

**CONTRIBUTION OF YOUTH LIVELIHOOD PROGRAM TOWARDS EMPLOYMENT
CREATION AMONG THE YOUTHS IN UGANDA
A CASE STUDY OF KISORO DISTRICT**

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DEDICATION

I dedicate this work to my grandfather Mr. Nizeyimana Deo, my mother Mrs. Mukamusoni Florence Safari , my uncle Serucaca George. Thank you for trusting me and ensuring that I have a bright future by paying my tuition fees, giving me parental guidance and advice that has made me who I am today. I also prefer dedicating it to the family of Mr. Ndaruhutse Tom, my supervisor Mr. Sseremba Godfrey, my co-supervisors Mr. Kabango Fred, Mr. Mugerwa Godfrey, friends and to you all people who have contributed towards my academic success.

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LIST OF ABBREVIATIONS

MGLSD	Ministry of Gender Labour and Social Development
MoFPED	Ministry of Finance Planning and Economic Development
NAADS	National Agricultural Advisory Services
NARO	National Agriculture Research Organization
NUSAF	Northern Uganda Social Action Fund
SACCO	Savings and Credit Cooperative Union
SDG	Sustainable Development goals
UBOS	Uganda Bureau of Statistics
UNDP	Uganda National Development Plan
UYVCF	Uganda Youth Venture Capital Fund
YEN	Youth Employment Network
YLP	Youth Livelihood Program

TABLE OF CONTENTS

APPROVAL	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
LIST OF ABBREVIATIONS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
ABSTRACT.....	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	1
1.2 Statement of the problem	9
1.3 Objectives of the study.....	10
1.3.1 Major objective	10
1.3.2 Specific objectives	10
1.4 Research questions.....	10
1.5 Scope of the study	11
1.5.1 Content scope.....	11
1.5.2 Geographical scope.....	11
1.5.3 Time scope	11
1.6 Significance of the study.....	12
1.7 Justification of the study	12
1.8 Conceptual framework.....	13
1.9 Definition of key terms	14
CHAPTER TWO	16
LITERATURE REVIEW	16
2.0 Introduction.....	16
2.1 Theoretical framework.....	16
2.2 Ugandan Unemployment Context.....	17
2.3 Characteristics of youths under the Youth Development Fund	20
2.4 How YLP has helped the youth in setting up income generating activities.....	20
2.5 Impact of Youth Livelihood Program trainings on management of youth enterprises	24

2.6 The effect of YLP financial support on assets acquisition among the youths	30
2.7 Summary of the literature review.....	31
CHAPTER THREE	32
METHODS AND MATERIALS.....	32
3.0 Introduction.....	32
3.1 Study area.....	32
3.2 Study population	33
3.3 Sampling Procedures	33
3.3.1 Sample Size.....	33
3.3.2 Sampling techniques	Error! Bookmark not defined.
3.4 Study design.....	34
3.5 Data collection methods and instruments	35
3.5.1 Number of respondents reached and steps followed.....	35
3.5.2 Objective 1: Investigating the effect of YLP financial support and income generating activities.....	36
3.5.2.1 Using structured questionnaire forms	36
3.5.2.2 Using interview guide	36
3.5.2.3 Focus group discussion checklist.....	37
3.5.3. Objective 2: Youth Livelihood Program trainings and management of youth enterprises	37
3.5.3.1 Structured questionnaire forms	37
3.5.3.2 Interview Guide	38
3.5.3.3 Focus group discussion checklist.....	38
3.5.4. Objective 3: Understanding effect of YLP financial support on assets acquisition among the youths	38
3.5.4.1 Structured questionnaire forms	38
3.5.4.2 Interview guide	39
3.5.4.3 Focus group discussion checklist.....	39
3.6 Quality control methods.....	39
3.6.1 Reliability.....	40
3.6.2 Validity	40
3.7 Data processing and management.....	41
3.8 Data analysis	42
3.9 Ethical considerations	43
3.10 Limitations of the study	44
CHAPTER FOUR.....	46
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS	46

