source of funds (Arnstein, 2008). Participatory development initiatives have been found to be more effective and sustainable than traditional development practices due to their inclusion of those it serves (Wignaraja, 2008). This is in opposition to the predominant approach of needs-based development interventions that work from a top-down method whereby outsiders from the community determine the needs of individuals and what needs to happen within their community. Generally, needs-based approaches generate needs surveys and thereafter analyze the problems and identify solutions to meet those needs. In relation to health initiatives, a needs-based approach focuses on the problem behaviors of individuals and how to change these behaviors in a sustainable manner. Regarding HIV prevention there are four common theories that are used in practice as risk reduction strategies (Family Health International, 2009). These usefulness is still relevant today as it displays the varying forms which include: The Health Belief Model, the AIDS Risk Reduction Model, the Stages of Change, and the Theory of Reasoned Action. Further problems with behavior change, or needs-based approaches, are that they rely on a deficit within individuals and youths. As such youth begin to see themselves similarly – as lacking rather than as capable. As a result, “community members no longer act like citizens; instead they begin to act like “clients” or consumers of services without incentive to be producers” (Cunningham & Mathie, 2009). What further results from this type of strategy and the attitude it can create amongst individuals, is that local youth and groups depend more on external help than reliance on themselves for solutions. This not only weakens the social capital within and beyond a community, but proves disempowering for individuals and youths as a whole (Cunningham & Mathie, 2009).

A second argument of participatory development is that it treats youths as socially homogenous (Bessette, 2010). It seems all too often forgotten that community “is not a unified group of youth, but rather a grouping of individuals and groups with their own characteristics and their own interests” (Bessette, 2010). Thirdly, participatory development is criticized for putting so much emphasis on civil society, which can then lead to three

problems (Mohan, 2009). With regard to positive youth development, participatory development rejects that problems are a result of personal deficits and that targeting an individual's behaviors alone will foster positive development. Rather, participatory development holds the premise that through creating social equality and empowering citizens, youths can and should be involved in identifying their problems to development, seeking solutions, and implementing these solutions. A related movement happened in the early 1990s, now known as positive youth development (PYD), which took the research on developmental assets and social capital to deduce the elements that would foster overall positive, healthy development for youth. For the purposes of this study, the term 'positive' means safe, healthy and responsible choices made by youth in their life (Jaffe, 2008; Search Institute, 2007).

Similarly to many social science concepts, positive youth development encompasses a wide array of definitions and understandings. Two symbiotic concepts within the field are positive youth development and community youth development. While these two concepts might be slightly different in terms of the importance they place on context, such as individual versus community, there are general identifiers that emerge through all understandings of the larger concept. Positive youth development focuses on youth's need for involvement in society, productive and healthy options to spend their time, and ongoing, positive relationships with their peers and adults (Brindis & Claire, 2010). Important factors in the theory of youth development include youth-adult partnerships and youth voice, as well as youth leadership and civic engagement. Like participatory development and the Empowerment Theory, youth development goes beyond looking at behavior as the only source of a problem to risk reduction efforts and focuses on the larger picture which either impedes or creates overall healthy development and thus risk reduction.

PYD is the idea that all young youth need support, guidance, and opportunities during adolescence. It also looks toward creating supportive youths for all young youth and at the same time, engaging youth to contribute to the wellbeing of the larger community. Ideally, positive youth development acts as a primary prevention in the sense that if youth develop these assets throughout their childhood and adolescence then they will not be as likely to engage in high risk behaviors (Benson & Saito, 2008). However, positive youth development can happen at anytime in a youth's life with the right support put in place in the youth's environment because it focuses on creating environmental conditions that help youth develop

the necessary assets (Kellogg Youth Initiative Partnership, 2010). Youths, programs and youth themselves are what create the right environment by providing what has been identified as necessary for positive youth development. Since young youth play an active role in shaping their own development through their patterns of engagement and building relationships, providing avenues to involve young youth themselves in creating programs and making choices supports positive youth development (National 4-H Council, 2010).

It is evident here that there is a strong correlation between participatory development and positive youth development. Similarly, The Australian Youth Research Centre exemplifies in its research on Young Youth in Decision Making (2010), what is needed by projects in order to be effective and sustainable for youth. It became apparent through their research that projects for youth need to include three aspects: The project must be meaningful for young youth; young youth must have or share control over what happens; and, the projects and the young youth must be connected into wider community resources and relationships. A concept which is repeatedly highlighted when examining young youth in decision-making roles, as well as participatory development as we have discussed, is empowerment. In the context of youth development, empowerment has come to mean developing the confidence, respect and reliance of one's personal value, merit, dignity and worth, which enables an individual to be an active participant in his/her own life and the life of his/her society (Norman, 2007).

Professionals working in the field hold the ideas of prevention and positive youth development in great esteem. However, in terms of scientific data to support their views, it is lacking and as a result, policy support in most areas of the world is also lacking (Lerner et al., 2009). It took a long time to get prevention programs on the agenda, one such example being evident in the three-step process Botswana took towards HIV prevention, and it seems apparent that the concept of youth development will be no different. This is apparent in the fact that there is a serious lack of scientific inquiry into the field with little means for academics and professionals to identify monitor and evaluate the concept (MacDonald & Valdivieso, 2008). As a result of such a limited inquiry to date, this research is forced to rely on sources that are not widely recognized within the scientific line of inquiry because that is yet to be truly established.

