

**CAPACITY BUILDING AND YOUTH EMPOWERMENT:  
A CASE STUDY OF LIRA MUNICIPALITY, LIRA DISTRICT.**

**BY**

**BONNY ASIIMWE**

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**DECLARATION**

I, **Bonny Asimwe** hereby declare that this dissertation is my original work and to the best of my knowledge, the material in this publication has never been presented elsewhere for any academic qualification and should never be reproduced without the author’s permission.

**Signature:** .....

**ASIMWE BONNY**

**Date:**...../...../.....

**APPROVAL**

This is to certify that **Bonny Asiimwe** conducted a study under our supervision and the dissertation entitled ‘**Capacity Building and Youth Empowerment in Lira Municipality, Lira District**’, has been submitted with our approval for examination and award of a Masters degree in Management Studies at Uganda Management Institute.

Dr. Namara Rose

Signature .....

Date...../...../.....

Mr. Andama Felix Adiburu

Signature.....

Date...../...../.....

## **DEDICATION**

I dedicate this dissertation to my dear mother Angelica Kaija Boonabaana for having facilitated my education and denying herself extra happiness in order to financially, emotionally and morally support me and bring me up as a responsible citizen. May God bless and reward you abundantly.

Also to my lovely husband Sylvester Ndiroramukama for his endless financial and moral support, encouragement, care and patience in all matters. My daughter Ingrid Lamwaka Kezaabu, my sisters Esther Kanyiginya and Betty Birungi for their love, patience and care that has enabled me to achieve my educational and career goal.

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**LIST OF ABBREVIATIONS**

A' Level: Advanced Level

AFF: Arab Foundation Forum

|           |  |
|-----------|--|
| ASEAN:    | Association of South East Asia Nation                    |
| BTVET:    | Business Technical and Vocational Education Training     |
| CBOs:     | Community Based Organizations                            |
| CD:       | Capacity Development                                     |
| CDOs:     | Community Development Officers                           |
| CIDA:     | Canadian International Development Agency                |
| DFID:     | Department for International Development                 |
| FAL:      | Functional Adult Education                               |
| HIV/AIDS: | Human Immune Virus / Acquired Immune Deficiency Syndrome |
| ICT:      | Information and Computer Technology                      |
| ILO:      | International Labour Organization                        |
| IR:       | International Relations                                  |
| LRA:      | Lords' Resistance Army                                   |
| MFEP&D:   | Ministry of Finance Economic Planning and Development    |
| MGL&SD:   | Ministry of Gender Labour & Social Development           |
| MoLG:     | Ministry of Local Government                             |
| NAADS:    | National Agriculture Advisory Services                   |
| NGOs:     | Non Governmental Organizations                           |
| NUSAF:    | Northern Uganda Social Action Fund                       |
| NUYDC:    | Northern Uganda Youth Development Centre                 |
| NUYDP:    | Northern Uganda Youth Development Program                |
| NYP:      | National Youth Policy                                    |
| O' Level: | Ordinary Level   |

|         |  |
|---------|--|
| PLE:    | Primary Leaving Examination                            |
| PRDP:   | Peace Recovery and Development Program                 |
| SACCOs: | Savings and Credit Cooperative Organizations/Societies |
| SMES:   | Small & Medium Enterprises                             |
| SPSS:   | Statistical Package for Social Scientists              |
| SWAY:   | Survey on War Affected Youth                           |
| TVET:   | Technical and Vocational Education Training            |
| UBOS:   | Uganda Bureau of Statistics                            |
| UMI:    | Uganda Management Institute                            |
| UNDP:   | United Nations Development Program                     |
| UNFPA:  | United Nations Population Fund                         |
| UNICEF: | United Nations Children's Fund                         |
| UPE:    | Universal Primary Education                            |
| USAID:  | United States of America International Development     |
| USE:    | Universal Secondary Education                          |
| VET:    | Vocational Education and Training                      |
| VSLAs:  | Village Savings and Loans Association                  |
| YDP:    | Youth Development Program                              |
| YE:     | Youth Empowerment                                      |

### **ABSTRACT**

Empowered individuals must have the ability to influence change in their lives and the communities they live in, evidenced by possession of resources and power/authority which enable

them to directly enact decisions and make informed choices that affect their wellbeing. This study assessed the effects of capacity building on youth empowerment in Lira Municipality, Lira District by assessing the effects of vocational training, group formation and micro-project support on youth empowerment in Lira municipality. The study employed a cross-sectional design where both quantitative and qualitative methods were used. Data was collected using self-administered questionnaires, interview guide and documentary review from a sample size of 168 respondents. Data was analyzed using the Statistical Package for Social Sciences (SPSS V16), where descriptive and inferential statistics (quantitative data) as well as interpretational analysis (qualitative data) were used. Study findings revealed that; through vocational training, the youth gained various employable skills which enabled them to improve on their levels of income. Group formation necessitated the youth to combine their efforts and skills and act in a collective manner through planning and decision making enabling them to enjoy economies of scale. Micro-project support in form of tool kits and accessibility to repayable loans rather than aid and grants encourages the youth to work harder and this improved on their standards of living. It was concluded that vocational training, group formation and micro-project support all have a positive significant relationship with youth empowerment. The study recommended that vocational training be highly encouraged and implemented further in Lira municipality. Group formation should be voluntary, participatory and involving. Lastly, correct decisions should be made about the rightful micro-project support to be offered to the youth of Lira municipality by discouraging grants and donor aid and encouraging self-help reliance enterprises.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

Developing skills and capacity for gaining some reasonable control over ones' life results into the powerless individuals, organizations or groups gaining power and control among themselves and supporting empowerment of others in their communities Rowlands (1997), as cited by (Solava and Sabina, 2007). This study assessed the effects of capacity building on youth empowerment in Lira municipality, Lira district. Capacity building was conceived as the independent variable while youth empowerment as the dependent variable. This chapter presents the background to the study, the statement of the problem, general objective of the study, the specific objectives. The chapter also presents research questions, the hypotheses, conceptual framework, the significance, justification, the scope of the study and operational definitions of terms and concepts.

#### **1.2 Background to the study**

The background to the study in this research was presented in a historical perspective, theoretical perspective, conceptual perspective and contextual perspective as supported by (Amin, 2005).

##### **1.2.1 Historical perspective**

The concept of power dates way back before the cold war era and has gradually been researched on and enriched by findings of various scholars. The concept of power as earlier studied by scholars of International Relations (IR) like Morgenthau (1960), as noted by Berenskoetter and Williams (2007), mainly reflects on the human desire to dominate others and the need for self-protection. It is to this effect that realists monopolized on power primarily defining it in terms of

military sense/capabilities to classify states and explain their behavior. However with the rise of socio-economic concerns scholars looked at power in terms of individual and community empowerment in relation to economic growth and development. Bennet (2002), as quoted by (Solava and Sabina, 2007), assert that empowerment as used to characterize approaches based on social mobilization is essential in helping the poor and socially excluded individuals realize the power they gain from collective actions.

Some researchers look at empowerment of the youth as participation in local governance, others in a human rights approach (Maat for Peace Development and Human Rights) while the Educational Quality Improvement Program 3 (Equip3) notes that young people constitute clear assets to development when they are positively empowered to be active citizens through forming youth councils which promote youth participation in development programs. Some scholars argue that capacity building through changes in power relations can lead to socio economic development as a result of structural reforms and participatory approach strategies. While other scholars like Bolger (2000), look at capacity development/building as one of the broader processes of empowerment.

In this study, the concept of power which is equated with possession of resources by proponents of the elements-of-national-power approach like Baldwin (2002), as quoted by Schmidt (2004), will highly be looked at in relation to capacity building/development. According to Alley and Negretto (1998), as cited by Lusthaus, Adrien and Pestinger (1999), Capacity Development (CD) is a process approach that embraces change and learning as core values. Further argue that linking CD to empowerment shapes the substantive development goals of CD, specifically introducing the



notion of equity and distinguishing CD from private sector concepts that may be blind to social justice issues. Capacity Development became a central purpose of technical cooperation since the 1990s, (United Nations Development Program [UNDP], 1998). However there is increased interest in CD in recent years as a response to widely acknowledged shortcomings in development assistance over the past fifty years for the example the dominant role of donor led projects and inadequate attention to long-term capacity development issues. The consequence of this shortcoming has been limiting sustainable impact in priority areas such as poverty eradication and general community empowerment. CD therefore draws on the lessons of fifty years of experience to foster approaches which are more systematic, integrated, based on developing country ownership and focused more clearly on sustainable results.

According to Lusthaus et al. (1999), CD emerged from a gradual process and compliments other development concepts that had earlier dominated development thinking like institutional building which came-up in the 1960s with the objective of equipping developing countries with the basic inventory of public sector institutions that are required to manage programs of public investment. Mainly focused on the design and functioning of individual organizations/institutions and not the broader perspective. This only looked at institutional strengthening development, (UNDP report, 1996). The report further asserts that in the 1970s, there was a shift to development management and administration which aimed at reaching special public or target groups which had previously been neglected. Lusthaus et al. (1999), further contend that in the 1980s there was a paradigm shift to human resource development stressing the importance of education, health and population which was people centered development. New institutionalism later emerged broadening its focus on sector level like government, NGOs and private institutions including networks and external

environment and attention was being put on shaping national economic behavior that rose issues of sustainability moving away from focusing on projects. Consequently CD emerged in the 1990s as a result of integrating the previous development approaches and has currently become the main approach to achieve sustainability, ownership and impact with the major aim of empowering communities.

### **1.2.2 Theoretical perspective**

This study was guided by the *‘youth empowerment for the most vulnerable model’* based on the pedagogy (methods and principles of teaching) of Freire and experiences in the field, (Mohajer and Jaya, 2009). This model was developed after a review of articles and models on empowerment theory and programme evaluations with the major aim of examining the role of empowerment in relation to vulnerable and marginalized adolescents. According to Wallerstein (2006), the main objectives were to compare the methods and principles of teaching of Freire with case studies, evaluations and critiques of Youth Empowerment (YE) programmes with a particular focus on vulnerable adolescents and to outline an empowerment model based on this correlation between theory and practice that could achieve goals of affecting social norms, changing inequalities and developing cultural and cross-boundary identities. From the recurring elements that emerged a model of an empowerment programme was developed. Since CD is consistently linked to empowerment in formal United Nations documents and in much NGO literature, the participatory process approach was also used to focus on power and potentiality of the youth giving a clear insight into those factors that are at play to influence empowerment and this helped the researcher to put the variables of primary interest in this study in greater perspective. These concepts were further elaborated in chapter two under the theoretical literature review.

### 1.2.3 Conceptual perspective

According to Weber (1976), as cited by Berenskoetter and Williams (2007), power in relation to empowerment is looked at as an opportunity to have one's will prevail within a social relationship, also against resistance no matter what this opportunity is based on. While Arendt (1970), sees power as creative, something productive and a phenomenon of empowerment emerging through togetherness exemplified in non-violent resistance movements (Berenskoetter and Williams, 2007). *This communal or consensual conception of power also found in Parsons, shifts the focus away from Weber's emphasis on the prevailing will to the extent that acting in concert creates something new that has not been there before*, (Berenskoetter and Williams, 2007: 4).

The concept of empowerment has been looked at in various ways by different scholars but most important to acknowledge is that most authors frame empowerment as an increase in power, understood as control or a real ability to effect change. Uphoff (2005), as cited by Solava and Sabina (2007), argues that any empowerment process needs to provide access to power resources and also allow people to use these resources to gain more power. Rowlands (1992), categorizes power into four categories; power over, power to, power with and power from within. Solava and Sabina (2007), contend that the process of empowerment is incomplete unless it attends to people's ability to act, the institutional structure and the various non-institutional changes that are instrumental to increase agency (the ability to act on behalf of what you value and have reason to value). While basing on Rowlands typology Solava and Sabina (2007), proposed indicators for the four possible exercises of agency whose increase could lead to empowerment. Looking at empowerment as; control (power over); control over personal decisions; choice (power to); domain – specific Autonomy and house-hold decision making; in community (power with); changing

aspects in one's life at communal level and (power from within); changing aspects in one's life at individual level and change.

The purpose of power is looked at in three ways; practical, moral and evaluative which equates the amount of power gained to empowerment and the means to achieve it as capacity development, [(Morriss, 1987), as quoted by (Guzzini, 2004), in (Berenskoetter and Williams, 2007)]. CD includes various approaches, strategies and methodologies which seek to improve performance at different social levels highly indicating the link between CD and empowerment. CD as an approach or process towards eradication of poverty is based on the following principles; Broad-based participation and locally driven agenda, building on local capacity, ongoing learning and adaptation, long-term investments and integration of activities at various levels to address complex problems, (Bolger, 2000). The major objectives of Capacity Development are; to enhance or more effectively utilize skills, abilities and resources, to strengthen understandings and relationships addressing issues of values, attitudes, motivations and conditions in order to support sustainable development. Bolger (2000), further observes that CD is fundamentally about change and transformation of individuals, organizations and societies. CD addresses issues of values, attitudes, motivations and conditions in order to support sustainable development therefore enhancing empowerment.

According to the Department for International Development [DFID]/Uganda (2009), Youth empowerment/development can take on many forms including; education and training, information and guidance, entrepreneurship and sports/ talents development. The National Youth Policy (NYP) (2001), of the republic of Uganda as cited in the NUYDC Strategic Plan, (2012-2015) urges communities and organizations that seek to adopt a holistic youth development

approach to be guided by the following principles; focus on strength and positive outcomes, youth voice and engagement, inclusive strategies that involve all youth, community involvement and collaboration together with long-term commitment.

#### **1.2.4 Contextual perspective**

Several countries are seriously embedding CD strategies in their national approaches to eradicate poverty (World Bank, 1998). The Emirates Foundation for Youth Development during their annual meeting of the Arab Foundation Forum (AFF) in Cairo (2012), outlined its new approach to *effective giving* by replacing grant giving with supported sustainable projects. The Association of South East Asia Nations (ASEAN) also recently concluded two meetings in Brunei on the directions and initiatives to further promote the youths' contribution towards the future of the region. With the theme *Young People – Building tomorrow's ASEAN today* China, Japan and Korea noted the desire and commitment of ASEAN towards youth development and promoting their roles to build ASEAN of tomorrow and agreed that youths are not only the key stakeholders to the future of ASEAN but also in a larger East Asia context. The meetings also endorsed the *Bandar Seri Begawan Declaration on Youth Volunteerism and Entrepreneurship* as guiding principles to promote greater economic self-reliance among young people through enterprise and entrepreneurship development and several initiatives that instill a sense of community including the establishment of an ASEAN Youth Volunteer Program and other youth professional volunteer initiatives and the ASEAN Youth Program Fund which was established to further support the ASEAN youth cooperation and development, (MANILA [PIA] June 3<sup>rd</sup> 2013. *Meetings highlight youth role in ASEAN's future*).

In South Africa youth camps have been designed to equip participants with diverse theoretical and practical tools that are believed to empower them as future adult citizens of South Africa. The Youth Camp originates from the department of Sport and Recreation's which plays a critical role in improving the health and well-being of individuals and communities especially disadvantaged ones, (Mbalula, 3<sup>rd</sup> October 2012. SA.News.gov.za). Furthermore, South Africa is engaged in skills development for the youth and accelerated service delivery. The programme launched in 2012, involves a two years training in various disciplines mainly in construction sector, others in records management who are currently scanning and counting land claim files in all the nine of South Africa's provinces. Some have been trained in disaster management for placement in municipalities. With a view that skills development for young people is critical in rebuilding the country's economy, South Africa is training the youth so that they can go back to develop their respective rural communities with the skills that they will have acquired, (Gabara, 6<sup>th</sup> November 2012. SA.News.gov.za).