4.0. Introduction.....	46
4.1 Response Rate.....	46
4.2 Demographic characteristics of respondents.....	47
4.2.1 Age of the respondents.....	47
4.2.2 Sex of respondents	48
4.2.3 Education level attained.....	48
4.2.4 Employment status of respondents	49
4.3 How YLP financial support enabled youth in establishing income generating activities.....	50
4.3.1 Income generating activities	50
4.3.2 Financial support to the youth.....	54
4.3.3 Correlations analysis.....	57
4.3.4 Regression analysis.....	57
4.4 The impact of YLP trainings on management of youth enterprises.....	58
4.4.1 YLP trainings.....	58
4.4.2 Management of youth enterprises	62
4.4.3 Correlations between YLP trainings and management of youth enterprises	64
4.4.4 Regression analysis.....	65
4.5 The effect of YLP financial support on assets acquisition among the youths	66
4.5.1 Assets acquisition among the youths	66
4.5.3 Correlation between YLP financial support on assets acquisition.....	69
4.5.4 Regression analysis.....	70
Table 15: Effect of YLP financial support on assets acquisition among the youths.....	71
CHAPTER FIVE	72
SUMMARY, CONCLUSION AND RECOMMENDATIONS	72
5.1 Summary of findings.....	72
5.1.1 Youth livelihood program financial support and setting up of income generating activities	72
5.1.2 Impact of youth Livelihood Program trainings on management of youth enterprises	74
5.1.3 The effect of YLP financial support on assets acquisition among the youths	76
5.2 Conclusions.....	78
5.3 Recommendations.....	78
5.4 Suggestion for further research.....	79
APPENDICES	85
APPENDIX I: QUESTIONNAIRE FOR THE YOUTH.....	85
APPENDIX II: INTERVIEW GUIDE FOR YOUTH GROUP LEADERS	90
APPENDIX III: INTERVIEW GUIDE FOR LOCAL LEADERS	92

APPENDIX IV: FGD CHECKLIST FOR YOUTH GROUPS 93

LIST OF TABLES

Table 4.1: Distribution of questionnaires according to positions of respondents.....	46
Table 5: Income generating activities in Kisoro district.....	50
Table 6: Financial support to the youth	54
Table 4.7: Correlation between financial support and income generating activities	57
Table 8: Relationship between YLP financial support and income generating activities	58
Table 9: YLP Trainings	58
Table 10: Management of youth enterprises in Kisoro district.....	62
Table 11: Correlation between YLP trainings and management of youth enterprises	65
Table 12: The impact of YLP trainings on management of youth enterprises	65
Table 13: Assets Acquisition among the youths of Kisoro District.....	66
Table 14: Pearson’s correlation between YLP financial support and assets acquisition.....	69
Table 15: Effect of YLP financial support on assets acquisition among the youths	71

LIST OF FIGURES

Figure 1: Relationship between the Youth Livelihood Program and employment creation.....	14
Figure 4.1: Age of the respondents	47
Figure 4.2: Sex of respondents.....	48
Figure 4.3: Educational levels of respondents	49

ABSTRACT

Despite the government's efforts to increase people's incomes through various programs, youth in Uganda are still faced with unemployment. This prompted a study into examining contribution of youth livelihood program towards employment creation among the youth. The specific objectives were to: investigate how youth livelihood program (YLP) has helped the youth in setting up income generating activities, determine how YLP trainings have impacted on management of youth enterprises, and examine the effect of YLP financial support on assets acquisition among the youths. The study used a mixed method study design of qualitative and quantitative approaches. A total of 218 respondents; including community development officers, local leaders, youth group leaders and other selected officials of the YLP were interviewed. Further, one FGD having 10 participants was conducted.

The study findings revealed that YLP financial support enables youth in establishing income generating activities ($r = 0.600$, $p = 0.000$). 36% variance in income generating activities among the youth is attributed to YLP Financial Support (Adjusted R Square = 0.35.6). Youth Livelihood Program trainings have impacted on management of youth enterprises ($r = 0.758$, $p = 0.000$). It was revealed that 57.4% variance in management of youth enterprises is attributed to YLP Trainings (Adjusted R Square = 0.572). YLP financial support affects assets acquisition among the youths ($r = 0.808$, $p = 0.000$). Sixty five point three (65.3%) variance in assets acquisition among the youths is attributed to YLP Financial Support (Adjusted R Square = 0.651).