Four asset categories (support, empowerment, boundaries and expectations, and constructive use of time) focus on external structures, relationships and activities that create a positive

environment (Search Institute, 2009). The next four categories (commitment to learning, positive values, social competencies and positive identity) reflect internal values, skills and beliefs that youth also need to fully engage with and function in the world around them (Search Institute, 2009). Within these eight areas are the Forty Developmental Assets that together create positive youth development. As noted earlier, research that has been done on positive youth development has generally concerned itself with programs and organizations (MacDonald & Valdivieso, 2008).

Recent statistics show that Uganda has one of the youngest population in the world and with youth 18-30 years currently estimated at 6,588,000 (UYCSEP, 2009) and projected to reach 7.7million by 2011 (UBOS, 2005). The percentage of population under age 15 is 49%, and youth aged 10-24 is 34% (Population Reference Bureau, 2008). Although the percentage of the youth living in poverty is not known, poverty affects young people in a striking manner. For a young girl in Uganda, poverty ranges from failure to attend school, limited reproductive health services and socio-political instabilities to unemployment. In 2005/06, youth unemployment rate in Uganda was 3.2% and is more pronounced in urban areas than in rural areas. This rate is far ahead of the official unemployment rate in Uganda of 1.9%. Uganda is said to have the highest youth unemployment rate and the youngest population in the world (World Bank report, 2008). MGSLD (2006) noted that Youth unemployment is still unacceptably high whereby 380000 youth are released in the job market each year to compete for the estimated 90000 jobs available. The new African Development Indicators report 2008/2009 puts the figure of unemployed Ugandan youth to 83 percent. Youth employment has been attributed to mismatch between skills/education acquired and the labour market demands; rural-urban migration, high population growth rate (3.2% per annum) and fertility rate (6.7%) in relation to economic growth; limited private investment; poor investment and entrepreneurship skills and mismatch in supply and demand of young labour among others. The frustration of unemployment has resulted into high crime rate and in some cases insecurity in some parts of the country. The recent riots in Kampala where the youth caused mayhem are a sign of unemployment and poverty.

In the World over, the progress towards the achievement of the MDGs is now 'threatened by sluggish or even negative economic growth, diminished resources, fewer trade opportunities for the developing countries, and possible reductions in aid flows from donor nations' (UNDP, 2009). Globally, the target of reducing the poverty rate by half by 2015 seems

unlikely to be achieved. Some regions will fall far short, and as many as 1 billion people are likely to remain in extreme poverty by the target date. This sluggishness is mainly attributed to limited focus on the global partnerships intended to guide collective actions and the global economic crisis which presents both opportunities and risks (Ibid, 2009). The UN Secretary General has called for renewed commitment from the world leaders and agencies including UNDP to live up to its commitments made to the worlds poor to ensure that their needs are not forgotten and their voices are heard despite the global economic crisis.

In a study conducted by UYONET (2009), regarding Youth CSOs in the districts of Apac, Kamuli, Kayunga, Masindi, Pader and Tororo, it was found out that several youth groups have been formed and registered at various levels i.e. sub-county, district and national levels. These groups are engaged in varying activities. For instance in Kamuli, youth were involved in farming, poultry, and piggery projects. The study maintains that 'Masindi was not doing well in terms of initiatives in the fight against poverty'. This is because most of their initiatives remain ad hoc and not fully integrated in the mainstream national policies and programs. The same report concludes that overall the current youth economic programmes lack input from the existing government programs and frameworks like NAADS and prosperity for all among others.

Daumerie and Madsen (2010:2) rightly assert that "Uganda's demographic profile is one of the country's most salient development challenges". The high rate of population growth creates strains on the country's natural resources, including arable land, which in turn drives up the poverty rate and threatens future gains in agricultural production and food security. Unemployment and underemployment are serious concerns in Uganda, despite a relatively high access to education. Uganda's demographic situation impacts on all aspects of its Development, from economic growth to quality of education, health care provisions, governance, political stability, security and adaptation to climate change are also deeply influenced by demographic mechanisms.

2.14 Interventions to the Challenge of Extreme Poverty

UNDP supported the creation and built capacity of an MDG forum in the eighth Parliament of Uganda. The forum which remains in close contact with the MDG support office at UNDP comprised of 90 parliamentarians who were to ensure that MDGs remain on top of Parliaments agenda. To achieve Uganda's long-term development goals, PAI recommends

that the United States government, working in coordination with the Ugandan government, other donors and in-country civil society partners take the following steps:

1) Increase investments in family planning and reproductive health, including meeting the needs of youth. (2) Support programs that respond to the needs of a large number of youth and focus on education, vocational training and jobs. (3) Include age structure and broader demographic factors in efforts to foster political stability and security. (4) Support policies and programs that promote gender equity and advance the legal rights of and economic opportunities for women. (5) Develop and fund integrated approaches to climate change adaptation and environmental sustainability that include family planning and reproductive health. (6) Strengthen efforts to integrate family planning within broader health policies, strategies and programs, such as maternal health and HIV/AIDS prevention and treatment.