The government of Zambia embarked on initiatives of turning the youth into an economic force that will contribute to national development. The government is working towards developing a youth mainstreaming strategy that would ensure that all sectors demonstrated their contribution to youth development and employment programmes, (Jangazya, 19<sup>th</sup> June 2013. SA.News.gov.za). Many other developing countries like Cameroon and Cote d'Ivoire are on the verge of developing and strengthening vocational training respectively to facilitate integration into the labor market while others like Ghana, Lesotho and Rwanda are focusing on linking Technical and Vocational Education Training (TVET) to businesses and entrepreneurial skills as Malawi emphasizes the

need to promote self-employment through skills development, (Lubanga, New-vision Monday October 1, 2012. Vol.27 No.196. Pgs i - iii).

The National Youth Policy (2001), of the Republic of Uganda recognizes the large number, strategic importance and immense potential in the youth for the development of the country. However notes that the youth have been inadequately involved and their resources less harnessed in the socio-economic development and in the promotion of peace, democracy, good governance and upholding the values of the society. The policy advocates for mobilization to promote youth participation and integration in the mainstream of national development and notes with concern the problems that affect the youth and their gendered risks and vulnerabilities are due to socio-economic, political, cultural and other factors. It emphasizes that the youth are powerless, most lack education and proper health care, they are unskilled with limited employment opportunities and options and lack control over resources. Strategic priority areas in the policy include: education, training and capacity building; employment and enterprise development; youth involvement, participation and leadership; health programmes; management, coordination and partnership; youth, society and culture together with environmental conservation.

The youth of Northern Uganda suffered a multitude of problems including being witnesses or victims of violence through abductions, injuries and fatalities during the two decades conflict by the LRA. In its paper Enabling Peace Economies through Early Recovery, International Alert (2009), states that the resulting breakdown of social groups from violence deprived many young people of education, training and employment which stifled their potential. In the post conflict era under the Peace Recovery & Development Program (PRDP) the Youth Development Program

(YDP) is one of the interventions that were designed for economical revival. In the (YDP) a logical sequence of education and training from basic literacy, core employment and agricultural skills through demand-led vocational training and apprenticeships to enterprise training and business start-up supports for both individual and groups are among the provisions offered to the youth. Bidwell et al. (2009), as quoted by Nici and Wright (1995), agrees that, it is at the intersection of economic recovery, education, rehabilitation and Integration that CD is key component of development, a method of upgrading the workforce and a factor in the holistic development of youths.

According to the 2012 Uganda National Bureau of Statistics Demographic Report, the population of Uganda was estimated to have reached 34.1 people in the year 2012 with an annual growth rate of 3.2%. It was also highlighted in the same report that the population is progressively becoming younger and Uganda having the youngest population of 78% below the age of 30 years, 52% being below 15 years and below, (Uganda Bureau of Statistics [UBOS], 2012). Persons between the ages of 18 to 30 years who according to the Uganda Youth policy are regarded as regarded as youth makeup 65% of the total population and currently Uganda's labour force is estimated to be 9.8 million for persons aged 16-64 years of which 50% are females. 85% of the labour force is believed to live in rural areas and 30% of the labour force is illiterate. Statistics from the Uganda National Household survey 2009/2010 show that 77% of the labour force have neither had any education or have only completed primary school education. This indicates that majority of individuals entering the labour market have either none or no employable skills considering that primary schools in Uganda do not offer vocational/technical skills training.



It is to this effect that the Government of the republic of Uganda is currently focused on *Skilling Uganda* through technical and vocational training with the major concern of lack of enough skilled personnel who can foster development by helping degree holders do their work, (Lubanga, New-vision, Monday October 1, 2012, vol.27 No.196. pgs i - iii). It is believed that due to the increasing levels of unemployment of both the graduate and illiterate youth in the country, YE can be achieved through CD strategies like business development, vocational and technical education which will help to scale down unemployment rates and lead to social, cultural and economic development in the long run.

### **1.3 Problem Statement**

Youth Empowerment Programmes aim at improving young people's belief in their own worth as well as in their ability to shape their lives and the environments they live in. In the post conflict era in Northern Uganda, a good number of international NGOs and local CBOs together with the government of the Republic of Uganda under the PRDP have come up with special programs to

enhance capacity building/development among the youth who had been afflicted by the conflict with the aim of empowering them with skills necessary for both social and economic growth (Common Wealth Secretariat, 2007). Although the youth are being offered vocational/technical training and mobilized in groups such that they are able to access micro project support in order to be socially and economically empowered, unemployment rate is very evident as stated in a Survey on War Affected Youth (SWAY) report (2006), which describes the psycho-social wellbeing, state of education, livelihoods, economy, health, war of violence, abduction and return with integration of the formerly abducted young persons in the region. SWAY (2006), commissioned by UNICEF and International Alert (2009), revealed that a good number of the youth in the area of the study still lack the capacity to access health services, education and moderate shelter. They are prone to poverty because they are unable to engage in gainful employment much as there are efforts being put in place by various organizations to improve on the situation. They also have little influence on matters that affect their lives, lack leadership, management and entrepreneurship skills, (Young Leaders Think Tank, 2011). If these issues are not tackled therefore, they will further impact on the social-economic wellbeing of the youth affecting national development through limited human resource to produce goods and services, smaller tax revenues, higher crime rates resulting into civil unrest.

#### **1.4 Purpose of the study**

The purpose of this study was to assess the effects of capacity building on youth empowerment in Lira Municipality, Lira district.

## **1.5 Objectives of the study**

The study was guided by the following objectives;

- i) To assess the effects of vocational skills training on youth empowerment in Lira Municipality.
- ii) To analyze the effects of group formation on youth empowerment in Lira Municipality.
- iii) To assess the effects of micro project support on youth empowerment in Lira Municipality.
- iv) To examine the moderator effect of the government youth policy on the relationship between capacity building and youth empowerment in Lira municipality.

## **1.6 Research Questions**

The following research questions were used during the study;

- i) What are the effects of vocational training on youth empowerment in Lira municipality?
- ii) How does group formation affect youth empowerment in Lira Municipality?
- iii) What are the effects of micro project support on youth empowerment in Lira municipality?
- iv) What moderator effect does the government youth policy has on the relationship between capacity development and youth empowerment in Lira municipality?

## **1.7 Research Hypothesis**

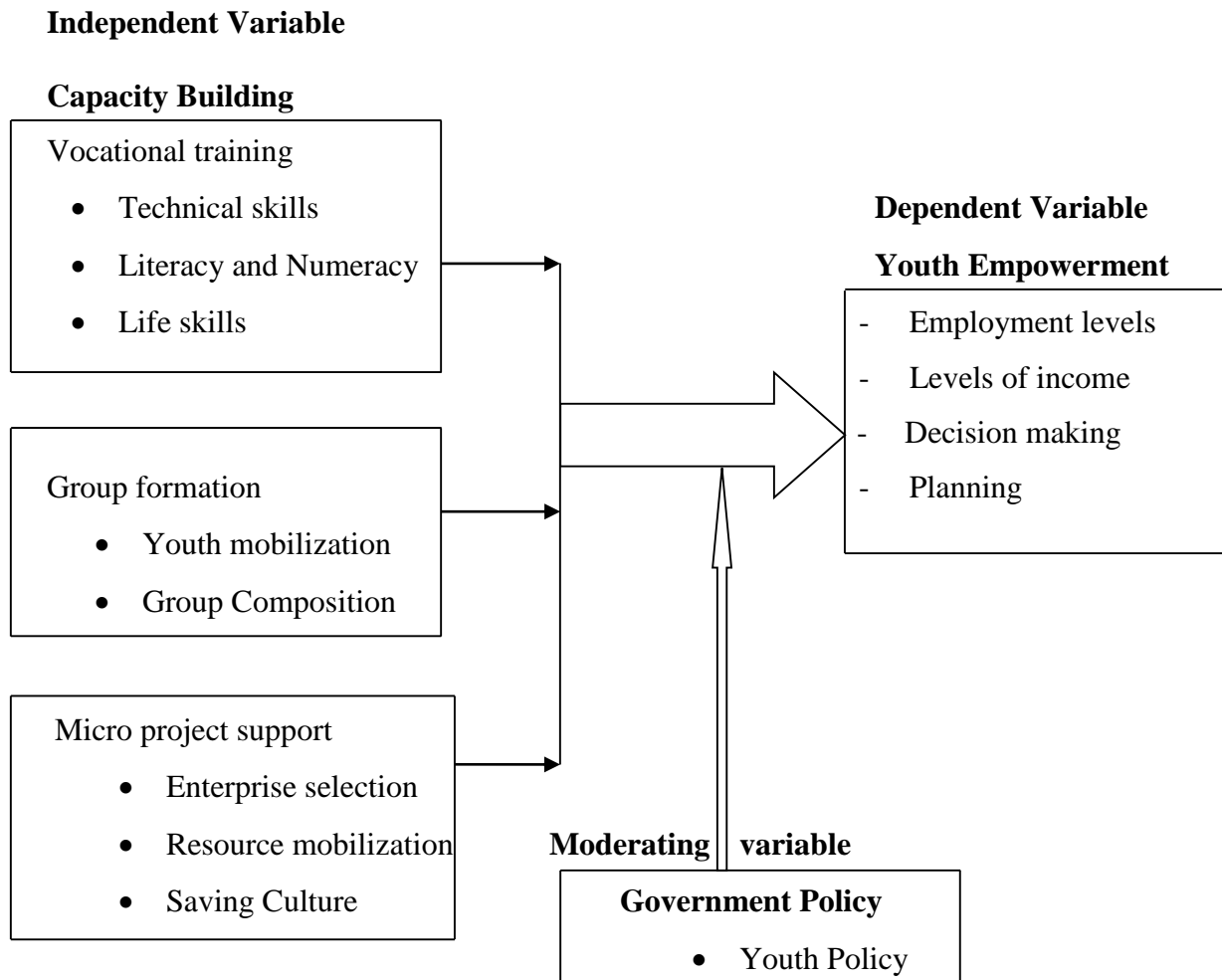
The hypothesis in the study predicted that;

- i) Vocational training significantly affects youth empowerment.
- ii) Group formation significantly affects youth empowerment.
- iii) Micro-project support significantly affects youth empowerment.
- iv) The government youth policy has a moderator effect on the relationship between capacity building/development and youth empowerment.



## 1.8 Conceptual Framework

The conceptual framework illustrating the relationship between the independent variable (Capacity building) and the dependent variable (Youth empowerment).



**Figure 1: The conceptual framework illustrating the relationship between Capacity Building (I.V) and Youth Empowerment (D.V).**

**Source:** Developed by the researcher, basing on Empowerment educational model (Freire, 1970), the adolescent empowerment cycle (Chinman and Linney, 1998), OECD (1998) and UNDP (1998), Hildebrand and Grindle (1994).

The conceptual framework in figure 1 indicates different concepts that affect youth empowerment. It also portrayed the relationship by showing the link of one variable to another and how they affected empowerment. The independent variable was capacity building and youth empowerment was the dependent variable. The reason why these two variables were chosen was to see the relationship between them like if capacity building was implemented, would it affect youth empowerment positively or negatively? Therefore the effects of capacity building on youth empowerment were measured through vocational training, group formation and micro-project support while youth empowerment by employment levels, levels of income, decision making and planning. Youth empowerment should significantly improve if capacity building was genuinely conducted. Failure to reflect empowerment implies that capacity building had not been effective and suggests that it was inappropriate. It was conceptualized from the frame work that there is a correlation between capacity building and youth empowerment. It was also assumed that the relationship between CD and YE is moderated by the government policy on youth development.

### **1.9 Significance of the study**

The study enriches research knowledge on youth empowerment especially in relation to capacity building which enables future referencing. It also enhances on the youths' knowledge and capacities about the roles and responsibilities they have to play in interventions designed to empower them. More knowledge relating to CD and YE was generated and this benefits various youth initiatives to refocus more on the basic concerns of the youth for successful implementation of programs. Lastly the study improved on the skills, knowledge and academic qualification of the researcher and other interested researchers.

### **1.10 Justification for the study**

Mohajer and Jaya (2009), acknowledges that many empowerment programmes for vulnerable adolescents in resource-poor countries have not been evaluated or published. The youth live below the poverty line, do not attend school, lack necessary skills and face challenges including unemployment among others that undermine their rights and create significant social, economic costs to society, (UNFPA, 2007). This study assessed the effects of capacity building on socio-economic empowerment of the youth in Lira Municipality and established a clear relationship between the two variables.

### **1.11 Scope of the study**

**Geographical scope:** The study was carried out in Lira municipality, Lira district in Northern Uganda. Northern Uganda Youth Development Program (NUYDP), PLAN Uganda (Lira field office), Lira district and municipal youth officials, youth from Adyel and Ojwina divisions constituted the study.

**Content scope:** The study focused on Capacity Building/Development and Y.E in Lira Municipality. Capacity building was mainly looked at in terms of vocational training, group formation and micro-project support. Youth empowerment was studied with emphasis on employment levels, levels of income, decision making and planning.

**Important to note is that;** a moderator variable: Government policy (youth policy) has been considered however it is not going to be studied in isolation but used to concretize other variables in the study.

**Time scope:** This research covered a period from 2005 up- to- date because this is the period that covers the LRA post conflict era and rehabilitation in Northern Uganda which includes among others the NUYDP.

### **1.12 Operational Definitions**

**Adolescents:** A transition period between childhood, immaturity and legal adulthood with different age ranges according to social, legal norms in each country along with different cultural and social challenges.

**Agency:** This is the culmination (the final result of a process/situation) of an individual's capacity to act on their skills and capabilities and their ability to change their own lives.

**Capacity Building/Development:** Used interchangeably in this study to mean the process by which individuals, groups, institutions and societies enhance their abilities to identify and meet development challenges in a sustainable manner.

**Micro-project support:** Considered to jointly include both credit offers and support in form of tools, equipments among others.

**Participation:** The active, informed and voluntary involvement of people in decision-making and the life of their communities (both locally and globally). Participation means work to, with and by the people, not merely work for them.



**Pedagogy:** Methods and Principles of teaching.

**Positive Youth Development:** Involves an asset based approach of working with the youth by emphasizing the presence of positive environments, pro-social activities and supportive relationships in young people's lives.

**Post-conflict Transitions:** The process of moving from conflict and states of emergency to routine national development.

**Unemployment:** ILO defines unemployment as a condition where people above a specified age are without jobs and have actively sought for work during the recent brief reference period usually 1 to 3 weeks.

**Vocational Training:** South Thames University refers to vocational training as a process which prepares learners for jobs that are based on manual and practical activities, traditionally non-academic and related to a specific trade, occupation or vocation.

**Vulnerable youth/adolescents:** Young people experiencing social, economic, cultural or physical disadvantage.

**Youth Empowerment Programs:** This review defines youth empowerment programs as interventions that regularly involve young people as partners and participants in the decision making processes that determine program goals, planning and / or implementation with the support of caring adults.

**Youth Empowerment:** An attitudinal, structural, and cultural process whereby young people gain the ability, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults.