It is established that YLP contributes towards employment creation among the youths in Uganda. The YLP has empowered youth to harness their socio-economic potential and increase self-employment opportunities and income levels which has provided them with demand driven principles, increased youth participation and ownership, promotion of gender responsiveness and equity. The study recommends the government to empower the youth with creative problem-solving skills through training of individuals who can function effectively in the society for the betterment of self and the society because this leads to development of sound human capital required for national development.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Development programs aimed at uplifting the standards of living of especially special interest groups have been developed and introduced by government of Uganda among which is they youth livelihood program. This chapter covers the background of the study, problem statement, objectives, research questions, scope, significance, justification and conceptual framework of the study and definitions of key terms.

1.1 Background of the study

Globally, youth unemployment surpasses the rate of adult unemployment. It is estimated that the whole world youth unemployment rates are three times as high as adult rates (Armstrong et al., 2011). In Asia and the pacific, the situation of youth on the labor market is difficult. Youth unemployment has been the cause of concern in the past and it is likely that it will remain a cause for concern in the future (Sebahara & Cizero, 2015). The author adds that a large pool of unemployed among new graduates has already been generated in emerging countries such as Korea and recruitment of labor market entrants will remain low ensuring further corporate restructuring. In some pacific economies, there are up to seven times as many young people seeking work each year as there are new jobs available (Ramadorai, 2014). Armstrong *et al.* (2011) added as a response to development, numerous initiatives to promote employment amongst young people are being taken in these countries.

ILO (2016) further argues that labor market policies especially those aimed at youth are the key among possible policy recipes for the Asian Pacific region. However, the situation in 1998 after the crisis, it is observed that the unemployment rate increased in all countries between 1996 and 1998 especially in Korea where unemployment increased from 2 percent in 1996 to 6.2 percent in 1998 (Government of Korea, 2012).

According to the Government of Asia (2012), the overall unemployment rate in Asia Pacific region was 4.6% in 1995 and 4.7% in 2010. This is lower than the World unemployment rate of 6% and other continents. There are only minor differences in male and female unemployment rates. The unemployment rate is the highest in North and Central Asia 8.1% followed by Pacific 5%. Countries like Indonesia, Philippines, Turkey, and Georgia have higher unemployment rates (ILO, 2014). The global employment trends of ILO indicates that there were about 202 million people were unemployed in 2013. There were about 5 million more than previous year. In other words, employment growth is not matching with labour force growth. According to this report, the bulk of the increase in global unemployment is in the East Asia and South Asia regions. They together represent more than 45 percent of additional jobseekers.

Additionally, ILO (2014b), says that other countries that show unemployment though smaller in comparison where Philippines unemployment rate approaches a double-digit level, ILO 2013 adds that in global view, enterprise support and promotion has been identified as a strong component under the Youth Employment Network (YEN) of the United Nations, ILO, World Bank through their partnership under YEN. The above institutions identified entrepreneurship as a priority in the promotion of youth livelihood programs (Schoof, 2006) which led to introduction of entrepreneurial skills, development programs and entrepreneurship development funds in many countries in Africa and the whole world. However, China employs tax cuts,

regulations, training and facilitations youth employment instruments with focus being directed towards employability.

In Korea, youth unemployment rates among the males (15-24 years) increased dramatically from 9.3% in 1995 to 20.8% (Islam et al., 2011). Similarly, in Thailand, the youth unemployment rate among males increased from 2.6% in 1995 to 11.1% in 1998 (Organization of Economic Cooperation and Development, 2012). In both Korea and Thailand, the youth unemployment rate for males is much higher than youth unemployment rate for females (Islam *et al.*, 2011). Islam et al., (2011) further added that in Indonesia the share of unemployed workers between 20 and 29 years in the total unemployment pool decreased considerably from 60.1 percent in 1994 to 41.9 percent in 1998 and the share of those ages 30 and above tripled, climbing from 11 to 30 percent (Islam *et al.*, 2011).

The global issue of youth labor force is the sum of employed and unemployed youth worldwide. This force grew from 602 to 633 million between 1995 and 2005 and is projected to grow to 657 million by 2015 (OECD, 2016). However, because the youth population grew at a quicker pace than youth employment, the share of youth who are employed decreased overall from 51.6 to 47.3 percent between 1995 and 2005. In fact, unemployed youth make up almost half of the world's total unemployed. Despite the fact that youth are only 25 percent of the total working age population, compared to adults, the youth of today are about three times as likely to be unemployed (ILO, 2006).