Youth Entrepreneurship

In both Developing countries and Less Developed Countries, including the transition countries, Youth and Adults face many constraints which impede their growth. Recent survey data from Southern Africa suggest that the youth face similar problems (Chigunta, 2001; Kambewa, et al., 2001; Mkandawire, 2001). This is supported by evidence from Australia (White and Kenyon, 2000). The constraints that both Youth and Adults face are largely in the following areas: lack of access to institutional capital; lack of access to lucrative markets; poor marketing and branding; inadequate planning; lack of access to suitable working space; lack of business management skills and abilities; inadequate, inaccurate and non-existent financial records, lack of new product development, and; lack of on-going business support. However, the data from Southern Africa suggest that there are some important differences between YREs and AREs (Chigunta, 2001; Kambewa, 2001). Research in the OECD and in Australia has also found that, in addition to the above problems, many young people face the challenge of their age, limited life and work experience (OECD, 2001; Kenyon and White, 1996)

Pre-entrepreneurs

This being a probationer or transitional stage, the key challenge facing pre-entrepreneurs who are just starting out in life on their own is choosing what they want to do. White and Kenyon (2000) warn that there is a danger in 'selling' enterprise as the best option for everyone and forgetting that successful enterprise development begins with the initiative coming from young people themselves.

Thus, the key challenges facing the pre-entrepreneurs and potential entrepreneurs among them are the promotion of awareness of various career options and possibilities for business start-up. Young people in this category largely require awareness and understanding of what enterprise is and what it takes to own and manage a business so that they can consider self-employment realistically as a career option. Then, should a young person decide to explore further, or to start their own business, the second step the provision of practical support services (such as training, advice, access to finance) can be provided. Evidence collected by Lang, et al., (n.d) suggests that business start-up for pre-entrepreneur youth is likely to involve the following stages:

These young people are just starting to run their own business. The key challenge facing these youth is to increase the rate of survival and success in new businesses. White and Kenyon (2000) observe that growing or expanding an existing business is an aspect often forgotten in enterprise promotion programmes. It requires specific skills, knowledge and attitudes that differ from those of establishing a new business.

This means that budding entrepreneurs have a different set of needs from those of pre-entrepreneurs and potential entrepreneurs. The needs of emergent entrepreneurs aged 26 years and above are largely different from those of lower categories of youth proprietors. Many of the emergent entrepreneurs, especially those operating in low income markets, are likely to be running enterprises that are not growing, with only very few graduating to the formal sector. The major challenge facing these young adults is to transform their enterprises into commercially viable and competitive small businesses

1.15 Implications for Policy and Programme Design

The needs of youth entrepreneurs in the three categories discussed above have serious implications for policy and the design of youth enterprise promotion programmes. They strongly suggest that the design of programmes should recognise the capabilities of different youth groups and how this impacts on their ability to set up, run, manage and expand a business. Also critical is the choice of intermediary institutions.

Young people need specialized, youth-oriented, business support services or whether they should use the same general agencies and programmes as anybody else (White and Kenyon, 2000). As White and Kenyon observe, some analysts argue that specific youth agencies risk creating a 'youth ghetto' which is artificial and gives youth poor preparation for the 'real

world'. It is also argued that such agencies prevent young people from the opportunity of learning from older people.

However, promoters of specialized youth business support programmes such as Business in the Community (UK) (quoted in White and Kenyon, 2000), argue that young people as a group require more time and attention than older people and this may exceed what general development agencies wish to provide one client. This requires staff trained and experienced in dealing with young men and women.

Younger youths may require special attention to address their needs, largely from their own perspective. As White and Kenyon (Ibid.23) observe, dealing with young people requires skills and sensitivity quite different from those required when dealing with adults. On the other hand, older youths, especially the budding entrepreneurs should be facilitated to graduate from specialized youth institutions to general enterprise support agencies and programmes as anybody else in society.

Youth Policies

Since the mid-1990s, many nations have shown a growing interest in, and commitment to, the concept of a national youth policy recognizing and addressing the needs and development opportunities facing their young women and men (ILO, 2000). The ILO observes that such interest has been supported internationally through specific initiatives by such organizations as the International Labour Office, the United Nations, through its Youth Policies and Programmes Unit, the Division of Youth and Sports Activities in UNESCO, and the Commonwealth Secretariat, through the Commonwealth

Youth Programme.

National youth policies are wide-ranging documents, covering the issues affecting young women and men. Enterprise and employment is only one element that can be contained in such policies. A national youth policy may establish such goals and objectives as involving young men and women in national development and social responsibility; facilitating a coordinated response to youth development; developing supportive families and communities; achieving social justice; promoting healthy lifestyles and personal well-being; encouraging a positive perspective toward global issues and international understanding; developing positive attitudes.

Youth and poverty eradication in Uganda

Recent statistics show that Uganda has one of the youngest population in the world and with youth 18-30 years currently estimated at 6,588,000 (UYCSEP, 2009) and projected to reach 7.7million by 2011 (UBOS, 2005). The percentage of population under age 15 is 49%, and youth aged 10-24 is 34% (Population Reference Bureau, 2008). Although the percentage of the youth living in poverty is not known, poverty affects young people in a striking manner. For a young girl in Uganda, poverty ranges from failure to attend school, limited reproductive health services and socio-political instabilities to unemployment. In 2005/06, youth unemployment rate in Uganda was 3.2% and is more pronounced in urban areas than in rural areas. This rate is far ahead of the official unemployment rate in Uganda of 1.9%. Uganda is said to have the highest youth unemployment rate and the youngest population in the world (World Bank report, 2008). MGSLD (2006) noted that Youth unemployment is still unacceptably high whereby 380000 youth are released in the job market each year to compete for the estimated 90000 jobs available. The new African Development Indicators report 2008/2009 puts the figure of unemployed Ugandan youth to 83 percent. Youth employment has been attributed to mismatch between skills/education acquired and the labour market demands; rural-urban migration, high population growth rate (3.2% per annum) and fertility rate (6.7%) in relation to economic growth; limited private investment; poor investment and entrepreneurship skills and mismatch in supply and demand of young labour among others. The frustration of unemployment has resulted into high crime rate and in some cases insecurity in some parts of the country. The recent riots in Kampala where the youth caused mayhem are a sign of unemployment and poverty.