**Youth:** Youth overlaps with, but is distinct from adolescence, as it extends into adulthood. The National Youth Policy of Uganda defines youth as all persons; female and male aged 12-30 years.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed literature related to Capacity Building and Youth Empowerment. The chapter presents theoretical review, the actual literature review done objective by objective and the summary of the literature review. Sources of literature used in this study include; journals, previous dissertations, the world-wide web or internet, research papers and conference presentations, government publications and documents, text books, bibliographies among others.

#### **2.2 Theoretical review**

##### **2.2.1 Youth Empowerment for the most vulnerable model**

This study was guided by the '*youth empowerment for the most vulnerable model*' based on the pedagogy (methods and principles of teaching) of Freire and experiences in the field, (Mohajer and Jaya, 2009). The aim was to discover evidence in support of the claim that empowerment could bring about positive changes in the lives of the most vulnerable while at the same time constructing a coherent model or outline of the empowerment process. Freire (1999), described a pedagogy that used the power generated from knowledge to bring about social or cultural action. Mohajer and Jaya (2009), summarized the model into themes which include; a clear vision of the goals agreed on by all stakeholders, formation of groups/circles who develop critical consciousness/awareness through dialogue and problematisation (presenting identified problems by participants), the content of the program should involve skills development, examination of culture, beliefs and values of both facilitator and the participants with community involvement. Smith (2007), as cited by Mohajer and Jaya (2009), agreed with Freire that the above points have

common characteristics with other participatory processes notably action research. Nici and Wright (1995), acknowledges Freire's empowerment model and notes that; it is interpreted by scholars as a necessary educational prelude to people being able to look after their own destiny. Scholars like Yunus and Jolis (1998), are in agreement that people are able to perfectly express their needs and do something about them if given the opportunity.

Though the model was accredited by various Scholars for its in-depth discussion of empowerment literature in relation to the findings in the field, some researchers criticized it for its lack of clarity in the definition of empowerment and the features of the programme that is empowering. Noted also are the episodes and instances of empowerment described in the literature that remain limited to personal or group empowerment. Despite the criticisms, Freire's model remains very relevant to this study by clearly linking CD concepts like skills development, group/circle formation and community involvement to empowerment of the most vulnerable youth as the ones in the study. In support also is the basic theory of change which indicates that CD results into empowerment through self efficacy (judgement of capability) and self esteem (judgement of self-worth). This includes emotional intelligence, social supports and positive-connections, social skills and competences, coping and problem solving, civic engagement, reduced anti-social behaviors, increased academic achievement and increased long-term economic wellbeing among others, (Morton and Montgomery, 2010). Jennings et al. (2006), contends that experiences with liberation empowerment in the field of literacy in Brazil won Freire international acclaim and his model still informs many scholars and practitioners in various fields including social work, social psychology and health education among others. It can be acknowledged for the interest of this study that the model does not clearly indicate key areas of concern like how an empowered youth should really

look like or be capable of doing and does not highlight their specific roles and responsibilities in socio economic development of their societies.

### **2.2.2 The participatory process approach**

The participatory process approach extensively discusses factors that affect empowerment. Scholars who view development as people-centered and non-hierarchical believe that unless CD is a participatory and empowering partnership for which those involved feel a high degree of ownership, intended results cannot be achieved, (Fowler, 1997). The participatory-process approach to capacity development emphasizes the importance of the means used to achieve results. Fundamentally, this process approach embraces change and learning as core values. It also embeds very well with general concepts of development like institutional building and human resource development by sharing some of the basic assumptions like emphasizing participation, ownership and power sharing. Despite the approach's contribution in linking CD to empowerment and other development processes, scholars like North (1993), criticizes the approach that CD is influenced by time and the stage of development of the unit whose capacity is being built. Scholars also criticize the approach for not working in isolation, arguing that CD incorporates many earlier conceptions of development and that the various approaches to CD are more or less defined by concepts that have been judged to be ineffective. Despite the criticisms, the approach remains useful to the study by clearly defining the scope that clarifies what is included and excluded in CD like emphasizing that development activities should be participatory for CD to be considered empowering.

## **2.3 Actual Literature review**

### **2.3.1 Vocational training and youth empowerment in Lira municipality**

Acknowledging the youth as a future of any given society (UNFPA, 2010) as quoted at the joint East African youth conference (UYONET@10) states that training and equipping the youth with vocational and life skills prepares them for future employment. South Thames University refers to vocational training as a process which prepares learners for jobs that are based on manual and practical activities, traditionally non-academic and related to a specific trade, occupation or vocation. Freire (1997), argues that skills development is quite essential for transformational change. Due to an increasing rate of unemployment levels in the country, the entire region and globally especially among young people affecting both illiterate and graduates, there is general concern and it is to this effect that the government of Uganda came-up with a program of *Skilling Uganda* with a major aim of empowering the youth through business development strategies, vocational and technical education, (Lubanga, New-vision of Monday October 1, 2012, Vol. 27, No. 196, pgs i - iii). Bidwell et al. (2009), as cited by the Common Wealth Secretariat (2007), asserts that vocational training is uniquely positioned to meet the demand of the youths and the broader goals of reconstruction.

In consideration of the economic and social advantages of self employment Yunus and Jolis (1998), argue that the policy needed for the eradication of poverty must be much wider and deeper than the policy for the provision of mere employment. According to the DFID/Uganda, the 2011 statistical abstract indicates that 50% of economically active youth are not engaged in income generating employment. Further states that the major causes of youth unemployment and underemployment in Uganda include; inadequate technical and professional qualifications, under-

skilled man power and lack of entrepreneurial skills, weak career guidance combined with lack of labour market information system as the last labour force survey in the country was done in 1989.

With the aim of improving on the literacy rates in the country, the government of Uganda introduced Universal Primary Education (UPE) in 1997 and later Universal Secondary Education (USE) which provides free education for pupils/students in both public schools and by partnering with a few private schools. This has registered a significant positive progress in enrolment levels though with some drop outs and other various notable challenges. Functional Adult Education (FAL) program was also introduced to cater for adults educational needs. The Young Leaders Think Tank for Policy alternatives (2011), however argue that literacy and numeracy classes integrated with business entrepreneurial skills are highly recommended for those who missed the opportunity of attaining formal education. According to Alley and Negretto (1999), CD involves the long term process, contributes to sustainable social and economic development and is demand driven. Burns et al. (2004), further emphasize the importance of meeting educational and economic needs of vulnerable youth in empowerment programmes. The joint East African community youth program of action 3 (2012), however notes that unfortunately the education and training being pursued in East African region is heavily theoretical with little skills development in areas such as vocational and life skills which would equip the youth with skills required by the job market as employees or employers. Further argues that formal academic institutions are very rigid on changing the design of education and training to respond to the ever growing need for relevant marketable skills and those institutions that respond to job market demands with limited bureaucracy like those that promote and nurture creative industries have been ignored. According to the EFA Global Monitoring Report (2013), as quoted by Tayebwa (2013);

Uganda has made tremendous efforts in improving the literacy of its citizens with the current literacy rate standing at 73% which is not too bad in general though the country is still under the grip of massive illiteracy especially among young people. The profusion of illiterate youths, school drop outs and the semi-illiterate youths who migrate to towns with a hope of better opportunities has exacerbated the problem of youth unemployment in the country. The youth illiteracy rates are still very high and with huge disparities between males and females.

It was also established that the youth lack life skills like sports, music and drama which are vital in youth empowerment programmes. The young people of East African community during the East African Regional youth conference on trade and business (2012), in Kampala Uganda argued partner states to improve on the rate of formal job creation through a two sided approach by addressing competitiveness of skills and creating entrepreneurial opportunities. Wallerstein (1992, p.198), refers to empowerment as; *a social process that promotes participation of people, organizations and community towards the goals of increased individual and community control, political efficacy, improved quality of community life and economic development.*

### **2.3.2 Group formation and youth empowerment in Lira municipality**

Group or circle formation enables adolescents to be in well organized groups where they can manage their own affairs, make strategic decisions and govern their organizations to transform their societies for social and economic development. Wallerstein (2006), contends that youth empowerment programmes have proven effective in the formation of sustainable groups and strengthening group bonding. Further argues that many participatory processes have brought social



actors or stakeholders together by participating in decision making and planning which improves on their knowledge and skills and hence felt satisfaction for participatory in development programs. Wallerstein (2006), however notes that participation can be more productive in a democratic society which enables minority groups like the youth to make decisions.

According to Yunus and Jolis (1998), group members should be given a chance to mobilize themselves, arguing that they understand their personalities and needs better among themselves for effective group composition. Further state that groups act as a centre which develops leadership skills and improve on the self help techniques that contributes to self employment opportunities. Freire (1972), acknowledges that true participation occurs when the program originates from the actions of the young people themselves. Tengland (2007), claims that unless experts and those in authority relinquish some of their power and control over empowerment programmes, most programmes will not be able to achieve their goals. Wallerstein (2006), in her comprehensive review of empowerment programmes states that handing over power has been one of the barriers to the implementation of empowerment model. Veneklasen and Miller (2002), as cited by Berenskoetter and Williams (2007), describe '*power with*' as the capacity to achieve together what would never be possible alone. Considering the mutual support, solidarity and collaboration, this kind of power necessitates building bridges across different interests with the aim of transforming societies by reducing social conflicts and promoting equitable relations. Ben (1991), attributes transformation in a culturally acceptable manner to working with-in circles literally known as groups.

Yunus and Jolis (1998), further assert that groups make it easy for the exchange of money through discussing loans openly which reduces opportunities of corruption and increases chances of members to assume responsibility. In order to realize better results and become economically empowered, the youth should also be more focused on reducing economic inequalities among themselves and this will enhance their working relationships without issues of discrimination. Social workers attribute a feeling of social equality to circle/group formation. Gaventa (2004), in Berenskoetter and Williams (2007), recommends that unequal power relations should always be eliminated in any democratic society for change to be generated in terms of inclusion in decision making and planning of interventions at all stages.

### **2.3.3 Micro project support and youth empowerment in Lira Municipality.**

Freire (1997), recommends that a programme developed in consultation with participants can identify the skills that participants value and require to be able to bring about change in their lives. Yunus and Jolis (1998), also agree that the real eradication of poverty begins when people are able to control their own fate by realizing their individual potential, capacity and skills therefore make personal choices of their development enterprises. Sustainability of enterprises can be achieved through improved youth capabilities and skills, when the youth are given an upper advantage to access, manage and control vital resources which enables them have great influence in matters that affect their lives and at the same time improve their socio-economic positions in their communities. The human rights approach to development acknowledges that, *youth have the right to participation in decision making, including under-18s who have the right to express their views freely in all matters affecting [them], the views of being given due weight in accordance with [their] age and maturity* Convention on the rights of the Child 1989, Article 12, (DFID-CSO Youth

Working Group, 2010). Yunus and Jolis further assert that charity is no solution to poverty for it only perpetuates poverty by taking the initiative away from the poor. Raju (2005), acknowledges that lack of economic power limits the success of empowerment and states that the notion of empowerment implies a particular vision of development.

During the World Micro-Credit summit in Washington DC (February, 1997), Yunus stated that money is merely a tool that helps unlock human dreams and helps even the poorest and most unfortunate people on the planet to achieve respect, dignity and meaning in their lives. Yunus and Jolis (1998), contend that, the fact that the poor already know how to survive, it is better to provide micro-credit support to build/strengthen the proposed enterprises rather than dictating on what to do and this facilitates maximum use of their existing skills for better performance. Consequently observe that it is quite easy and less risky to provide credit to well mobilized groups therefore resource mobilization is simpler and fast for it leaves no room for corruption and in case of any unavoidable problems members can easily remobilize themselves to resolve the issue urgently.

Yunus and Jolis (1998), equate micro-credit support to a human right and argue that it should endeavor to remove structural barriers which for so long kept the underclass out of the human context. Further argue that micro-credit support does not only lead to poverty eradication but also transforms societies economically and socially. Acknowledges that decision making enables human creativity and endeavors of the poor to be achieved by giving them a chance to undertake the responsibility of establishing their own dignity. The United Nation [UN] Secretariat however disagrees that micro credit is not a solution to poverty. In its World Economic and Social Survey (1999), in the chapter titled, '*Bringing Financial Services to the Poor*', the Survey concludes that;

Micro credit institutions are not, however, the magic bullet that will solve all problems of poverty. Credit is an important but not the only constraint on raising incomes of the poor. Other constraints that keep the productivity of labour, hence incomes low include a lack of human capital, material assets and access to inputs. The poorest people in particular have a low demand for credit because they have relatively low capacity to make profitable use of it and their capacity to service debt is virtually nil (United Nation [UN], 1999: 205).

In order to understand their roles and put it in practice, the youth need to make informed decisions and only be guided on how to lobby for support, negotiate with other development implementing partners like government and NGOs and be in position to market their skills, products and services. Enterprise Uganda together with Youth Business International (YBI) signed a pact and their partnership intends to create sustainable business by boosting the flow of business knowledge among the youth in areas like access to credit, business mentorship and business startup services, (Ssempija, New vision of October 16, 2012. Vol. 27, No.207). Though the saving culture of the youth can be enhanced through vigorous training, their social-economic advancement may come to a halt or even slide backwards if other economic factors are not favorable. Yunus and Jolis (1998), recognize that the power of individuals working together in a concerted effort can be very considerable in improving on self reliance of the groups and results in strong savings programmes. Recommend for a good health-care-system, education, a pension plan, good communications and market information to be developed first to enable the poor save something from the profits made from their small enterprises. For reasonable involvement to be achieved suggest that rules and procedures should be set and adhered to by both parties (those extending the credit and those receiving it). Further argue that the economic advancement of the poor needs broader enabling and

sustaining environment and notes that micro-credit support starts the engine which needs refueling for maintenance, expansion of the capacity and a good road to make good progress.

## **2.4 Summary of the Literature Review**

The literature review highlighted the role of the youth empowerment model for the most vulnerable and the participatory process approach in the understanding of the relationship between CD strategies and YE concepts, together with their inherent limitations and shortfalls. Literature has also indicated that CD is a wider concept involving a number of interventions such as vocational training, group formation and Micro project support for effective YE to be achieved leading to sustainable development. Research also indicates that YE is a growth process through which all youth are engaged in attempting to; meet their basic personal and social needs to be safe, feel cared for, be valued, become useful and be spiritually grounded. They can be able to build skills and competencies that allow them to function and contribute to their daily lives. Social researchers also found out that meaningful youth development is about people, programs, institutions and systems that provide all youth with the support, opportunities and quality services.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter focused on the methods used in the study. It presents the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods and instruments, validity and reliability, procedure for data collection, data analysis and measurement of variables.

### **3.2 Research Design**

This study adopted a cross-sectional research design because it enables in-depth investigation which generates reliable data and findings about the study variables (that answers the research question) at one point in time. Sekaran (2006), supports this design by pointing out that it is quite flexible in data collection as it enables collection of both quantitative and qualitative data at the same time. It employed a triangulation approach of collecting both quantitative and qualitative data. Quantitative approach was applied because it yielded numbers and tables that were easy to understand, interpret and are apparently more convincing, (Mugenda and Mugenda, 1999). Qualitative approach was used because it was not possible to get the necessary information from only the youth but through interviews on a selected representative sample, the researcher was able to have a cross section of the population.

### **3.3 Study Population**

The study population included Lira District and Municipal Youth officials, NUYDC staff in Lira, staff of Plan Uganda (Lira Field Office) and youth from Adyel and Ojwina divisions in Lira Municipality. These sub-groups were selected because they influence policy concerning youth affairs in Lira Municipality, handle technical and administrative issues while others are implementers/partners while the youth are the beneficiaries of Y.E interventions.