In Africa as a continent, youth unemployment remains a serious development challenge in most developing countries with sub-Saharan African countries being the most affected. Kararach,

(2011) argued that out of the 7.3 billion global populations, 1.5 billion people are within the age bracket of 12-24 and 87 percent of this young population lives in developing countries.

The rate of youth unemployment with regard to both formal and informal sectors of the Zimbabwe economy stood at 19percent for females, 11 percent for males (Chakanya, 2008). The government of Zimbabwe established the youth development fund in 2006, a revolving micro loan facility for the youth. According to the government of Zimbabwe, (2009), world leaders at the summit resolved to develop and implement strategies that give young people a chance to find decent and productive work. The ZIYEN framework sought to harmonize national policies across different line ministries engaged in youth empowerment.

Uganda youth development report 2007, further says that unemployment is the most important measure of the labor market difficulties of young people (MGLSD, 2013). The effects of prolonged unemployment early in person's working life are well documented: it may permanently impair his or her productive potential and therefore employment opportunities can lead to serious social adjustment difficulties. In the context of Sub-Saharan Africa, whether a young person has a job can often determine which side of the poverty line household lies.

According to Kararach, (2013), youth unemployment is included as an indicator for monitoring Sustainable Development Goal (SDG) number 8 (“promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all”) to develop and implement strategies for decent and productive work for youth (UN, 2015). The report further indicates that the developing world's 1.3billion young people are its next generation of economic and social actors. Missed opportunities to invest in and prepare this generation will be extremely costly to reverse, both for young people and for society. Given the importance of building human capital in youth, the Millennium Development Goals reflects seven of the eight goals that relates

directly or indirectly to livelihood outcomes for youth showing the relationship between SDGs and youth livelihood outcomes for example eradicating extreme hunger and poverty and develop a global partnership which acted as target 45 and of Unemployment rate of young people ages 15–24years of age.

From the above case of Korea and Zimbabwe, the Constitution of the Republic of Uganda (1995), defines a youth as a person between the age of 18 and 30 years (GoU, 1995). The population of the youth in Uganda is estimated at 6.5 million, representing 21.3% of the total population of the country. With an annual average population growth rate of 3.2% (1.3 million people), the youth population in the country is projected to hit 7.7 million by 2015. The major demographic issues in Uganda arise from the age structure of the population rather than the overall size of the population. Uganda has a very young population which represents a major challenge in the short and medium term if not well planned and provided for. Increasing employment rates and reduction of poverty among the youth, is a major challenge and a high priority for the Government of Uganda (GOU). Uganda Vision 2040 (GoU, 2013) recognizes that Uganda has a labor force that is largely under or unemployed due to inappropriate skills and slow labor absorptive capacity of the economy; as a result, a large number of unemployed youth are becoming a social and economic threat. The National Development Plan (2010/11 to 2014/15), identifies promotion of non-formal skills and promotion of start-ups and youth entrepreneurship as part of Government strategies to address the challenges of labor and employment in the country.

Uganda has the youngest population in the world with 75.7 percent under 30 years (UBOS, 2016); 22.5 percent are 18 – 30 years; fertility rate stands at 5.8 per woman (UBOS, 2014). In Uganda, youth unemployment stands at more than 65 percent (UNFPA, 2014). Hence, Uganda

National Development Plan (2010/2011 to 2014/2015) identified promotion of non-formal skills, start-ups and youth entrepreneurship as part of government strategies to address the challenges of labor and employment in the country (MGLSD, 2013). In Uganda, the Youth Employment Report (UBOS, 2012), indicates that the total labour-force in the country is comprised of 4.4 million youth. About 32% of the estimated 6.5 million youth in the country are jobless, about 2 million of which are literate; and 2 million are underemployed. Fifty-percent 50% of the economically active youth are not engaged in income-generating employment (MFPED, 2011). Youth self-employment is by far the most important form of youth work. The survey reveals that 60% of employed young people are self-employed, while 70% of the employed youth in rural areas are engaged in agriculture. UBOS (2012) adds that seventy-percent (70%) of the youth in urban areas are engaged in the service sector. Informal employment accounts for the highest proportion of the employed youth outside agriculture. Youth unemployment is more pronounced in urban areas than in rural areas, as a result of rural –urban migration. It is estimated that 67% of the youth get engaged in some form of employment by the age of 18 years. This large number of youth that enter the labour market at an early age is associated with the high school dropout rates.