In the World over, the progress towards the achievement of the MDGs is now 'threatened by sluggish or even negative economic growth, diminished resources, fewer trade opportunities for the developing countries, and possible reductions in aid flows from donor nations' (UNDP, 2009). Globally, the target of reducing the poverty rate by half by 2015 seems unlikely to be achieved. Some regions will fall far short, and as many as 1 billion people are likely to remain in extreme poverty by the target date. This sluggishness is mainly attributed to limited focus on the global partnerships intended to guide collective actions and the global economic crisis which presents both opportunities and risks (Ibid, 2009). The UN Secretary General has called for renewed commitment from the world leaders and agencies including UNDP to live up to its commitments made to the world's poor to ensure that their needs are not forgotten and their voices are heard despite the global economic crisis.

In a study conducted by UYONET (2009), regarding Youth CSOs in the districts of Apac, Kamuli, Kayunga, Masindi, Pader and Tororo, it was found out that several youth groups have been formed and registered at various levels i.e. sub-county, district and national levels. These groups are engaged in varying activities. For instance in Kamuli, youth were involved in farming, poultry, and piggery projects. The study maintains that 'Masindi was not doing well in terms of initiatives in the fight against poverty'. This is because most of their initiatives remain ad hoc and not fully integrated in the mainstream national policies and programs. The same report concludes that overall the current youth economic programs lack input from the existing government programs and frameworks like NAADS and prosperity for all among others.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study employed a descriptive comparative and a descriptive co- relational survey. In particular, the study was comparative as it intended to establish significant differences between youth participation and poverty reduction. It was correlation in that it was interested in establishing the relationship between. The study also used a survey as it involved a large number of people to be elicited responses and information.

3.2 Research Population

The target population in this study included a total of 538. Among these were the youth, community leaders, NGO staff, government officials from the ministry of Gender and labor and human right activists.

3.3 Sample Size

The sample size is 232. Table 1 shows how the sample size was calculated using the Sloven's formula shown below:

$$n = \frac{N}{1+N(e)^2}$$

Where n = Sample size

N = Target population

1 = Constant

e = Margin of error expected i.e. 0.05

Table 1 below shows the respondents of the study with the following categories; youth, NGO staff, human right activities, government officials and community leaders.

Table 1:
Categories of respondents

Category	Target Population	Sample size
Youth	205	133
NGO staff	13	5
Human right activists	30	12
Government officials	17	8
Community leaders	35	15
Total	310	175

Source: primary, January 2013

3.4 Sampling Procedures

The study was conducted using stratified sampling to reduce costs and the time of doing research and to increase the degree of accuracy of the study. The researcher set a selection criterion, where respondents were selected basing on their status. A list of refugees was obtained from the responsible authorities categorized in their respective departments to act as the sample. Strata were made according to organizational level of service delivery to the refugees. There after a sample was obtained from each of the strata using convenient sampling

3.5 Research Instrument

Researcher made Questionnaires and distributed them to selected respondents in order to avoid subjectivity from researcher and this allowed respondents to feel free while responding. The researcher explained and clarified to respondents in areas where they needed more clarity. The questionnaire consisted mainly three sections. Section one was on the level of the youth strategies for poverty reduction, section two was on the extent to which the youth contribute the poverty reduction, section three was on level of challenges faced by the youth in poverty reduction process.. All questions in the questionnaire were close ended and used four scales 1, 2, 3, and 4: where 1 = strongly agree, 2 = agree, 3 = disagree and 4 = strongly disagree. Respondents were required to rate each item by writing the right number/figure in the space provided before the each question.

3.6 Validity and Reliability of the Instrument

To ensure the validity and reliability of the instrument, the research employed the expert judgment method. After constructing the questionnaire, the researcher contacted experts in the study area to go through it to ensure that it measured what it was designed to measure and necessary adjustments were made after consultation and this ensured that the instrument was clear, relevant, specific and logically arranged. Secondly, a pre-test was conducted in order to test and improve on the reliability of the questionnaire. Secondly, a content validity index (CVI) of 0.99 was obtained using the formula:

$$\text{CVI} = \frac{\text{The number of relevant questions}}{\text{The total number of questions}}$$

Calculations are indicated in the appendix (IV). CVI which was greater than 0.70 thereby declaring the instrument valid. Reliability of the instrument was tested using the cronbach's coefficient alpha (α) and the results obtained $\alpha = 0.75$ (SPSS results) which was greater than 0.70 indicating that the instrument was highly reliable.