### **3.4 Sample size and selection**

Using Krejcie and Morgan table as cited by Barifaijo, Basheka and Oonyu (2010), the sample size of 189 was selected. According to Sekaran (2000), a sample size item over 30 and less than 500

is appropriate enough for most studies. The sample size for the study is as shown in table 3.1 below.

**Table 3.1: Sample size and selection**

| Category                              | Accessible population | Sample size | Sampling Technique     |
|---------------------------------------|-----------------------|-------------|------------------------|
| Lira District Youth Officials         | 7                     | 7           | Purposive sampling     |
| Lira Municipal Officials (CDOs)       | 3                     | 3           | Purposive sampling     |
| Plan Uganda staff                     | 3                     | 3           | Purposive sampling     |
| NUYDC staff                           | 7                     | 7           | Purposive sampling     |
| Youth from Adyel and Ojwina divisions | 300                   | 169         | Simple Random Sampling |
| <b>Total</b>                          | <b>320</b>            | <b>189</b>  |                        |

**Source: Lira District Annual District Development plan (2010).**

### 3.5 Sampling Techniques and Procedure

A simple random sampling technique was used by the researcher to determine the sample from the population. The researcher also grouped the population into Lira District Youth Officials, Lira Municipal Officials (CDOs), Plan Uganda staff and NUYDC staff. According to Sarantakos (2005), the researcher deliberately divided the population into mutually exclusive groups and further selected respondents from these subgroups who are more relevant, appropriate and meaningful to the study. The simple random technique was used to determine the sample from the youth of Adyel and Ojwina divisions by using tables with random numbers. This method was selected to give equal chances of participation to each variable. These two methods of sampling were used and guided by a sampling frame derived from Krejcie and Morgan table, (Barifaijo et al; 2010).

### **3.6 Data Collection Methods**

A combination of a questionnaire survey, interviews and documentary review methods were used by the researcher during data collection for the study so as to minimize the weakness of using one method and enhance reliable findings.

#### **3.6.1 Questionnaire survey method**

Questionnaire survey was used in which self administered structured questionnaires were personally delivered and issued to the respondents. This type of questionnaire was used because of its convenience and efficiency in collecting data above all respondents were literate and able to read and fill in the answers in the questionnaires. It was also used to limit the perceptions and sentiments that respondents were likely to express and which were not in the subject of our investigation as they also save time and money. Amin (2005), states that the questionnaire survey method easily collects data from a large number of respondents since they have adequate time to give well thought out answers, have a low cost even when the universe is large and widely spread geographically. It was also very easy to use even on respondents who were not easily approachable, (Kothari, 1990). This method targeted the youth (beneficiaries) of the interventions.

#### **3.6.2 Face to face interview method**

Kothari (2003), indicates that the interview method of collecting data involves presentation of oral verbal stimuli and reply in terms of oral-verbal responses. The researcher had face to face discussions with the respondents and used unstructured questions because they give much more freedom to ask supplementary questions and at times omit others as the researcher feels fit (Kothari,



1990). The target was 7 Lira District Youth Officials and accessed 5, 3 Lira Municipal Officials (CDOs) and accessed all, 3 Plan Uganda staff and accessed 2 and 7 NUYDC staff and accessed 6. This was done in order to get in-depth information and understanding about specific variables of interest in the study. In addition the interview method was used to probe further the genuineness of the responses generated by the questionnaires. According to Amin (2005), the interview method allows the researcher to evaluate the sincerity of responses.

### **3.6.3 Documentary review method**

Documentary analysis was also used in order to get more information about the subject of the study that could not be captured by other methods (Amin, 2005). This was done by reading text books, articles, newspapers, project documents and Lira local Government documents such as annual reports, policy statements among others.

### **3.7 Data Collection Instruments**

Both qualitative and quantitative data was collected using questionnaires, interview guide and documentary review guide accordingly. The researcher was mainly concerned with opinions, views, perceptions, feelings and attitudes of both beneficiaries and implementing partners of youth empowerment programs and such information could be easily collected through the use of questionnaires and interview techniques, Bell (1993), Touliatos and Compton (1988), as cited by (Oso and Onen, 2005).

### **3.7.1 Self administered questionnaires**

The researcher used questionnaires during data collection which were issued to the youth of Adyel and Ojwina divisions who are direct beneficiaries of youth empowerment interventions in order to gather all the necessary data. These were used because they are convenient and the respondents were literate and therefore able to read and write. According to Amin (2005: 269), questionnaires were designed to handle individual objectives from which the relationship was assessed.

### **3.7.2 Interview guide**

The interview guide which comprised of the themes and topics of discussion in the interview was used by the researcher to gather the necessary data for the study during interviews with respondents. This was brief and precise comprising of key topics and themes of the study, (Amin, 2005). Also interview schedules were used during interviews for in-depth inquiry in the subject matter so as to ascertain specific details and facts about the study variables. The guide was used to dig deeper and get in-depth information and understanding from key informants, (Tripathi, 2002).

### **3.7.3 Documentary review guide**

This was a list of documents or published works that the researcher read during the study. These included articles, policy statements of the Ministry of Local Government [MoLG], Lira local Government reports, project documents especially for NUYDC and Plan Uganda, text books, journals and newspapers. This was done in order to find out more information that was not captured easily by other methods.

### 3.8 Quality Control

In order to ensure quality of the research findings, the researcher carried out reliability and validity tests of the research instruments to be used in data collection as discussed below.

#### 3.8.1 Reliability

The researcher ensured that the research instruments are reliable by constructing a conceptual frame work in which the study variables to be used in data collection instruments were explained. The researcher also made use of the subject experts' judgement (2 supervisors and 1 senior researcher) who reviewed the instruments (appendix 3) which was pre-tested on 30 respondents and cronbach's alpha calculated using SPSS whereby 0.718 reliability result was generated which indicated adequate stability as shown in the table 3.2 below which made the instrument very reliable. Barifaijo et al. (2010), recommend that a cronbach's alpha where a correlation coefficient of 0.7 and above is often appreciated in most studies.

**Table 3.2: Reliability results**

| <b>Reliability Statistics</b> |  |            |
|-------------------------------|--|------------|
| Cronbach's Alpha              | Cronbach's Alpha Based on Standardized Items | N of Items |
| .680                          | .718   | 32         |

Source: Primary data from the field (Pre-test data)

Table 3.2 above shows Cronbach's Alpha results that were calculated using SPSS to pre-test the research instrument prior to the field study.

### **3.8.2 Validity**

The researcher ensured that instruments collect justifiable and truthful data during the study. To gain confidence of respondents the researcher avoided names and any other thing that could deter respondents from providing correct and unbiased information. The researcher also ensured content validity through judgement of the items by experts (2 supervisors + 1 senior researcher) and calculated the content validity index using the formula.

$$\text{CVI} = \frac{\text{Number of items rated relevant by all judges}}{\text{Total number of items in the instrument}}$$

#### **Questionnaire**

$$\text{CVI for 3 experts} = \{0.81 + 0.88 + 0.78\} \div 3$$

$$\text{CVI} = 2.47 \div 3$$

$$\text{CVI} = 0.82$$

#### **Interview guide**

$$\text{CVI for 3 experts} = \{0.88 + 0.75 + 0.94\} \div 3$$

$$\text{CVI} = 2.57 \div 3$$

$$\text{CVI} = 0.86$$

Where;

CVI = Content Validity Index

K = Total number of items rated as relevant

N = Total number of items in the questionnaire or interview guide

Where CVI results of 0.82 (questionnaire) and 0.86 (interview guide) were generated, (appendix 3). The instruments were considered valid because CVI of 0.7 and above for a given instrument is considered valid for the study, (Amin, 2005).

### **3.9 Data Collection Procedure**

An introduction letter was given to the researcher from UMI Higher Degrees department addressed to the Heads of institutions and Key informants that were selected for the study. The researcher also asked for permission from the CAO of Lira Local Government who permitted access to the district documents and responsible staff. The researcher also attached a cover letter to the research instruments explaining the purpose of the research and assured the respondents of the confidentiality involved.

### **3.10 Data analysis**

Data collected was processed using both quantitative and qualitative approaches.

#### **3.10.1 Quantitative data analysis**

Data from the field was cleaned, compiled, sorted, edited and coded to have the required quality, accuracy and completeness. It was entered into the computer using the Statistical Package for

Social Sciences (SPSS V16.0) for analysis. The data was analyzed according to the research questions objective by objective. Frequency tabulations were used to describe sample characteristics using descriptive statistics of mean, percentage and frequencies. Inferential statistics of Pearson's Correlation coefficient was used to establish the strength of significance between the study variables. Regression analysis was used to examine the relationship between Capacity building and Youth empowerment.

$$r_{xy} = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2] [n(\sum y^2) - (\sum y)^2]}}$$

= degree to which x and y vary together

Degree to which x and y vary separately

n = number of paired observations

$\sum xy$  = sum of cross products of x and y

$\sum x^2$  = sum of all the squared values of x scores

$\sum y^2$  = sum of all the squared values of y scores

$(\sum x)^2$  = sum of all x scores, this sum squared

$(\sum y)^2$  = sum of all y scores, this sum squared

### 3.10.2 Qualitative data analysis

Data in form of recorded interviews was analysed using content analysis building on the emerging themes and sub themes from the field notes. Data from open ended questions was coded and

arranged according to themes of the study. The researcher scrutinized the data generated from the field, made analysis, collated it then drew conclusions and presented it in form of paraphrases. Direct quotations from the study were also recorded and used to enrich the findings.

### **3.11 Measurement of variables**

The researcher measured the variables using the likert scale where statements were followed by the five category responses continuum of strongly agree, agree, not sure, disagree and strongly disagree. The respondents selected the best responses that best described their reaction. Then the responses were weighed from 1 to 5 and averaged for all items. According to Saunders, Lewis and Thornhill (2007), this ordinal measurement not only categorizes elements being measured but also ranks them into some order. The researcher used this measurement because of its flexibility and ease in its construction, (Amin, 2005).

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

This chapter presents, analyses and interprets findings of the study on capacity building and youth empowerment in Lira Municipality – Lira district. The findings are presented in accordance with the research objectives and research questions.

#### **4.2 Response Rate**

For the study to validate the findings, analysis of the response rate using gender was done as shown below in the table 4.1.

**Table 4.1 Response rate**

| <b>Respondents<br/>distribution by gender</b> | <b>Frequency</b>     |                   | <b>Percentages %</b> |                   |
|---|----------------------|-------------------|----------------------|-------------------|
|   | <b>Questionnaire</b> | <b>Interviews</b> | <b>Questionnaire</b> | <b>Interviews</b> |
| Female  | 62                   | 7                 | 40.8                 | 43.7              |
| Male  | 90                   | 9                 | 59.2                 | 56.3              |
| <b>Total</b>                                  | <b>152</b>           | <b>16</b>         | <b>100</b>           | <b>100</b>        |

**Source: Primary data from the field.**

The number of questionnaires issued out was 169 and the number of questionnaires returned was 152 which is approximately 90%. During interviews 16 out of the 20 respondents earlier planned were interviewed which gave 80% with an average response rate of 85%. This is considered as an adequate response rate as observed by Mugenda and Mugenda (1999), who argued that a response rate of 50% is adequate enough for the study.

### **4.3 Background information of Respondents**

The background information included data on gender of respondents, age bracket, parental status, marital status, highest formal education qualification, vocational/technical specialization and main occupation of respondents.

#### **4.3.1 Gender of the respondents**

The study investigated the gender of respondents because the researcher wanted to get balanced views on the study from both males and females about the study variables. The findings are presented in table 4.2 below.



**Table 4.2: Gender of respondents**

| <b>Gender</b> | <b>Frequency</b> | <b>Percentage %</b> |
|---------------|------------------|---------------------|
| Female        | 62               | 40.8                |
| Male          | 90               | 59.2                |
| <b>Total</b>  | <b>152</b>       | <b>100</b>          |

**Source: Primary data from field study.**

Table 4.2 above indicates that 40.8% of the respondents were female while 59.2% were male. This may be because of the varying perceptions about the girl child education. It means that more males respond and attend vocational/technical training than females, implying that males are more empowered in terms of vocational/technical skills which easily enable them to get employment than their female counterparts who are usually always grounded at home doing house chores. The study involved both male and female respondents which makes findings reliable and valid about capacity building and youth empowerment because of gender balancing.

#### **4.3.2 The age bracket of the respondents**

The study investigated the age categories of the respondents. This was because the researcher wanted to only interview respondents who fall in the age bracket of the youth as provided by the constitution of Uganda and also establish the age group of the majority youth in Lira municipality as presented in table 4.3 below.

**Table 4.3: The age bracket of the respondents**

| <b>Answer</b> | <b>Frequency</b> | <b>Percentage %</b> |
|---------------|------------------|---------------------|
| 14 – 18       | 3                | 2.0%                |
| 19 – 24       | 127              | 83.6%               |
| 25 – 28       | 22               | 14.5%               |
| 29 – 34       | 0                | 0                   |

|              |            |            |
|--------------|------------|------------|
| <b>Total</b> | <b>152</b> | <b>100</b> |
|--------------|------------|------------|

**Source: Primary data from the field**

Table 4.3 shows that only 2% of the respondents were in the age range of 14 – 18 years, 83.6% of the respondents were in the age range of 19 – 24 years, 14.5% of the respondents were in the range of 25 – 28 years and none in the age range of 29 – 34 years respectively. These results reflect that most of the respondents fall between the ranges of 19 – 24 years which is 83.6%. This means that respondents have mature reasoning capacity to give genuine responses to the researcher about the study variables hence generating valid findings, implying that they have the capacity to make informed and personal choices for themselves.

### **4.3.3 Parental status of the respondents**

The study also investigated the parental status of the respondents. This was because the researcher wanted to find out the level of orphanage rates in the municipality as below.

**Table 4.4: Parental status of the respondents**

| <b>Answer</b>     | <b>Frequency</b> | <b>Percentage %</b> |
|-------------------|------------------|---------------------|
| Have both parents | 38               | 25                  |
| Have one parent   | 72               | 47.4                |
| Lost both parents | 42               | 27.6                |
| <b>Total</b>      | <b>152</b>       | <b>100</b>          |

**Source: Primary data from the field study**

Table 4.4 shows that only 25% of the respondents have both parents, 47.4% of the respondents have one parent and 27.6% lost both parents which gives a total percentage of 75% of the respondents who are orphans. This means that these youth have extra responsibilities of taking

care of their siblings and themselves. Their management skills at household level implies that they are already involved in decision making and planning for their families and their views are therefore reliable and valid about the study phenomenon as vulnerable youth.

#### 4.3.4 Formal education level of the respondents

The study investigated the education levels of the respondents; this was because the researcher needed to know information about the highest formal education levels attained by the respondents in the municipality. The findings are presented in table 4.5.

#### 4.5: Formal education level of the respondents

| Answer       | Frequency  | Percentage % |
|--------------|------------|--------------|
| PLE          | 51         | 33.6         |
| O' Level     | 77         | 50.7         |
| A' Level     | 10         | 6.6          |
| Diploma      | 14         | 9.2          |
| Degree       | 0          | 0            |
| Others       | 0          | 0            |
| <b>Total</b> | <b>152</b> | <b>100</b>   |

#### Source: Primary data from field study

Table 4.5 above shows that the majority of the respondents 50% had the highest level of education as O'level, 33.6% of the respondents had completed PLE, only 6.6% of the respondents had completed A'level and 9.2% had Diplomas while none of the respondents had attained a degree or any other qualification. This means that 84.3% of the youth had not gone beyond ordinary level of education indicating that the majority youth are school drop outs who required skills training development that can enable them obtain gainful employment.