According to UBOS (2013), The Government of Uganda has in the past undertaken a number of programs intended to address the problem of un-employment and poverty among the youth in Uganda. The programs include; Northern Uganda Social Action Plan (NUSAF2), Skilling Uganda, Uganda Youth Enterprise Scheme, Youth Venture Capital Fund (YVCF), and various programs under the different Government Ministries and Development Partners' Initiatives. The YLP is managed by MGLSD, implemented through district and lower local governments,

approved by cabinet, passed by parliament in 2013 and launched by president in 2014 (UBOS, 2013).

However, the Youth Livelihoods Program (YLP) is a complementary intervention that seeks to strengthen the participation of the youth by addressing the following key challenges faced by most of the youth programs implemented in the country such as poor mobilization and sensitization, inappropriate targeting, poor beneficiary selection mechanism, mismatch of skills with market demand, and poor mind-set of the youth, among others. The design of the proposed Youth Livelihoods Program draws lessons from the experience gained under these programs especially NUSAF2 (MGLSD, 2014).

The Youth Livelihood Program is designed to provide strategic and sustainable interventions for the youth to enable them effectively participate in the National development and improve their quality of life MGLSD (2012). The Program focuses on 3 components, namely; Skills Development, Livelihood Support, and Institutional Support. The YLP will prioritize entrepreneurship and business management skills, personal finance management, life skills, and mindset change as integral parts of the Livelihood Support and Skills Support components.

According to UBOS youth employment report 2012, the purpose of YLP was skills development and job creation among the unemployed youth as a strategy to reducing the high unemployment problems in Uganda (UBOS, 2012). Having learnt from the UYVCF, the Youth Livelihood Program (YLP) was launched in 2013 and financed by government of Uganda embarking a total of Uganda Shillings (UGX) 265 billion over the first 5-year implementation period to benefit the youth through livelihoods, skills development and institutional capacity building. The goal of the YLP was to empower youth in Uganda to harness their socioeconomic potential, increase self-employment opportunities and income levels (MGLSD, 2013). The YLP addresses

unemployment problems among the youth since studies in developing countries indicate that insufficient employment opportunities amidst a rapidly growing young labor force can lead to social unrest and political instability (MGLSD, 2012). Thus empowering the youth in Uganda to harness their socioeconomic potential, increase self-employment opportunities and income levels (MGLSD, 2013).

In Kisoro, the Youth are more vulnerable like any other group in different parts of the country due to low education levels, high poverty and unemployment compared to their counterparts in other parts of the country (EPRC, 2015; MoFPED, 2014). Kisoro district Report (2003) shows that 82% of the youth have not been employed since early 2000s. This indicates the period before the introduction of youth livelihood programs in the district. Experience from the Youth Venture Capital Fund indicates that only 6.5 percent of the youth in south western Uganda did not access the youth fund due limited information and low education levels (EPRC, 2015). Further still, the youth in Kisoro district represent its political leaders, tradesmen, academics, doctors, innovators and artists. Moreover, the youth represent or locals future growth, health and prosperity. In order to fully activate this source of human capital, policy-makers must understand the diverse nature of youth as a heterogeneous population with wide ranging skills, challenges, and belief system (World Bank, 2007).

1.2 Statement of the problem

Youth unemployment is recognized as a driver of instability and violence in many countries globally. Sebahara and Ntasano (2014) argue that the youth unemployment crisis is a disaster that can undermine economic development, threaten the peace and destabilize institutions if it is not addressed.

According to (NARO report, 2007), the government of Uganda (GOU) introduced programs like the National Agricultural Advisory Services (NAADS) and savings and credit cooperative union (SACCO's) Entandikwa and Bonabagawale to the people of Kisoro District, to reduce unemployment since majority depend on crop production as their way to get food and employment (UBOS, 2008). Despite the government's efforts to increase people's incomes through various programs, the youth in Kisoro district are still faced with unemployment.