The questions are scaled based on a four point Likert scale and interpreted as below:

Score	Response	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	Disagree with some doubts
1	Strongly Disagree	Disagree without doubt

Validity and Reliability of the Instruments

To test for validity of the two instruments were factor analyzed and using KMO and Bartlett's Test, to arrive at the overall validity of the instruments. According to this test, for the instrument to be valid, the sampling adequacy as stated by Kaiser-Meyer-Olkin was at least 0.50 with sig. value of at most 0.05. The results of the KMO and Bartlett's Test for this study are shown in table 1A. (Appendix vii)

Table 2 A**KMO and Bartlett's Test**

Test		NGO Roles	Refuge welfare
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.871	.789
Bartlett's Test of Sphericity	Approx. Chi-Square	4.4363	8.6583
	df	1035	2485
	Sig.	.000	.000

Table 1A shows that all the coefficients of Kaiser-Meyer-Olkin measure of sampling adequacy far exceeded the minimum level of 0.50 and all their sig. levels were far below 0.05. Basing on these results, the two instruments were accepted as suitable measures of the variables under study.

Reliability of the two instruments was tested using the Cronbach's Alpha coefficient, computed using SPSS, results of which are indicated in table 2B;

Table 2B**Cronbach's Alpha Coefficients for Reliability of Instruments**

Construct	Number of items	Cronbach's Alpha
Youth participation	15	.921
Poverty reduction	45	.948

According to the results in Table 1B, the two instruments were expected to be as excellently reliable, since they all had Cronbach Alpha coefficients which are greater than the minimum Cronbach Alpha of 0.7. (Appendix vii).

3.7 Data Gathering Procedures***Before the Administration of the Questionnaire***

An introductory letter was secured from the College of Humanities and Applied Sciences. This communication was submitted to the authorities of the various offices and communities where data was gathered; this was important for obtaining permission to conduct the study.

The researcher prepared the questionnaires for validity and reliability test; and the research assistants were selected and oriented with reference to the sampling and data collection procedures.

During the Administration of the Questionnaire

The researcher ensured that research assistants under him adhere to the principles, by making sure that all respondents signs informed consent and answered all questions, avoided biases and have to be objective in answering the questionnaires.

After the Administration of the Questionnaire

The data was collected, organized, categorized, sorted, coded entered, summarized and presented by use of Statistical Package for Social Scientists (SPSS) when treating statistical issues especially on establishing the relationship between the variable and later testing the Null hypothesis.

3.8 Data Analysis

Data on completed (SAQs) was edited, categorized and entered into a computer for the Statistical Package for Social Scientists (SPSS) which summarized them using frequency and percentage to analyze data on respondent's profile. Means were used to analyze data on the youth participation and poverty reduction. Pearson's Linear Correlation Coefficient (PLCC) was used to establish whether there exists a significant relationship service delivery and refugee crisis. The 0.05 level of significance was used to determine the strength of the relationship between independent and dependent variables.

The following mean range were used to arrive at the mean of the individual indicators and interpretation

Table 3:
Interpretation of the mean range

Mean range	Response mode	Level of stress
3.26 – 4.00	Strongly Agree	Very high
2.51 – 3.25	Agree	High
1.76 – 2.50	Disagree	Low
1.00 – 1.75	Strongly Disagree	Very low

3.9 Data Gathering Procedures

Before data gathering

Upon accomplishment of defending and acceptance of the research proposal, the researcher obtained an introductory letter from the College of Humanities and Applied Sciences of Uganda Matters University, seeking for permission from the directorate of human resource management of KIU to allow him access refugees and other respondents to participate in the study.

During data gathering

Due to the nature of work and busy schedule of some prospected respondents, the researcher through youth leaders scheduled appointment for such respondents. The researcher was available to give necessary explanation on some question where need was. Then the researcher carried out a pilot study before the actual research to check feasibility of the research instrument, in order to make necessary improvement and adjustments in the tool and to avoid time wastage. The researcher also made use of secondary data by reviewing available relevant text books, journal articles, periodicals, manuals dissertations, publications and visiting youth headquarters and websites.

After data gathering

After two weeks, primary data was collected through questionnaires which respondents returned back to the researcher to start analyze the data. Completed (SAQs) were coded, edited, categorized and entered into a computer for the Statistical Package for Social Scientists (SPSS) for data processing and analysis.

3.10 Ethical Considerations

To ensure that ethics was practiced in this study as well as utmost confidentiality for respondents and the data provided by them, the following was done: (a) all questionnaires were coded; (b) the respondent were requested to sign the informed consent; (c) authors quoted in the study were acknowledged within the text through citation and referencing; (d) findings were presented in a generalized manner.

3.11 Limitations of the Study

The anticipated threats to the validity in this study were as follows:

Intervening or confounding or extraneous variables: There was a very big threat on some respondents with personal biases and dishonesty. To minimize this threat, the researcher requested respondents to avoid being subjective while answering the questionnaires.

Testing: There was a likelihood of research assistants being inconsistency in terms of the day and time of questionnaire administration. There was thorough briefing and orienting the research assistants in order to address this threat

Instrumentation: The data collection instrument was not standardized and this problem was solved through testing it for validity and reliability.

Attrition: There was a likelihood of some respondents of not returning back the questionnaires and this was to affect the researcher in meeting the minimum sample size. To solve this threat, the researcher gave quite more questionnaire exceeding the minimum sample size

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Profile of respondents

In this study, the researcher described respondents profile in terms of gender, age and the level of education. Respondents were asked to state their characteristics for purposes of classifying and comparing them thus. The study employed a closed ended questionnaire to categorize respondent's profiles and their responses were analyzed using frequencies and percentage distributions as shown in the following table.