### 4.3.5 Technical/Vocational specialization of the respondents

The study investigated the technical/vocational specialization of the respondents. This was because the researcher wanted to find out the technical courses most preferred by the youth and the findings are presented in the table 4.6 below.

**Table 4.6: Technical/Vocational specialization of the respondents**

| <b>Answer</b>           | <b>Frequency</b> | <b>Percentage %</b> |
|-------------------------|------------------|---------------------|
| Agriculture             | 22               | 14.5                |
| Construction            | 37               | 24.3                |
| Hospitality and Tourism | 28               | 18.4                |
| Manufacturing           | 43               | 28.3                |
| ICT                     | 17               | 11.2                |
| Others (specify)        | 5                | 3.3                 |
| <b>Total</b>            | <b>152</b>       | <b>100</b>          |

**Source: Primary data from field study**

Table 4.6 shows that 14.5% of the respondents practiced agriculture, 24.3% trained in construction while 18.4% offered hospitality and tourism as 28.3% were in the manufacturing sector then 11.2% did ICT and 3.3% of the respondents trained in other courses like grain milling. This means that the manufacturing sector had the highest participants, followed by construction, then hospitality and tourism sector and agriculture as ICT had averagely few participants and the least was others notably grain milling. This implies that the youth are most interested in the manufacturing sector specifically in tailoring/cutting garments and motor vehicle mechanics. It can also be noted that the construction sector also had a good representation which highly contributes to the growing economy whereas the tourism, agriculture and ICT are lagging behind which also relates to the poor performance of these sectors. Skills acquisition implies that the youth can easily become job

creators using the skills attained rather than being job seekers which will improve on their levels of income and economic growth in general.

#### 4.3.6 Occupation of the respondents

The study also investigated the main occupation of the respondents. This was because the researcher wanted to find out the main source of living of the respondents. The findings are presented in the table 4.7.

**Table 4.7: Main occupation of the respondents**

| <b>Answer</b>  | <b>Frequency</b> | <b>Percentage %</b> |
|--|------------------|---------------------|
| Peasantry  | 37               | 24.3                |
| Business/Self employment                             | 24               | 15.8                |
| Employed by a private co./organization or individual | 36               | 23.7                |
| Civil servant  | 5                | 3.3                 |
| None of the above                                    | 50               | 32.9                |
| Any other  | 0                | 0                   |
| <b>Total</b>   | <b>152</b>       | <b>100</b>          |

**Source: Primary data from field study**

Table 4.7 above indicates that 24.3% of the respondents are peasants, 15.8% of the respondents are self employed, 23.7% of the respondents are employed by private companies, organization or individuals, 3.3% are civil servants and 32.9% are not practicing anything. These results reflect that a total percentage of 67.1% are engaged in some activities that earn them a living which implies that skills training enhance employment opportunities which improves on the well-being of participants.

#### 4.4 Objective one: Vocational training and Youth empowerment

The first objective aimed at finding out whether vocational training affects youth empowerment in Lira Municipality, Lira district. To achieve this objective the hypothesis ‘*vocational training significantly affects youth empowerment*’ was formulated. Also to guide the investigation, the following questions were drawn: There is increased vocational training in Lira municipality; There is youth involvement in the planning of their training program; I attended training under my own initiative; I attained certification after training; Skills gained are useful for future benefits; I attained literacy and numeracy skills; I gained life skills like sports, business skills, drama etc during training; Was able to get employment after training; The youth contribute to household budget/welfare and the government policy engages the youth in national development strategies like training, modern agriculture, (NAADS).

**TABLE 4.8: Vocational training and Youth empowerment**

Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

| <b>Objective (Vocational training and Youth empowerment)</b>          | <b>SA (%)</b> | <b>A (%)</b> | <b>NS (%)</b> | <b>D (%)</b> | <b>SD (%)</b> | <b>Mean</b> |
|---|---------------|--------------|---------------|--------------|---------------|-------------|
| There is increased vocational training in Lira municipality.          | 56(36.8)      | 59(38.8)     | 25(16.4)      | 10(6.6)      | 2(1.3)        | 4.03        |
| There is youth involvement in the planning of their training program. | 32(21.1)      | 54(35.5)     | 40(26.3)      | 17(11.2)     | 9(5.9)        | 3.55        |
| I attended training under my own initiative.                          | 41(27.0)      | 55(36.2)     | 16(10.5)      | 34(22.4)     | 6(3.9)        | 3.60        |
| I attained certification after training                               | 74(48.7)      | 10(36.3)     | 7(4.6)        | 14(9.2)      | 17(11.2)      | 3.92        |
| Skills gained are useful for future benefits                          | 98(64.5)      | 40(26.3)     | 6(3.9)        | 3(2.0)       | 5(3.3)        | 4.47        |
| I attained literacy and numeracy skills                               | 40(26.3)      | 71(46.7)     | 11(7.2)       | 21(13.8)     | 9(5.9)        | 3.74        |

|  |          |          |           |          |          |      |
|--|----------|----------|-----------|----------|----------|------|
| I gained life skills like sports, business skills, drama etc during training   | 78(51.3) | 68(44.7) | 4(2.6)    | 0(0)     | 2(1.3)   | 4.45 |
| Was able to get employment after training  | 33(21.7) | 56(36.8) | 10(6.6)   | 37(24.3) | 16(10.5) | 3.35 |
| The youth contribute to household budget/welfare.  | 26(17.1) | 61(40.1) | 26(17.10) | 23(15.1) | 16(10.5) | 3.38 |
| The government policy engages the youth in national development strategies like training, modern agric. (NAADS) etc. | 48(31.6) | 64(42.1) | 12(7.9)   | 17(11.2) | 11(7.2)  | 3.80 |

**Source: Primary data**

From table 4.8 results show that, 38.8% of the respondent agreed and 36.8% strongly agreed with the mean value of 4.03 that there is increased vocational training in the municipality reflected by 75.6% of the respondents. Never-the-less 6.4% of the respondents were not sure signifying that training is not clearly communicated to the beneficiaries/youth, thus not every youth is embraced in the skills training by the implementers. Also 35.5% agreed and 21.1% of the respondents strongly agreed about youth involvement in the planning of their training program with the mean value of 3.55%. This reflected that 56.6% of the respondents agreed with the youth involvement in the planning process of their training programs which implies that the youth are fully represented during the planning process of their skills training programs in the municipality. As established during interviews from one of the youth leaders who said that; *Members of the district youth council participate in the district planning meetings including designing youth training programs among others*, (Lira DY0 1). Table 4.8 results also show that 36.2% agreed and 27.0% of the respondents strongly agreed that they attended training under their own initiative with the mean value of 3.60. From that analysis it is indicated that the youth make personal decisions to engage in skills training because 63.2% of the respondents were in agreement. Findings revealed that 36.3% of the respondents agreed to have attained certification after training with the mean value of 3.92. These findings show that the youth passed their assessment examinations that enabled

them to attain certification. It was noted from the interviews when one of the respondents stated that; *the youth who possess workers pass or certificates are at a higher advantage to secure jobs for themselves because potential employers can easily verify their skills from their qualifications,* (Plan 1).

Table 4.8 findings show that 26.3% of the respondents agreed and 64.5% strongly agreed that the skills gained are useful for future benefits with the mean value of 4.47. From the analysis it is indicated that the various skills gained during training will necessitate the youth to improve on their standards of living from their earnings either as self employed by selling their products or employed somewhere else. Findings also show that, 46.7% of the respondents agreed and 26.3% strongly agreed that the youth attained literacy and numeracy skills during training which gave a mean value of 3.74. This means that a total percentage of 75.7% attained basic education and are able to read and write after the training, implying that the youth are able to keep records of their business enterprises which helps to maximize business performance. From the literature review in the literacy day news, the Ministry of Gender, Labour and Social Development [MoGL&SD] stated that;

There is evidence that a literate population is more productive and empowered to live meaningful lives thus enjoying improved livelihoods. Literacy enables people to make informed decisions and choices by equipping them with knowledge and skills, accessing appropriate information, empowering individuals, promotion of health, enhancement of production skills and participation in children's education, (Kiirya, New Vision, Thursday, September 8, 2011 Vol. 26. No. 179. Pg.7).



Findings also show that 44.7% of the respondents agreed and 51.3% strongly agreed that the youth gained life skills like sports, business skills and drama during training which gave a mean value of 4.45 implying that life skills enhancement has been fully incorporated in the skills training process. This means that majority of the youth can use the gained skills like drama for conflict resolution which would otherwise retard economic development including capacity building, gain income through sports as a profession and business skills will enable them improve on their planning and decision making as successful entrepreneurs. This was confirmed in oral interviews when one of the Community Development Officers, (CDOs) revealed that; *Life skills act as a change agent for the vulnerable youth who were affected by the conflict*, (CDO 1). This signifies that the life skills attained can help in behavioral change and as an alternative source of living/income for the youth. In table 4.8 findings also show that, 36.8% of the respondents agreed and 21.7% strongly agreed that the youth are able to get employment after training which gave a mean value of 3.35. However 34.8% of the respondents disagreed, indicating that some youth are not able to get employment after training. This reveals that not all the youth who undergo skills training can easily access employment opportunities. This was confirmed in the Lira district annual report (2011/2012) whereby it was indicated that over 60% of the youth in Lira municipality lack basic employment which always renders them idle and disorderly while others only get engaged in casual labour. Findings show that 40.1% of the respondents agreed and 17.1% strongly agreed that the youth contribute to household budget/welfare which gave a mean value of 3.38. This reveals that the youth are not only responsible for their own wellbeing but also take care of extra household necessities from their earnings. During oral interviews one of the CDOs reported that; *though the youth have meager earnings, most of them are the bread winners of their homes*, (CDO 3). This

can further be attributed to results in the background information (4.3.3) which showed that 75% of the respondents are orphans.

Table 4.8 results showed that 31.6% of the respondents strongly agreed and 42.1% agreed with the mean value of 3.80 that the government policy engages the youth in national development strategies like training, modern agriculture (NAADS) among others. This gave a total percentage of 73.7% of the respondents and this implies that youth are in agreement that they are highly recognized and involved in the national development strategy which makes them feel highly recognized and empowered to work hard for the growth of their economy.

### Vocational training and youth empowerment

This study further investigated into vocational training and youth empowerment and Pearson's correlation test were carried out as presented in table 4.9.

**Table 4.9: Correlation findings on vocational training and youth empowerment**

#### Correlations

|   |                     | I attended training under my own initiative | I attained literacy and numeracy skills |
|---|---------------------|---|---|
| I attended training under my own initiative | Pearson Correlation | 1   | .435**                                  |
|   | Sig. (2-tailed)     |   | .000                                    |
|   | N                   | 152   | 152                                     |
| I attained literacy and numeracy skills     | Pearson Correlation | .435**                                      | 1                                       |
|   | Sig. (2-tailed)     | .000  |   |
|   | N                   | 152   | 152                                     |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

The correlation results showed a strong significant relationship between vocational training and youth empowerment ( $r = .435^{**}$   $p < .01$ ) which confirms hypothesis one which stated that; *vocational training significantly affects youth empowerment*. The findings also show  $R = 0.435^{**}$  and significance = 0.000 which is significant at 0.01 level (2-tailed). This implies that a well planned and conducted skills training program increases the level of youth empowerment positively.

### Findings of regression analysis on vocational training and youth empowerment

To examine the relationship between the two variables in the study a regression analysis was run to measure the relationship as presented in the table 4.10 below.

**Table 4.10: Findings of regression analysis on vocational training and youth empowerment**

|       |   | Coefficients <sup>a</sup>   |            |                           |       |      |
|-------|---|-----------------------------|------------|---------------------------|-------|------|
|       |   | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
| Model |   | B                           | Std. Error | Beta                      |       |      |
| 1     | (Constant)                                  | 2.234                       | .268       |                           | 8.326 | .000 |
|       | I attended training under my own initiative | .418                        | .071       | .435                      | 5.911 | .000 |

**Dependent Variable:** I attained literacy and numeracy skills

Basing on the findings from table 4.10, the value of significance is less than 0.05 which implies that the value in  $\beta = 0.435$  is true with 99% level of confidence. The findings indicate that vocational training has a strong positive relationship with youth empowerment at  $\beta = 0.435$ ,  $t = 5.911$  and significance = 0.000 respectively. This implies that if the youth are given chance to make personal decisions on attending vocational training it results into high level of their skills building which enhances their empowerment through gaining employment opportunities and increasing their levels of income.

#### **4.5 Objective two: Group formation and Youth empowerment**

The second objective aimed at finding out whether group formation affects youth empowerment in Lira Municipality, Lira district. To achieve this objective the hypothesis '*group formation significantly affects youth empowerment*' was formulated. To guide the investigation, the following questions were drawn: There is increased number of youth groups in Lira Municipality; There is increased youth ownership of their groups; Group composition in-terms of gender, age and education level influence planning and decision making; The youth participate in planning and decision making in their groups; The youth participate in the management of their own groups; The youth have control over personal incomes; There is increased ownership of productive assets like land, premises, animals, equipments etcetera; The youth are able to contribute to social-economic development (education, food production and health); The youth participate in government structures like local councils.

#### **Table 4.11: Group formation and Youth empowerment**

Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

| <b>Objective (Group formation and Youth empowerment)</b>   | <b>SA (%)</b> | <b>A (%)</b> | <b>NS (%)</b> | <b>D (%)</b> | <b>SD (%)</b> | <b>Mean</b> |
|--|---------------|--------------|---------------|--------------|---------------|-------------|
| There is an increased number of youth groups in Lira Municipality.                                       | 56(36.8)      | 62(40.8)     | 17(11.2)      | 8(5.3)       | 9(5.9)        | 3.97        |
| There is increased youth ownership of their groups.  | 26(17.1)      | 64(42.1)     | 30(19.7)      | 14(9.2)      | 18(11.8)      | 3.43        |
| Group composition in-terms of gender, age and education level influence planning and decision making.    | 39(25.7)      | 44(28.9)     | 31(20.4)      | 26(17.1)     | 12(7.9)       | 3.47        |
| The youth participate in planning and decision making in their groups.                                   | 61(40.1)      | 72(47.4)     | 12(7.9)       | 5(3.3)       | 2(1.3)        | 4.22        |
| The youth participate in the management of their groups.   | 61(40.1)      | 70(46.1)     | 13(8.6)       | 2(1.3)       | 6(3.9)        | 4.17        |
| The youth have control over personal incomes.  | 48(31.6)      | 55(36.2)     | 24(15.8)      | 14(9.2)      | 11(7.2)       | 3.76        |
| There is increased ownership of productive assets like land, premises, animals, equipments etcetera.     | 32(21.1)      | 56(36.8)     | 28(18.4)      | 25(16.4)     | 11(7.2)       | 3.48        |
| The youth are able to contribute to social-economic development (education, food production and health). | 51(33.6)      | 66(43.4)     | 16(10.5)      | 11(7.2)      | 8(5.3)        | 3.93        |
| The youth participate in government structures like local councils.                                      | 59(38.8)      | 58(38.2)     | 12(7.9)       | 17(11.2)     | 6(3.9)        | 3.97        |

**Source: Primary data**

In table 4.11 findings show that 40.8% of the respondents agreed and 36.8% of the respondents strongly agreed that there is an increased number of youth groups in Lira municipality with the mean value of 3.97. This implies that 77.6% of the respondents agreed that the youth are able to mobilize themselves in social groups that foster development. This can be further confirmed from findings in the documentary review where it was stated in EQUIP 3 that, participation in social groups fosters a feeling of connectedness and belonging which helps young people to develop a sense of identity in the long run contributing to socio-economic development. Findings also showed that 42.1% of the respondents agreed and 17.1% strongly agreed with the mean value of 3.43 that there is increased youth ownership of their groups. This indicates that the youth take full responsibility of formulating their groups, set goals and standards, formulate policies and hence

get a great opportunity of handling/owning their own groups' affairs. This was also confirmed during an oral interview when one of the (CDOs) said that; *the youth are so impressed and very interested in taking charge or having control over their groups, (CDO 2).*

Table 4.11 findings also show that 28.9% of the respondents agreed and 25.7% of the respondents strongly agreed with the mean value of 3.47 that group composition in-terms of gender, age and education level influence planning and decision making. This was also confirmed from the oral interviews whereby 60% of the interviewees highlighted that there still exists gender discrimination in youth groups where the views of female members in most cases are undermined or sometimes completely rejected by the male counterparts, even when those views may be productive. It was also established that, formal education levels always have a great impact on the decisions made in groups, whereby those with higher educational levels always dominate decision making which is also the same case with age differences. It was also established that religious affiliation contributes to segregation among group members and also limit group formation endeavors. Findings also indicate that 47.4% of the respondents agreed and 40.1% strongly agreed that the youth participate in planning and decision making in their groups with the mean value of 4.22. This implies that a total of 87.5% of the respondents agreed that the youth are involved in the planning process and making informed choices to be used in the implementation of their group activities. It was also established from EQUIP 3 during documentary review that; the experience of contributing to a cause, a decision and or a group can be a crucial part to the development of the sense of responsibility, purpose and self worth.