Furthermore, according to MGLSD (2013), government of Uganda through ministry of gender labor and social development set aside funds to create job opportunities for the youth under the Uganda Youth Venture Capital Fund (UYVCF). However, Kisoro district still faces high unemployment levels and no policy document clearly articulating the contribution of the youth fund towards employment creation is in place. Information is lacking on youth livelihood financial support, youth livelihood program trainings, level of asset acquisition among the youth and setting up of income generating activities by the youth. Therefore there is no formal documentation about the extent of the fund's contribution towards solving unemployment in terms of geographical distribution, age of beneficiaries, gender and type of business enterprises supported. It is important that after more than one year of implementation a short term process

evaluation is conducted to understand whether the fund is functioning or operating as designed or whether the fund is on course as far as attainment of its intended objectives is concerned.

1.3 Objectives of the study

1.3.1 Major objective

This study sought to investigate the contribution of the youth livelihood program towards employment creation among the youth in Kisoro district.

1.3.2 Specific objectives

- i) To investigate how youth livelihood program financial support has helped the youth in setting up income generating activities in, Kisoro district
- ii) To determine how Youth Livelihood Program trainings have impacted on management of youth enterprises in Kisoro District.
- iii) To examine the effect of YLP financial support on assets acquisition among the youths in Kisoro District

1.4 Research questions

- i) How has Youth Livelihood Program financial support enabled the youth in setting up income generating activities in, Kisoro district?
- ii) How has YLP trainings impacted on the management of youth enterprises in Kisoro district?
- iii) What is the effect of YLP financial support on assets acquisition among the youths of Kisoro District?

1.5 Scope of the study

1.5.1 Content scope

The research focused on the study in Kisoro district whereby the researcher investigated how YLP has enabled the youth in setting up income generating activities, determined the how the YLP has impacted on the management of youth enterprises and examined the effect of YLP financial support on assets acquisition among the youths of, Kisoro District and will target the youth of 16-35years of age

1.5.2 Geographical scope

The study was conducted in Kisoro district South west Uganda. Kisoro district is bordered by Kanungu district to the north, Kabale district to the east, Republic of Rwanda to the south and Democratic Republic of Congo to the west. The town of Kisoro is approximately 45 kilometers (28 mi), by road, west of Kabale the largest town in the sub-region. The district head- quarters of Kisoro are located approximately 80 Km (50m) by road, south west of Kabale the largest town in the Sub region. The district was formed in 1992 with geographical coordinates of 1°17'06.0"S, 29°41'06.0"E. It has 14 Sub counties namely, Kanaba, Nyakabande, Chahi, Murora, Kisoro municipality, Nyarusiza, Nyakinama, Busanza, Muramba, Kirundo, Nyundo, Nyabwishenya, Bukimbiri and Nyarubuye.

1.5.3 Time scope

The time scope was from 2013to 2018. The researcher chose this time period because the YLP project started and the study was ended in 2018. This enabled to understand the contribution of youth livelihood program towards employment creation among the youth in Kisoro district despite the government strategies and interventions through programs such as the NAADS,

Bonabagawale and Entandikwa that have been implemented to create employment opportunities as well as increasing youth income levels.

1.6 Significance of the study

The study findings sought to benefit the district especially the office of the Gender and Community development that is solely responsible for youth through adequate documentation of literature; therefore the study focused on employee creation as a social change and improvement in the lives of youth in Kisoro district.

The study findings were sought to help the community development officers in improving their knowledge and skills about the study. This enabled the CDO's to learn more on how youth training are vital during project identification and management of enterprises.

The study helped the youth to understand how YLP financial support has enabled the youth in setting up of income generating activities as well as examining how YLP financial support has enabled the youth in asset acquisition, understand management challenges, the solutions to the challenges thus increasing youth employment opportunities.

The district adoption of the findings enabled it to influence policies and guidelines reviews, change or formulate new ones to better suit the mechanisms nationwide on improving the lives of youths through disbursing funds.

1.7 Justification of the study

A lot of efforts and strategies have been made to improve employment creation through National Agriculture Policy and agricultural programs (NAADS or National Agricultural Advisory Services) introduction of Entandikwa and Bonabagawale to provide guidance to all actors in

the development sector to make investments that would increase youth incomes, reduce poverty and stimulate the overall socio economic growth among the youth. However there is still high levels of unemployment among the youth. Therefore this study was important because brought to people of Kisoro district the attention and reliable information about the contribution of youth livelihood program in towards employment creation among the youth due to its ability of identifying projects and assets acquisition so as to improve on the socio-economic status and income levels of the youth.