Table 4:
Respondent's profile
(n=175)

Profile	Frequency	Percent (%)
Gender		
Male	107	60.9
Female	68	39.1
Total	175	100.0
Age		
Below 20	27	15.2
21 – 25	17	9.8
26 – 30	131	75.0
Total	175	100.0

Source: Primary data, 2013

The results in table 4 show that males were the majority respondents as represented by 107 (or 60.9%) and female were the minority 68 (or 39.2%). The findings revealed that there is some gender imbalance in youth participations and involvement in poverty eradication activities.

In regard to respondents' age, 131 (or 75.0%) respondents were in the age bracket of 26-30, (or 15.2) in the age bracket of 25 and below, 17 (or 9.8%) in the age bracket of 15-20. The study therefore indicate that majority of them are of age between 26 to 30.

4.2 The extent of youth involvement in poverty reduction in Makindye division

The first objective was to determine the extent of youth involvement in poverty reduction in Makindye division. In this study, youth participation was measured using 20 qualitative questions in which respondents were required to indicate the extent to which they agree or disagree with each statement by indicating the number that best describe their perceptions. All the twenty items on youth participation were likert scaled using four points ranging between 1= Strongly Disagree, 2= Disagree, 3= Agree and 4= Strongly Agree. Their responses were analyzed and described using Means as summarized in table 5 below

Table 5:
Extent of youth participation in poverty reduction in makindye division
(n=175)

Activities	Mean	Interpretation	Rank
Youth participation in decision making	3.43	Very High	1
Youth participation in brick laying	3.37	Very High	2
Youth participation in fighting agnest corruption	3.30	Very High	3
Youth participation in politics	3.15	High	4
Youth participation in small scale businesses	3.07	High	5
Youth participation in educational reforms	3.05	High	6
Youth participation in games and sports	2.82	High	7
Youth participation in policy formulation	2.47	Low	8
Youth participation in strategic planning	2.25	Low	9
Youth participation in land control	2.22	Low	10
Youth participation in infrastructural development	2.20	Low	11
Youth participation in economic activities	2.18	Low	12
Youth participate in government economic forums	2.18	Low	13
Youth participation in agriculture	2.15	Low	14
Youth participation in poultry keeping	2.09	Low	15
Youth participation in electro process	2.07	Low	16
Youth participation in rule of law	1.96	Low	17
Youth participation in peace keeping	1.80	Low	18
Youth participation in resource control	1.78	Low	19
Youth participation in policy implementation	1.30	Very low	20
0Average mean	2.44	Low	

Source: Primary data, 2013

Table 5 reveals that youth participation exists at different levels. For instance the findings portray three major factors with the highest (very high) level of youth participation that is; participation in decision making, participation in brick laying, participation in fighting against corruption at (mean=3.43, 3.37 and 3.30 respectively); and all these are equivalent to Strongly Agree on the rating scale used in the data gathering instrument.

The major reason to why these three variables were very high is that they reflect the presence of youth participation in the various fields of a wider coverage of activities in makindye division. Poverty has subjected youth to miserable situations since they are unable to afford the basic necessities of life, their living standards are totally affected, and their survival is at the mercies of the their leaders . Despite of the increasing efforts by government to boost youth savings through SACCOs and Youth Development Fund (YDF), the poverty among youth has steadily increased hence hindering the socio-economic development of Uganda; the findings revealed that Youth participation in politics, participation in small scale businesses and participation in educational reforms was high enough hence leading high level of youth participation. There for, the need is to increase youth policy involvement and in the implementation process

However, On the other side, the findings revealed that Youth participation in policy implementation, participation in resource control and Youth participation in peace keeping as being the lowest (very low) at (mean=1.30) which is equivalent to strongly disagree on the rating scale used. This means that there is a wide gap between youth involvement and poverty reduction meaning that despite the involvement of the youth in many activities still poverty is a big problem that has left many of them without basic needs and this has affected the country's power to relay on youth. The absence of youth involvement in policy implementation affects youth policies since most of the implemented policies may not favor youth development and yet they are the future of our nation. On the second lowest activity which is Youth participation in resource control, many youth in Uganda and in makindye have no access to resources bit capital of natural resources there for it is hard for the to determine the allocations of these resources since they don't own them and on the third lowest activity which is peace keeping, many youth have been isolated on issues to do with peace keeping.

4.3 The level of poverty reduction in makindye division

The second study objective was to determine the level of poverty reduction in makindye division. The level of poverty reduction was measured using 24 items in which respondents were requested to indicate the extent to which they agree or disagree with the statement by writing the number that best describes their perception. Each of the items in the questionnaire was rated with the aid of four response mode subjects ranging between one to four; where 1= Strongly Disagree, 2= Disagree, 3= Agree, 4= Strongly Agree. Their responses were described using means as summarized in table 6.