In table 4.11 findings show that 46.1% of the respondents agreed and 40.1% strongly agreed that the youth participate in the management of their groups with a mean value of 4.17. This implies that the youth supervise daily operations of their enterprises. This was confirmed from the oral interviews where one of the youth leaders stated that; *the youth manage their youth groups themselves though keep in consultation with elders and various leaders*, (Lira DY0 5). Findings also show that 36.2% of the respondents agreed and 31.6% strongly agreed that the youth have control over personal incomes with a mean value of 3.76. Meaning that the youth are able to plan and budget for their personal earnings without interruptions from interested persons like parents/guardians or advisers. However a total percentage of 16.4% of the respondents disagreed. Meaning that, some of the youth could not be having a chance of controlling their earnings. This was confirmed by all the CDOs, who acknowledged that, they have been handling conflicts which erupted after parents and guardians demanded the youth to be handing over to them all their earnings.

From table 4.11 findings show that 36.8% of the respondents agreed and 21.1% strongly agreed that there is increased ownership of productive assets like land, premises, animals, equipments among others. This indicates that the youth have legal control over useful assets that can be used for developmental purposes like accessing loans for setting-up businesses. This was also revealed in oral interviews that the youth either through hereditary or personal acquisition own assets like land, premises, equipments and animals. Implementing partners also highlighted a possibility of some youth to have acquired equipments from donors. Findings also show that 43.4% of the respondents agreed and 33.6% of the respondents strongly agreed that the youth are able to contribute to social-economic development (education, food and health). This implies that 77% of

the respondents acknowledged the youths' substantial contribution to national growth/development in one way or the other which improves on the standards of living of every one in their communities. This was also confirmed through oral interviews when one of the respondents mentioned that; *majority of the youth around lost their parents during the insurgency, therefore have to take care of their siblings by paying their school dues, cater for their medical bills and provide for their household needs like food and clothing, (Lira DY0 2).*

Results from table 4.11 also indicated that 38.8% strongly agreed and 38.2 agreed with the mean value 3.97 that the youth participate in government structure like local councils. Meaning that the leadership skills and confidence gained can enable the youth to be good leaders of their own groups or advisors of their colleagues and their influence can also enable them lobby for more support from the government and other interested bodies.

#### **Correlation findings on group formation and youth empowerment.**

To establish the level of significance and relationship of the two variables in the study a correlation analysis was carried out and results were presented in table 4.12.



**Table 4.12: Correlation findings on group formation and youth empowerment**

|  |                     | <b>Correlations</b>   |  |
|--|---------------------|---|--|
|  |                     | The youth participate in planning and decision making in their groups | The youth are able to contribute to social econ. Dev't (educ. food and health) |
| The youth participate in planning and decision making in their groups          | Pearson Correlation | 1   | .417**   |
|  | Sig. (2-tailed)     |   | .000   |
|  | N                   | 152   | 152  |
| The youth are able to contribute to social econ. Dev't (educ. food and health) | Pearson Correlation | .417**  | 1  |
|  | Sig. (2-tailed)     | .000  |  |
|  | N                   | 152   | 152  |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

The results from the correlation indicate that group formation has a strong significant effect on youth empowerment shown by ( $r = .417^{**}$ ,  $p < .01$ ) which confirms the prediction of hypothesis two which stated that; *group formation significantly affects youth empowerment* where  $r = 0.417^{**}$ , correlation significance of 0.000 at 0.01 level (2-tailed). This means that once the youth are supported and given opportunity to form groups it will yield positive results towards their empowerment.

### **Findings of regression analysis on group formation**

To examine the relationship between the two variables in the study a regression analysis was run to measure the strength of relationship as presented in table 4.13.

**Table 4.13: Findings of regression analysis on group formation and empowerment Coefficients<sup>a</sup>**

| Model   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
|   | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant)  | 1.597                       | .422       |                           | 3.781 | .000 |
| The youth participate in planning and decision making in their groups | .553                        | .098       | .417                      | 5.623 | .000 |

**Dependent Variable:** The youth are able to contribute to social econ. Dev't (education, food and health).

Basing on the findings from table 4.13, the value of significance is less than 0.05 which implies that the value in  $\beta = 0.417$  is true with 99% level of confidence. The findings indicate that group formation has a strong positive relationship with empowerment at  $\beta = 0.417$ ,  $t = 5.623$  and significance = 0.000 respectively. This implies that if the youth are supported to form groups among themselves this will yield positive results of youth empowerment.

#### **4.6 Objective three: Micro-project support and Youth empowerment**

The third objective aimed at finding out whether micro-project support affects youth empowerment in Lira Municipality, Lira district. To achieve this objective the hypothesis '*micro-project support significantly affects youth empowerment*' was formulated. Also to guide the investigation, the following research questions were drawn: I believe the youth participate in the selection of their enterprises; Youth projects are personally supported by the youth themselves; Youth projects are privately funded; I received a package of tools after training that enabled me practice my skills to earn a living; The youth engage in future oriented activities (savings and

investments); There is long term sustainability of youth enterprises; The youth have benefited from the government youth policy.

**Table 4.14: Micro-project support and Youth empowerment**

Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD)

| Objective (Micro-project support and Youth empowerment)   | SA (%)   | A (%)    | NS (%)   | D (%)    | SD (%)   | Mean |
|---|----------|----------|----------|----------|----------|------|
| I believe the youth participate in the selection of their enterprises.                            | 48(31.6) | 76(50.0) | 23(15.1) | 3(2.0)   | 2(1.3)   | 4.09 |
| Youth enterprises are personally supported by the youth themselves.                               | 29(19.1) | 64(42.1) | 36(23.7) | 9(5.9)   | 14(9.2)  | 3.56 |
| Youth enterprises are privately funded.   | 27(17.8) | 60(39.5) | 38(25.0) | 14(9.2)  | 13(8.6)  | 3.49 |
| I received a package of tools after training that enabled me practice my skills to earn a living. | 35(23.0) | 56(36.8) | 5(3.3)   | 30(19.7) | 26(17.1) | 3.29 |
| The youth engage in future oriented activities (savings and investments).                         | 38(25.0) | 66(43.4) | 20(13.2) | 21(13.8) | 7(4.6)   | 3.70 |
| There is long term sustainability of youth enterprises.   | 41(27.0) | 46(30.3) | 29(19.1) | 25(16.4) | 11(7.2)  | 3.53 |
| The youth have benefited from the government youth policy   | 30(19.7) | 27(17.8) | 17(11.2) | 40(26.3) | 38(25.0) | 2.81 |

**Source: Primary data**

Table 4.14 results show that 50% of the respondents agreed and 31.6% of the respondents strongly agreed that the youth participate in the selection of their enterprises with the mean value of 4.09. It indicated that the youth are independent to make personal decisions and choices for their business enterprises personally and not being imposed on them by other parties. The researcher further established during interviews when one of the youth leaders stated that; *the youth are always encouraged to make personal choices of business ventures depending on their skills and capital available as long as they are not illegal businesses because this is the only way they can feel a sense of ownership*, (Lira DY0 4). Results also indicated that 42.1% of the respondents agreed and 19.1 of the respondents strongly agreed with the mean value of 3.56 that youth

enterprises are personally supported by the youth themselves. This implies that the youth mobilize for their own funds to startup business enterprises. According to one of the respondents from the district youth office; *the youth always take the initiative of funding their business ventures though they may also lobby for some more support from well-wishers, (Lira DY0 4).*

However findings in table 4.14 also show that; 39.5% of the respondents agreed and 17.8% of the respondents strongly agreed that youth enterprises are privately funded with the mean value of 3.49. Though 23.7% of the respondents are not aware of who funds those youth who startup business ventures while 17.8% of the respondents disagreed with youth enterprises being privately funded. This implies that private funding / support to youth ventures is minimal. This was further confirmed in oral interviews where majority of NUYDC staff emphasized that; although a lot of efforts are being put in to mobilize resources for youth ventures, not much has been achieved. It was also revealed that 36.8% of the respondents agreed and 23.0% of the youth strongly agreed that they received a package of tools after training with the mean value of 3.29 where as 36.8% of the respondents disagreed with having ever received any package of tools after training. This indicates that, not all the youth who trained got the opportunity of receiving tools. This could be attributed to failure of attaining a specified level of performance which accredits them as skilled practitioners or not following the given criteria of receiving the tools. As it was established by the researcher when one of the respondents in any other comments stated that; *Donors had put a lot of procedures to be followed before giving them the necessary tools for example being in well-established and registered groups, (NUYDC 1).*

Results in table 4.14 show that 43.4% of the respondents agreed and 25.0% strongly agreed with the mean value of 3.70 that the youth engage in future oriented activities like savings and investments. Implying that the youth are focused and plan for their future through savings and investing their surplus income for future purposes which is a very good indicator for national growth and development. This was further confirmed when one of the youth leaders stated that;

Some youth have formed saving groups in form of Savings and Credit Cooperatives Organizations/Societies (SACCOs) and Village Savings and Loans Associations (VSLAs) where they save some of their earnings and later share the profits earned from the interest to do other productive things such as starting up small businesses and buying some assets like animals and land among others, (Lira DY0 1).

The researcher further established from the findings that 30.3% of the respondents agreed and 27.0% strongly agreed with the mean value of 3.53 that there is long-term sustainability of youth enterprises. Meaning that averagely few youth business ventures can be operational for a long period. This was also revealed by one of the interviewees that; *a few businesses started by the youth actually survive for a long period, sometimes due to unavoidable circumstances but mostly affected by the life styles of most of the youth*, (NUYDC 5). This can further be confirmed by the 23.6% of the respondents who disagreed and the 19.1% who were not sure whether youth enterprises are sustainable or not. MOFEP&D acknowledges that most of the youth enterprises do not live to see their first birthday and attributes this to inadequate technical and professional qualifications, under-skilled man power and lack of entrepreneurship skills. This means that though the youth endeavor to start businesses, they hardly maintain them to survive longer and this may be attributed to poor or lack of business management skills like accountability.

Results from table 4.14 further showed that 25.0% of the respondents strongly disagreed and 26.3% of the respondents disagreed with the mean value of 2.81 that the youth have benefited from the government youth policy while 11.2% were not sure, 19.7% of the respondents strongly agreed and 17.8% agreed that the youth have benefited from the government youth policy. This implies that an average section of the youth do not perceive the youth policies to be of importance in their lives. These results were also supported by findings from oral interviews with youth leaders who stated that although the government of Uganda has been trying its level best to support the youth by setting up some policies that would enable the youth to fight poverty this has not helped much. In fact one of them commented that; *the bureaucratic nature of the government has hindered most of the youth to access credit even from the recently availed youth venture capital fund*, (Lira DYO 3). However the youth minister Ronald Kibuule recently said that the youth venture capital fund is being transformed into a different scheme intended to benefit both the rich and the poor. He is quoted to have said that; *the youth will access the fund through MGL&SD unlike in the past when it was under the MFEP&D and the government will handle the new youth fund scheme in the same way it has managed the Northern Uganda Social Action Fund (NUSAF)*, (Saturday vision, June 29, 2013. Vol.06 No.26 pg 6).

### **Micro-project support and youth empowerment correlation findings**

In order to determine the strength of relationship a correlation analysis was done on micro-project support and empowerment and findings are presented below.

**Table 4.15: Correlations findings on micro-project support and youth empowerment**

|  |   | I believe the youth participate in the selection of their enterprises | The youth engage in future oriented activities (savings and investment) |
|--|---|---|---|
| I believe the youth participate in the selection of their enterprises    | Pearson Correlation<br>Sig. (2-tailed)<br>N | 1<br><br>152  | .339**<br><br>152   |
| The youth engage in future oriented activities (savings and investments) | Pearson Correlation<br>Sig. (2-tailed)<br>N | .339**<br>.000<br>152   | 1<br><br>152  |

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).

The results from the correlation indicate that micro-project support has a strong significant effect on empowerment of the youth shown by ( $r = .339^{**}$ ,  $p < .01$ ) which confirms the prediction of hypothesis three which stated that; *micro project support significantly affects youth empowerment* where  $r = 0.339^{**}$ , correlation significance of 0.000 at 0.01 level (2-tailed). This means that once micro-project support to the youth is improved/increased, it will lead to positive results towards youth empowerment.

**Table 4.16: Regression analysis findings on micro-project support and empowerment Coefficients<sup>a</sup>**

| Model   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|---|-----------------------------|------------|---------------------------|-------|------|
|   | B                           | Std. Error | Beta                      |       |      |
| 1 (Constant)  | 1.788                       | .443       |                           | 4.033 | .000 |
| I believe the youth participate in the selection of their enterprises | .469                        | .106       | .339                      | 4.407 | .000 |

**Dependent Variable:** The youth engage in future oriented activities (savings and investments).

Basing on the findings from table 4.16, the value of significance is less than 0.05, implying that the value in  $\beta = 0.469$  is true with 99% level of confidence. The findings indicate that micro-project support has a positive relationship with empowerment at  $\beta = 0.469$ ,  $t = 4.407$  and significance = 0.000 respectively. This signifies that if relevant micro-project support is offered to the youth, there are high chances of improving on their empowerment.



## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, the researcher summarizes and discusses major findings of the study, draws conclusions and highlights recommendations of the study.

#### **5.2 Summary of the study findings.**

The purpose of the study was to assess the effects of Capacity Building on Youth Empowerment. Major findings of the study revealed that there is a strong positive relationship between Capacity Building (IV) and Youth Empowerment (DV) as discussed below.

##### **5.2.1 Vocational training and Youth Empowerment**

Findings on objective one revealed that there is increased vocational training in Lira municipality which has benefited most youth who attained technical skills, literacy, numeracy and life skills like sports and drama et cetera.

It was further established that the skills attained enabled the youth to obtain employment opportunities and this enabled them to support their households with basic needs like food, medical and education. Study results on objective one further confirmed that skills development like technical, literacy and numeracy skills together with life skills highly facilitate decision making by improving on the confidentiality of the youth which enables them to participate in their community development strategies.

It was also found out that the government policy engages the youth in national development strategies like training and modern agriculture among others.

The study major findings indicated that there is a positive significant relationship between vocational training and youth empowerment confirmed by the correlation significance of 0.01 level (2-tailed) and regression analysis results of  $\beta = 0.435$ ,  $t = 5.911$  and significance of 0.000.

### **5.2.2 Group formation and Youth Empowerment**

In relation to objective two, findings on group formation found out that the youth have a high rate of mobilizing themselves in working groups which they are able to manage themselves.

Results also showed that discrimination inform of gender, age differences, levels of education, religious affiliation among others affect decision making in youth groups. Whereby there is always dominance by the advantaged or majority who always influence decision making in their groups limiting the minority and less advantaged to be heard and appreciated.

Findings confirmed that the youth participate in the management of their group projects/enterprises and have full control over all decisions made although they keep in consultation with the elders/opinion leaders and other authorities.

It was also established that the youth own productive assets like land, premises, animal, equipments et cetera and have full control over their earnings which necessitates them to contribute to socio-economic development.

Major findings showed that group formation has a positive significant effect on youth empowerment meaning that there is a strong relationship between the two variables as established by the correlation significance of 0.01 level (2-tailed) and regression analysis results of  $\beta = 0.417$ ,  $t = 5.623$  and significance of 0.000.

### **5.2.3 Micro project support and Youth Empowerment**

Objective three findings revealed that, there is high youth involvement in the selection of their business enterprises which are mainly funded / supported by the youth themselves.

Study results showed that most of the youth financially support their business ventures personally and a few are supported by well-wishers which confirms the least number of businesses owned by the youth due to lack of initial capital.

It was also established that though the youth engage in future oriented activities like savings and investments, the sustainability level of their enterprises is low due to lack of business skills and other business risks involved.

Findings indicated that government support especially the recent youth entrepreneurship venture capital fund has not fully benefited the youth in performing their duties to fight poverty as they had anticipated when it was availed in 2011.

Objective three correlation results showed a significance of 0.01 level (2-tailed) and regression analysis results of  $\beta = 0.469$ ,  $t = 4.407$  and significance of 0.000 which confirms that micro-project support and youth empowerment have a positive significant relationship.

## **5.3 Discussion**

### **5.3.1 Vocational training and youth empowerment**

Results from the study reflected that vocational training has a positive significant relationship with youth empowerment. The study established that, skills gained through technical training play a significant role in empowering the youth by rendering them a competitive advantage in search for gainful employment opportunities or self-employment which increases their earnings contributing to economic growth. These findings are in agreement with other researchers as earlier discussed like Burns et al as quoted by Freire (1997), who revealed that experience with out-of-school adolescents has demonstrated the importance of meeting the educational and economic needs of vulnerable youth in empowerment programmes. Further argued that meeting educational and economic needs can have many benefits including delaying the onset of early marriages. Freire (1997), emphasized that along with critical thinking, skills development is also essential for transformational change. The study findings are also in agreement with Freire (1972), who argues that, a programme developed in consultation with the participants can identify the skills that participants value and require to be able to bring about change in their lives. Morton and Montgomery (2010), Young Leaders Think Tank for policy alternatives (2011), acknowledge that some of the major reasons behind the high unemployment rate is attributed to the fact that many youth lack employable skills, access to resources like land and capital and some of the youth also

have negative attitude towards certain types of work. Further argue that in addition the overall existing policies also continue focusing on creating job seekers and not job creators.

Findings of the study confirmed that TVET success equals to employment. Batliner, et al (2008) of Swiss contact stated that the primary criterion for the success of any TVET is the percentage of graduates that obtain gainful employment in the field in which they were trained or in a closely related field. Further argued that Vocational Education and Training (VET) aims at preparing people for work and also for all aspects of the social, economic and technical environment by providing task-specific skills rather than merely passing. This is in support with the youth empowerment for the most vulnerable model which recommends that; the content of the program should involve skills development. It was established that as a system VET is usually expected to achieve the following; to prepare people for working life, to enable learners to acquire the broad repertoire of knowledge and skills necessary to enter an occupation and to provide opportunities for people to update, add to and upgrade or change their occupational skills and qualifications. This strict criterion demands that TVET programmes remain in close contact with business and industrial community in order to provide up-to-date programs and skills required for a modern competitive workforce, (Batliner, et al. 2008).

The study findings on literacy and numeracy revealed that the majority number of the youth attained basic education in literacy and numeracy knowledge; they are therefore now able to read and write. This is in agreement with MGL&SD which encourages literacy and numeracy skills development/training and states that; *there is strong evidence that a literate population is more productive and empowered to live meaningful lives thus enjoying improved livelihood*, (Kiirya,

New vision, Thursday September 8, 2011. Vol. 26. No. 179. Pg.7). MGL&SD further acknowledges that literacy enables people to make informed decisions and choices by equipping them with knowledge and skills to access appropriate information and empowers individuals to promote health, enhancing production skills and participation in children's education. Further emphasizes that empowerment outcomes of functional adult literacy over years has been evidenced in raising of civic awareness among the citizens and providing them the literature tools for more effective participation and ability to demand for better public sector management and administration.

The study findings revealed that improvements in literacy and numeracy skills enhances decision making and income levels among the youth and within the communities they live in. This is also in agreement with MGL&SD which recognizes that participants in adult literacy classes develop basic skills in reading, writing and numeracy skills as well as ability to analyze their problems and attempting to take decisions that affect them at the household and community level. States that literate people/youth are able to keep records, read posters, fill bank forms, read school reports of their children among others. In relation to levels of income, the ministry argues that literacy skills boost learners' bargaining and negotiating power in all situations and states that;

Acquisition of literacy skills is critical as an empowerment tool for both men and women as it increases self confidence and critical thinking which enables people to take informed decisions as well as participate in development programmes both in new and already existing ones in their communities geared towards improving livelihoods, (Kiirya, New vision, Thursday September 8, 2011. Vol. 26. No. 179. Pg.7).

Ocira (2012), further supports participation in decision making and states that, participation in decision making provides children/youth with the possibility of protecting themselves from challenges and abuses of their right, either directly or through informing a responsible adult. However notes with concern that, in the past youth/children's participation in decision making processes and planning in matters that affect their lives at family, community, institutional, local government and national settings has often been neglected. Agrees with the notion that ignorant people are dangerous to both themselves and the communities they live in.

Regarding government's support, programs of skilling Uganda in addition to Universal Primary Education, Universal Secondary Education and the newly unveiled 265 billion Uganda shillings Youth Livelihood programme among others are all geared towards enabling the youth to fight poverty and live meaningful lives where they are able to afford basic needs, invest in business ventures and save for the future.

In conclusion, skills development in form of technical/vocational, literacy and numeracy integrated with life skills like sports should highly be strengthened in youth capacity building programs for youth empowerment to be achieved.

### **5.3.2 Group formation and youth empowerment**

Results of the study on the second objective revealed that youth groups have a positive significant effect on youth empowerment by necessitating the youth to participate in decision making and planning in a collective manner. This is in agreement with Veneklasen and Miller, (2002) as cited

by Berenskoetter and Williams (2007), who describe *power with* as the capacity to achieve together what would never be possible alone as earlier noted, in the literature review.

The study established that group composition in terms of gender, age and religious affiliation among others play a significant role in decisions made by members and affect group sustainability. In relation to youth mobilization, Uganda Cooperatives Savings and Credit Union Limited ([CSCU], 2008) in their module 1, argue that for a group to be sustainable, it must be capable of functioning without a group promoter. In support of group sustainability UCSCU recommends that groups should be formed around income generating activities and emphasizes that group development is enhanced when groups are formed around income generating activities because they produce assets that build self-help or self reliance. UCSCU noted that, *a group is strongly bound together if members have common economic and social interests*, (UCSCU, 2008 module 1, p. 4).

Concerning group composition UCSCU agitates for all group members to participate directly in discussions, decision making, income generating activities and sharing of benefits equally. Further recommends that for group formation to be effective; the group should be homogeneous and argues that group members should as much as possible live under similar economic conditions and have close social affinity. Confirms that homogeneity reduces friction and conflict within the group and prevents group collapse. It reveals that, *members with more or less similar background tend to trust each other and accept joint liability for their activities*, (UCSCU, 2008 module 1, p. 6). As earlier noted in the literature review scholars like Gaventa (2004), in Berenskoetter and Williams (2007), are in support of group homogeneity by suggesting that unequal power relations should



always be eliminated in any democratic society for change to be generated in terms of inclusion in decision making and planning of interventions at all stages. UCSCU encourages that groups should be small between 10 to 15 members arguing that small groups allow all members to speak, contribute their energy and ideas to group development. Considering that they are less likely to be divided by arguments or dominated or exploited by the minority. Small groups also enable even the weaker members of the society to contribute to economic development.

The study results also established that the youth participate in the management of their projects and have some control over their personal incomes. In agreement UCSCU confirmed that groups with well established constitution elect members democratically, clearly define their objectives are more honest and always work hard to achieve their set objectives, (UCSCU, 2008). Further advises groups to avoid unrealistic expectations thus must always clearly set SMART objectives which are Simple, Measurable, Achievable, Realistic and Time bound. Scholars of the participatory process approach like Fowler (1997), as earlier noted are in agreement that CD should always be participatory and an empowering partnership for those involved to feel a high degree of ownership such that intended results can be achieved.

It was also established that the youth own productive assets like land, premises, animals, equipments et cetera which together with their control over personal earnings also necessitate them to contribute to socio-economic development. It is believed that individuals in well organized groups can easily use their assets to acquire working capital in form of loans which increases on their daily earnings/income. A report on Grameen Bank; Fuglesang, Chandler and Akuretiyagama (1993), support findings of the study by pointing out the dramatic average income increase of 53%

in real terms over 3 years within households that were offered microcredit support in-terms of loans. Other significant socio economic impacts included; the food nutrients in take per capita was 9% higher in Grameen households than in comparable households over 3 years and there was an increase of 18% in proportion of total expenditure in satisfaction of non-food basic needs like clothing, education and health. Greater occupational mobility was another established effect of the banks presence further agreeing with the study findings that the micro credit support rendered to group members enabled the youth to explore their skills. Fuglesang et al. (1993), further revealed that men engaged in agricultural labour decreased from 8% to 5% while women engaged in domestic services decreased from 46% to 8%. Households engaged in trading or business increased from 40% to 70%. There were also similar significant changes in peoples capital earnings with 64% increase in average amount of working capital invested per borrower and 62% higher average amount of fixed capital invested by borrower households than by comparable households. Furthermore Grameen bank mobilized nearly four times as much total savings as five commercial banks mobilized in twenty districts. All this contributes positively to economic growth by reducing poverty at individual, community and national level.

Lastly, important to note is that groups facilitate the youth in various ways like sharing experiences and skills, counseling and guiding each other and enjoying economies of scale.

### **5.3.3 Micro-project support and youth empowerment**

Findings established that the youth participate in the selection of their enterprises and personally support their business projects. This signifies that the youth are highly self reliant rather than permanent aid seekers. Yunus and Jolis (1998), are in agreement as earlier noted in chapter three

that charity is no solution to poverty for it only perpetuates poverty by taking the initiative away from the poor. Around 7 to 8 Millennium Development Goals reflect goals directly or indirectly related to the livelihood outcome for the youth. For example, Goal 1. Eradicate extreme poverty and hunger; Target 1.B: Achieve full and productive employment and decent work for all, including women and young people. Goal 3. Promote gender equality; Target 3.A: Ratios of girls to boys in primary, secondary and tertiary education. Goal 5. Improve maternal health; Indicator 5.4 Adolescent birth rate. Goal 8. Develop a global partnership among others, (Millennium declaration, 2000).

UNFPA (2007), recognizes that a large number of young people are an opportunity to investment. States that youth participation in development can serve as a market of their own products and this strengthens their ability to meet their own subsistence needs. This reduces vulnerabilities to economic, political and socially unstable environments. UNFPA further explained that youth empowerment promotes ownership and sustainability of interventions which also helps entry into target communities and build-up trust and social capital. However argued that, this can only be possible if young people's incomes are facilitated to improve because currently most youth live below the poverty line, do not attend school and majority adolescent girls about 15 million become young mothers every year. In agreement are Yunus and Jolis (1998), as earlier stated that micro-credit support does not only lead to poverty eradication but also transforms societies economically and socially.

The theme of last year's international youth day *Building a better world, partnering with youth* underscored the importance of youth empowerment in the development programmes. Speaking on

the celebrations on August 2012 United Nations Secretary General Ban Ki-moon acknowledged to unleash the power of young people and stated that, there is need to partner with the youth because they have unprecedented potential to advance the wellbeing of the entire human family. Argued governments to partner with the youth and involve them to participate in decision making. It was also established that over 3 billion people nearly a half of the world's population are under the age of 25 years of which almost 90% of all young people live in developing countries. Further recognized that the youth face challenges including violence and crime, unemployment and suffer from incurable diseases like Human Immune Virus / Acquired Immune Deficiency Syndrome (HIV/AIDS) that undermine their rights and create significant social economic costs to society. United Nations Secretary General recommended that the youth can positively contribute to development in operational areas like organizational development, policy planning, implementation, monitoring and evaluation among others.

Grameen Bank (2004), recommends micro-credit in form of loans rather than aid or grants. Further indicate that, it would be opposed to all kinds of hand-me-down resource transfers, no give-ways, and no hand-out. Would be tough on negotiating prices and each community should pay before they receive anything from them/Grameen bank. Fuglesang et al. (1993), recognize that resource poor nations with high incidence of poverty waste away enormous human capacity each day by denying poor people the use of their energy and ingenuity. Further argue that if they could have been made economically active, not only could they contribute in the national production, they would also help expand on the domestic market for the products locally produced.

Study findings are also in agreement with earlier research studies/findings like the effects of Grameen Bank (2004), confirmed that; the most direct effect of micro credit support is the accumulation of capital by the poor. It further emphasizes that, the amount of working capital employed in members' income generation increased by an average of 3 times in little more than 2 years. Research on Grameen Bank members further revealed that investment in fixed assets is about 2.5 times higher for borrowers with more than 3 years membership than for members in their first year. Also showed that one – third of the members reported that they were unemployed before they joined the bank about 7% of the men and 50% of the women. An in-depth study of households in 5 Grameen villages found out that members had an income of about 43% higher than the target group in the control villages and about 28% higher than the non-members in Grameen villages.

In relation to youths engagement in future oriented activities like savings and investment, the study established that an average number of the youth who participate in income generating activities are in position to save and invest some profits. Fuglesang et al. (1993), concur with the findings and further state that another wider affect of micro credit support on the rural economy is that average household income is about 16% higher in Grameen villages than in the control villages. Acknowledge that, by creating their own employment Grameen members withdrew their services from agriculture labour market. This had indirect positive effect on employment situation in the area and consequently on the earnings of those agricultural laborers who have not joined the bank noting that the daily rate for casual labour is pressed upwards. While a mid-term review report estimated increases by as much as 55% to 80% in such daily wages across different seasons or activities.