Table 6:

Level of poverty reduction in makindye division (n=175)

poverty reduction	Mean	Interpretation	Rank
Majority youth are involved in small scale businesses	3.48	Very High	1
Many youth development programmes have been put in place	3.43	Very High	2
Youth participate in decision making of their own issues is very high	3.36	Very High	3
Youth income has increased	3.34	Very High	4
Youths welfare have increased	3.34	Very High	5
Many Youth own land	3.34	Very High	6
Many youth have bought bodabodas	3.33	Very High	7
Youth have joint venture businesses	3.24	High	8
Many youth are involved in poultry farming	3.22	High	9
Many youth have attended formal education	3.17	High	10
Youths own good houses in makindye division	3.17	High	11
Youth's health has improved	3.16	High	12
Youth are involved in developmental projects	3.14	High	13
Youth have opened up internet cafe	2.98	High	14
Youth involvement in decision making is has improved	2.92	High	15
Youth have a voice in parliament	2.80	High	16
Youth participation in business and trade has increased	2.70	High	17
Youth Community sensitization has increased	2.65	High	18
Youth are Crimes among youth have reduced	2.60	High	19
Youth are no long idol	2.52	High	20
Youth can afford to buy the basic needs	2.52	High	21
Youth better off and they live expensively	2.45	Low	22
Youth economic status have improved a lot	2.23	Low	23
The government has done a lot to improve the lives of the youth.	2.14	Low	24
Average mean	2.967	High	

Source: Primary data, 2013

The results in table 6 reveal that there different ways of poverty reduction. The results depicts seven indicators of highest (very high) level of poverty reduction in makindye division and these are: Majority youth are involved in small scale businesses, Youth income has increased, Youths welfare have increased, Many Youth own land, Many youth have bought bodabodas, (mean=3.48, 3.43, 3.36, 3.34, 3.34, 3.34 and 3.33 respectively) which are all equivalent to strongly agree on the response mode. Many youth development programmes have been put in place, Youth participate in decision making of their own issues.

When government plans for the youth, it aims at reducing the rate of unemployment through introducing youth programmes such as providing youth fund, building youth training grounds or schools, arranging them into SACCOs, providing better education which suits the demands of the youth and developing other facilities that enable them to work and live a better life.

On the other hand however, the findings revealed three areas which led to low levels of poverty reduction that is The government has done a lot to improve the lives of the youth, Youth economic status have improved a lot, Youth better off and they live expensively with (mean=2.45, 2.23 and 2.14 respectively) which are all equivalent to disagree on the response mode. Due to increasing rate of unemployed youth in makindye division and in Uganda as all, the government needs to overhaul the all the all system of education and change it into a job creating system of education and the investment policy should also be looked at since it can also result into massive industrialization hence leading to the creation of employment to many youth.

4.4 The relationship between youth participation and poverty reduction in makindye division

The third objective of this study was to determine if there is a significant relationship between youth participation and poverty reduction in makindye division, for which it was hypothesized that “there is no significant relationship between youth participation and poverty reduction in makindye division. To test this null hypothesis, and to get an overall picture of the relationship, the researcher combined all the mean perceptions computed in table 5 and 6 above, and two mean indices were computed and generated (youth participation and poverty reduction in makindye division) after which the two indices were correlated using the Pearson’s linear correlation coefficient(PLCC, or r). Results of this test are indicated in table 7 below.

Table 7:

Correlation between stress and performance; Pearson's correlation

(N = 44)

Variables correlated	R-Value	Sig.	Std Deviation	Interpretation	Decision on Ho
Youth participation Vs Poverty reduction	.894	0.000	.43857	Positive and significant	Rejected

Source: Primary data, 2013

Table 7 shows that youth participation and poverty reduction are positively correlated ($r = 0.894$). The sig. value indicate that there is positive and significant correlation (sig. = $0.000 > 0.05$), leading to a conclusion that youth participation significantly influence poverty reduction among youth in makindye division at a 5% level of significance.

Therefore the null hypothesis which states that “there is no significant relationship between youth participation and poverty reduction is rejected. The findings of this study are not very far from the study conducted by (.....cite.....2009). Their findings showed a negative relationship.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Findings

The study on level of youth participation and poverty reduction in makindye division was guided by five specific research objectives and these were: (i) to determine the profile of respondents in terms of gender, age, level of education (ii) to determine the level of youth participation, (iii) to determine the extent of poverty reduction in makindye division (iv) to determine if there is a significant relationship between youth participation and poverty reduction in makindye division and (v) to recommend strategies that will further enhance poverty reduction basing on the findings of the study.

Data analysis using SPSS's descriptive statistics showing means revealed that the level of poverty reduction stands at mean ≈ 2 (low level). In general the level of services range from moderate to low. On the other hand, the mean revealed that the level of refugee welfare stands at a mean ≈ 3 (high level).

In regard to analysis of the relationship between study variables, the findings from the Pearson linear correlation coefficient (PLCC) show a positive and significant relationship between service delivery and refugee welfare at ($r = 0.894$, $\text{sig.} = 0.000$).

5.2 Conclusion

In this subsection, the researcher makes conclusion of the study findings in relation to the specific study objectives set in chapter one. Regarding the level of service delivery in the comp and the study concluded that service delivery existed in the comp but it was majorly moderate and led to the rejection of the hypothesis that service delivery among refugees was very high. On the basis of the survey results inadequate provision of food, inadequate provision medical services, inadequate shelter which ultimately affect their welfare being negatively

Concerning the level of welfare, the study concludes that welfare is high and this is in line with the prediction the researcher had by the time he began the study.

As regard to the relationship between service delivery and refugee welfare, the study findings indicated that service delivery influence is present but their presence is not significant

enough, hence leading to a conclusion that there is no significant relationship between service delivery and refugee welfare.

5.3 Recommendations

This section tackles the recommendations obtained from the study findings and conclusion. These recommendations are presented basing on the research objectives and relevant hypotheses:

The University administration and management should ensure that employee salaries are paid in time

Due to increase in the cost of living and inflation, there is need to improve/ increase on the salary scale for employees to be in position to sustain an average standard of living

To guarantee employees' welfare, there is need to put in place a system of giving employees fringe benefits to subsidize on their income and to ensure that they leave an average standard of living.