The study results indicated that the youth have not benefited much from the government youth policy. The government of Uganda established the youth entrepreneurship venture capital fund to support the youth to either start or expand their business enterprises in 2011/2012 financial year. However statistics from ministry of Finance show that by the end of the last financial year (June 2011 – June 2012) only Uganda shillings 15 billion out of the 32 billion earlier committed had been accessed by 3,500 youth groups' country wide. This in comparison to the large number of the youth in the country shows that majority of the youth were unable to access the capital fund hindering their participation in business enterprises.

To conclude with, a leaf should be borrowed from other countries like Bangladesh which has already developed its microfinance/micro credit sector with specific examples of Grameen bank that encourages individuals in a group setting to access loans with averagely low interest rates.

## **5.4 Conclusions**

### **5.4.1 Objective One: Vocational training and Youth empowerment**

The study concludes that vocational training being implemented enabled the youth to gain various skills during training. Technical skills training, literacy, numeracy and life skills embedded in the vocational training are very useful to both the trainees/youth and the entire nation by increasing on skilled man power who can easily gain employment opportunities. Numeracy and literacy skills improve on individuals' knowledge to conceptualize the available information for productive activities which results into building a productive population. Life skills work as alternative sources of income for the youth like professional athletes or sports men and women and exercises

build health bodies and minds. Vocational training is therefore very crucial in building youth capacity which results into youth empowerment.

#### **5.4.2 Objective Two: Group formation and youth empowerment**

It can be concluded that though the youth formulate groups among themselves to run their activities in a joint effort, they are always affected by various limitations like segregation and dominance by some members which retard their progress. This results into breakdown of the already formulated groups and failing the unborn ones to kick off successfully. Important to note is that these negative effects can however be eliminated or avoided as earlier discussed for group formation to be strengthened and achieve its intended objectives.

#### **5.4.3 Objective Three: Micro project support and youth empowerment**

In conclusion, micro project support is not fully supported in the municipality. Though the youth participate in the selection of their enterprises, resource mobilization is quite a challenge for most of them and no matter how much they are willing to save, their savings are still minimal because of the low operating capital, high interest rates, limited market for their products and lack of information on the prospectus markets available.

### **5.5 Recommendations:**

#### **5.5.1 Vocational training and youth empowerment**

The study recommends that the Lira municipal officials together with the government of Uganda and other implementing partners should always involve all stakeholders like the youth in this case during the planning and throughout the implementing process for their empowerment programmes

to be more successful and achieve their intended objectives. This will further increase on the feeling of ownership and improve on the youths' interests to participate adequately in their capacity building interventions for better results.

### **5.5.2 Group formation and youth empowerment**

Basing on the findings, the study recommends that the entire community, youth leaders, municipal officials and all YEPs implementing partners should encourage the formation of youth groups and always guide the youth to systematically mobilize themselves in working groups to enhance effectiveness in their products and services in order to enjoy economies of scale and gain competitive advantage by strengthening their bargaining power.

The study also recommends that group formation and membership becomes more voluntary and not a mandatory of accessing support which also improves on the willingness to participate as active members. Information sharing should highly be encouraged for all members to be constantly updated on the performance of their groups for this reduces on the mistrust and misunderstandings between group leaders and other members.

### **5.5.3 Micro project support and youth empowerment**

Lastly the study recommends that, the youth should avoid seeking/begging for grants and aid for their enterprises but rather obtain credit in form of repayable loans because this encourages them to work harder than relaxing after knowing everything is for free. Also responsible microfinance institutions should relax on some of their bureaucratic policies and procedures that deter the youth from accessing loans for their economic activities.



## **5.6 Ethical consideration**

The researcher took into account ethical considerations such as, requesting for consent from prospective respondents and took time to explain further about the study so that it was clear to them that information given would be handled with a lot of confidentiality and more so was only for study purposes.

## **5.7 Limitations**

Some possible limitations to this study were that not all respondents were able to answer the questionnaire as honestly as possible. The limitation of time also impeded on the validity and reliability of the findings. Finally, the questionnaires were not all returned however great care was taken to ensure most respondents return questionnaires by issuing out more and the researcher used several methods like interviews and documentary review to reduce on the limitation of one method.

## **5.8 Areas for further research**

Business linkage programmes and Micro enterprise fund in Uganda.

Youth access to information and employment opportunities in Uganda.

Mentoring/Coaching and youth entrepreneurship in Uganda.

Guidance/counseling and career development for the youth in Uganda.

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## **APPENDICES**

### **Appendix 1: Questionnaire**

**This questionnaire is for all respondents (youth) in lira municipality.**

The purpose of this questionnaire is to study the relationship between capacity building and youth empowerment.

This study is part of the requirements for the award of a master in Management Studies Degree at Uganda Management Institute (UMI).

Kindly attempt these questions freely in your own understanding and all your responses will be addressed with absolute confidentiality above all, they are only for study purposes.

Your cooperation towards this humble request will be highly appreciated.

**THANK YOU.**

# QUESTIONNAIRE FOR BENEFICIARIES OF YOUTH EMPOWERMENT

## INTERVENTIONS.

### SECTION A: DEMOGRAPHIC DETAILS

In this section of the questionnaire please tick (✓) or circle (○) the most appropriate answer in your view and may be a brief statement if necessary or if required to.

1. What is your gender?

|        |      |
|--------|------|
| Female | Male |
|--------|------|

2. What is your age bracket?

|         |         |         |         |
|---------|---------|---------|---------|
| 14 - 18 | 19 – 24 | 25 - 28 | 29 - 34 |
|---------|---------|---------|---------|

3. Do you have both parents?

|                   |                 |                   |
|-------------------|-----------------|-------------------|
| Have both parents | Have one parent | Lost both parents |
|-------------------|-----------------|-------------------|

4. What is your highest formal qualification?

|     |                         |                         |         |        |                     |
|-----|-------------------------|-------------------------|---------|--------|---------------------|
| PLE | ‘O’Level<br>Certificate | ‘A’Level<br>Certificate | Diploma | Degree | Others<br>(Specify) |
|-----|-------------------------|-------------------------|---------|--------|---------------------|

5. What is your technical/vocational specialization?

| Sector                  | Trade  |
|-------------------------|--|
| Agriculture             | Piggery management                           |
|                         | Horticulture                                 |
|                         | Poultry keeping                              |
|                         | Animal husbandry (Veterinary)                |
| Construction            | Electrical Installation                      |
|                         | Bricklaying and concrete practice            |
|                         | Carpentry & Joinery                          |
|                         | Welding and Fabrication                      |
|                         | Painting & Decorating                        |
| Hospitality and Tourism | Catering                                     |
|                         | Hair dressing                                |
|                         | Driving                                      |
| Manufacturing           | Tailoring                                    |
|                         | Knitting                                     |
|                         | Crafts                                       |
|                         | Motor Vehicle Mechanics / Motor cycle repair |
| ICT                     | Computer Applications                        |
| Others (specify)        |  |

6. What is your main occupation?

- i. Peasantry
- ii. Business/ Self employment
- iii. Employed by a private Company/Organization or individual
- iv. Civil Servant
- v. None of the above
- vi. Any other

**SECTION B:**

**CAPACITY BUILDING AND YOUTH EMPOWERMENT IN LIRA MUNICIPALITY.**

In the following sections, use the rating scale below to select an opinion that you most agree with on the influence of Capacity Building on Youth Empowerment.

|              |                               |                   |                         |                      |                                  |
|--------------|-------------------------------|-------------------|-------------------------|----------------------|----------------------------------|
| <b>Scale</b> | <b>5</b><br>Strongly<br>Agree | <b>4</b><br>Agree | <b>3</b><br>Not<br>Sure | <b>2</b><br>Disagree | <b>1</b><br>Strongly<br>Disagree |
|--------------|-------------------------------|-------------------|-------------------------|----------------------|----------------------------------|

| NO.  | Vocational Training and Youth Empowerment   | 5 | 4 | 3 | 2 | 1 |
|--|---|---|---|---|---|---|
| 1.   | There is increased Vocational Training in Lira Municipality   |   |   |   |   |   |
| 2.   | There is youth involvement in the planning of their training program.   |   |   |   |   |   |
| 3.   | I attended training under my own initiative   |   |   |   |   |   |
| 4.   | I attained certification after training   |   |   |   |   |   |
| 5.   | Skills gained are useful for future benefits  |   |   |   |   |   |
| 6.   | I attained Literacy and numeracy skills   |   |   |   |   |   |
| 7.   | I gained life skills like sports, business skills, drama etc during training  |   |   |   |   |   |
| 8.   | Was able to get employment after training   |   |   |   |   |   |
| 9.   | The youth contribute to household budget/welfare  |   |   |   |   |   |
| 10.  | The government policy engages the youth in national development strategies like training, modern agriculture (NAADS) etc. |   |   |   |   |   |
| <b>Group formation and Youth Empowerment</b> |   |   |   |   |   |   |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| 11.  | There is an increased number of youth groups in Lira Municipality                                 |  |  |  |  |  |
| 12.  | There is increased Youth ownership of their groups  |  |  |  |  |  |
| 13.  | Group composition in-terms of sex, age and education level influence planning and decision making |  |  |  |  |  |
| 14.  | The youth participate in planning and decision making in their groups                             |  |  |  |  |  |
| 15.  | The youth participate in the management of their own projects                                     |  |  |  |  |  |
| 16.  | The youth have control over personal incomes  |  |  |  |  |  |
| 17.  | There is increased ownership of productive assets like land, premises, animals, equipments etc.   |  |  |  |  |  |
| 18.  | The youth are able to contribute to social-economic development (education, food and health)      |  |  |  |  |  |
| 19.  | The youth participate in government structures like local councils                                |  |  |  |  |  |
| <b>Micro-project support and Youth Empowerment</b> |   |  |  |  |  |  |
| 20.  | I believe the youth participate in the selection of their enterprises.                            |  |  |  |  |  |
| 21.  | Youth projects are personally supported (by the youth themselves)                                 |  |  |  |  |  |
| 22.  | Youth projects are privately funded   |  |  |  |  |  |
| 23.  | I received a package of tools after training that enabled me practice my skills to earn a living. |  |  |  |  |  |
| 24.  | The youth engage in future oriented activities (savings and investments)                          |  |  |  |  |  |
| 25.  | There is long term sustainability of youth enterprises  |  |  |  |  |  |
| 26.  | The youth have benefited from the government youth policy   |  |  |  |  |  |

Any other comment that was not catered for above?

**Thank you very much.**

## **Appendix 2: Interview guide**

**An interview guide that will be used to interview all key informants.**

Kindly assist by answering the following questions as honestly as possible. The data sought shall be used purely for research purposes only and will therefore be treated with anonymity and utmost confidentiality.

1. What is your role in youth capacity building activities in Lira Municipality?
2. How long have you worked with the youth capacity building program?

### **Vocational training and youth empowerment**

3. In your own opinion, do you think technical and vocational training offered contributes to youth employment and income levels?
4. Are the goals of the training program clearly defined?
5. Is the content given appropriate to the needs of the youth?
6. How does Literacy and Numeracy skills' training influence youth employment & income levels?
7. How does Life skills' training contribute to employment, income levels & decision making?

### **Group formation and youth empowerment**

8. How does group formation: youth mobilization and group composition influence;
  - I. Youth employment and income levels?

- II. Youth involvement in the planning process?
- III. Youth participation in decision making?

**Micro project support and youth empowerment;**

- 9. Who selects enterprises/business ventures for the youth?
- 10. Who mobilizes resources for youth ventures?
- 11. How does the saving culture of the youth affect their income levels?
- 12. In your own view do you think the government policy supports youth empowerment program?
- 13. If the answer is yes (above), how?
- 14. Any suggestions / recommendations on how to improve youth empowerment program?

**Thank you very much.**



### **Appendix 3: Validity and reliability tests**

#### **A) Validity tests (questionnaire)**

$$CVI = K / N$$

$$CVI = (a) = 26 \div 32 = 0.81$$

$$CVI = (b) = 28 \div 32 = 0.88$$

$$CVI = (c) = 25 \div 32 = 0.78$$

$$CVI \text{ for 3 experts} = 0.81+0.88+0.78 = 2.47 \div 3$$

$$CVI = 0.82$$

Where;

CVI = Content Validity Index

K = Total number of items rated as relevant

N = Total number of items in the questionnaire

#### **B) Validity (Interview guide)**

$$CVI = K / N$$

$$CVI = (a) = 14 \div 16 = 0.88$$

$$CVI = (b) = 12 \div 16 = 0.75$$

$$CVI = 15 \div 16 = 0.94$$

$$CVI = 0.88 + 0.75 + 0.94 = 2.57 \div 3$$

$$CVI = 0.86$$

Where;

CVI = Content Validity Index

K = Total number of items rated as relevant

N = Total number of items in the questionnaire

### C) Reliability tests

#### Reliability Statistics

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|------------------|--|------------|
| .680             | .718   | 32         |

#### Summary Item Statistics

|                         | Mean  | Minimum | Maximum | Range | Maximum / Minimum | Variance | N of Items |
|-------------------------|-------|---------|---------|-------|-------------------|----------|------------|
| Item Means              | 3.585 | 1.655   | 4.966   | 3.310 | 3.000             | .521     | 32         |
| Inter-Item Correlations | .074  | -.505   | .766    | 1.271 | -1.517            | .044     | 32         |

#### Intraclass Correlation Coefficient

|                  | Intraclass Correlation <sup>a</sup> | 95% Confidence Interval |             | F Test with True Value 0 |     |     |      |
|------------------|-------------------------------------|-------------------------|-------------|--------------------------|-----|-----|------|
|                  |                                     | Lower Bound             | Upper Bound | Value                    | df1 | df2 | Sig  |
| Single Measures  | .062 <sup>b</sup>                   | .029                    | .129        | 3.121                    | 28  | 868 | .000 |
| Average Measures | .680 <sup>c</sup>                   | .486                    | .826        | 3.121                    | 28  | 868 | .000 |

Two-way mixed effects model where people effects are random and measures effects are fixed.

- Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- The estimator is the same, whether the interaction effect is present or not.
- This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

#### Appendix 4: Interviewees Segregation Table

| Category                        | Interviewee code | Date of the interview       |
|---------------------------------|------------------|-----------------------------|
| Lira District Youth Officials   | Lira DY0 1       | 15 <sup>th</sup> March 2013 |
|                                 | Lira DY0 2       | 15 <sup>th</sup> March 2013 |
|                                 | Lira DY0 3       | 19 <sup>th</sup> March 2013 |
|                                 | Lira DY0 4       | 22 <sup>th</sup> March 2013 |
|                                 | Lira DY0 5       | 3 <sup>rd</sup> April 2013  |
| Lira Municipal Officials (CDOs) | CDO 1            | 12 <sup>th</sup> March 2013 |
|                                 | CDO 2            | 16 <sup>th</sup> March 2013 |
|                                 | CDO 3            | 22 <sup>nd</sup> March 2013 |
| Plan Uganda staff               | Plan 1           | 4 <sup>th</sup> April 2013  |
|                                 | Plan 2           | 4 <sup>th</sup> April 2013  |
| NUYDC staff                     | NUYDC 1          | 11 <sup>th</sup> April 2013 |
|                                 | NUYDC 2          | 11 <sup>th</sup> April 2013 |
|                                 | NUYDC 3          | 11 <sup>th</sup> April 2013 |
|                                 | NUYDC 4          | 13 <sup>th</sup> April 2013 |
|                                 | NUYDC 5          | 13 <sup>th</sup> April 2013 |
|                                 | NUYDC 6          | 13 <sup>th</sup> April 2013 |

**Source: Developed by the researcher**

This table shows how various categories of interviews were coded during interviews clearly indicating the dates when the interviews were carried out.