In case of any change in the University policy, change agents should be put in place to ensure that they gradually introduce those new policies and programs.

5.4 Areas for further research

Notwithstanding the effort made by the researcher, he could not exhaust entirely this particular area; therefore he recommends that future researchers should focus on the following:

Owing to the fact that this study only concentrated on work stress and staff performance among administrative and teaching staff in KIU, there is need to conduct a similar study but purely covering non-teaching and support staff since they make the biggest percentage of entire KIU staff. Secondly similar study needs to be conducted in other KIU campuses both within and outside Uganda.

REFERENCES

- Adjestey – Sorse, E. (2000) *The impact of changing family structures*, A paper presented at Help Age International, Africa Regional Workshop. 11th – 13th Sept, 2000.
- Ahenkora, A. (1999) *The contribution of older people to development: The Ghana study*".
- Alcock, P. (1997) *Understanding poverty*. 2ND Edition, Macmillan Press Limited. London.
- Beales, S. (2000) "*Why we should invest in older women and men*" The Experience of Help Age International".
- Cain, M. (1985) "*Consequences of reproductive failure*": Dependence, morbidity and mortality among elderly in rural South Asia". Centre for Policy Studies Working papers. No. 119. The Population Council.
- Dixon, C. (1991) "*The impact of changing family structures*".
- Gist, Y. and Gorman, M. (1997) "*Gender and aging*", US Bureau of the Census.
- Hern-Stein and Murray's. (1994), *the Bell Curve: Intelligence and class structure in America life*.
- Heslop, A. and Gorman M. (2000) *Chronic Poverty and Older People in the developing world*. Help Age International. CPRC Working paper No. 10
- Hulme, D., Moore, K., and Shepherd, A., (2001) *chronic poverty: meanings and analytical frameworks*. IDP, CPRC Working Paper 2. ISBN Number: 1- 904049-01-X.
- Human Development Report (2006).
- Jindal, S. (1989). *Rural Development: Critical Appraisal*, Stone port; Nitashe Publication: Bangladesh.
- Kessler and Cleary, (1980), *life stress, social support and psychological vulnerability*

Kimberly, M. (2003) “*Chronic Poverty in Uganda. Evidence from UPPAP*”. Chronic Poverty Research Centre – Uganda (CPRC) and Development Research and Training (DRT).

Linda, A.M. (2000). *Understanding Poverty*, 2nd Edition.

Lloyd-Sherlock (2000) *Old age and Poverty in Developing Countries: New Policy Challenges*.

Ministry of Finance, Planning and Economic Development, (2002). 2nd participatory assessment report on deepening the understanding of poverty.

Nikolai, B. (1999) “Older persons in countries with economies in Transition”, in Population ageing. Challenges for Policies and Programs in developed and developing countries. UNFPA and CBGS.

Norton, Aryeety, Korboe and Dogbe (1995) “*Poverty and social planning discussion Paper*”. Series 83, the World Bank, Washington.

Nanjumba-Mulindwa, (2003), *Chronic Poverty Among the Elderly in Uganda: Perception Experiences and Policy Issues*. Institute of Statistics and Applied Economic, Makerere University.

Robert. C (1983); *Rural Development: Putting the Last First*: Pearson Education Limited.

Thoits (1980) *Social Conditions and distress in Elderly persons*.

World Bank (2000), *World Development Report, 2000/2001; Attacking Poverty*. Washington DC. World Bank

APPENDIX I: QUESTIONNAIRES
QUESTIONNAIRE FOR THE ELDERLY

Dear respondents, I am **ASIO JESICA CATHERINE** a student of Kampala International University pursuing a Degree of Social Work and Social Administration carrying out a research on **“Youth Participation and Poverty Reduction in Makindye Division, Kampala District-Uganda”** You are sincerely requested to answer the following questions according to the best of your knowledge and the provided information will be treated confidentially and be used for academic purposes only.

Section 1: BIO DATA

a) Age.....

b) Sex.....

Marital status

1) Married ☐ 2) Single ☐ 3) Widowed ☐ 4) Divorced ☐

Section II: Employment status

Qn.1. What is your employment status?

1) Employed ☐ 2) Unemployed ☐ 3) Self employed ☐ 4) Retired ☐

Qn.2 What activities do you engage in to sustain your living?

1) Farming ☐ 2) Cattle rearing ☐ 3) poultry rearing ☐
4) Retail business ☐

Section III: Causes of poverty among the elderly

Qn.1. What are the major causes of poverty among the elderly in this area?

1. Poor agricultural produce ☐
2. Population growth ☐
3. War ☐
4. Natural hazards ☐

Qn.2 Which category of elderly are more affected by poverty in this area?

1) Females ☐
2) Males ☐

Section IV: Copying mechanism to poverty among the elderly in the area

Qn.1a) Which one of following major support system has been put in place by the government to help you fight poverty in the area?

- | | |
|--------------------------------------|--------------------------|
| 1) Mechanazation of agriculture | <input type="checkbox"/> |
| 2) Introduction of Community SACCOs | <input type="checkbox"/> |
| 3) Construction of feeder roads | <input type="checkbox"/> |
| 4) Provision of free seeds to people | <input type="checkbox"/> |

b) Have the Elderly in Gweri sub County benefited from the above government support system in a bid to fight poverty?

Yes ☐

No ☐

Thank you for your Contribution