1.8 Conceptual framework

The independent variable (Figure 1) which is youth livelihood programme influences the dependent variable which is the employment creation among the youth. The dependent variable which comprises improved incomes, projects identified or selected, assets acquired and increased investments depends on financial support, youth trainings and awareness on existence of YLP. However, other factors like government policy, supervision and youth adherence to team work directly or indirectly affects the lives of the youth.

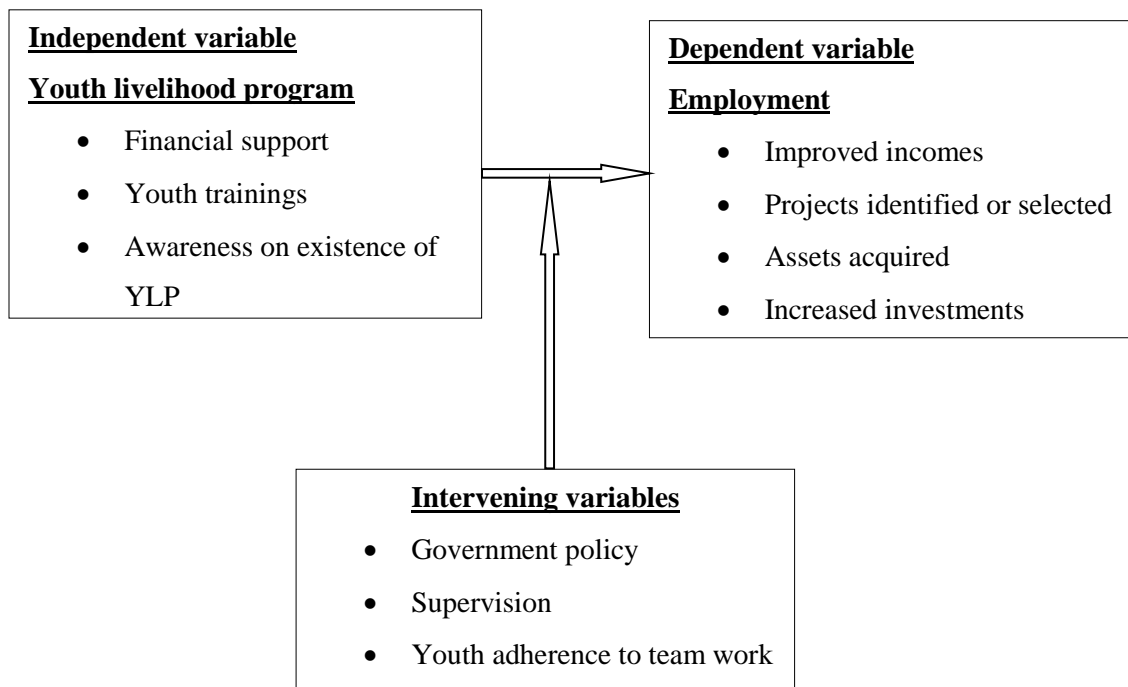


Figure 1: Relationship between the Youth Livelihood Program and employment creation

1.9 Definition of key terms

A youth: The Constitution of the Republic of Uganda (1995), defines a youth as a person between the age of 18 and 30 years. According to UN (2015), a youth comprises young people aged from 15-24 years inclusive. Sometimes a further distinction is made between teenagers (16-19 years) and young adults (20-24 years), since the problems faced by these two groups are quite distinct. (O'Higgins, 2012). Youth is the time of life between childhood and adulthood (maturity). Youth are also referred to as those persons between the ages of 18 and 35 years (Uganda's National Youth Development Policy, 2001).

Development

According to Thomas (2004), development is a measure of progressive change. Development is the process of growth towards self-reliance and commitment. It is a process by which individuals, groups and communities obtain the means to be responsible for their own livelihoods, welfare and future (Remenyi, 2009). Furthermore, development refers to empowerment that is about local people taking control of their own lives, expressing their own demands and finding their own solutions to their problems (UNDP, 2010)

Unemployment

This denotes a condition of joblessness or lack of employment. In other words, anyone who is fit and available to work but fails to get one may be considered as being unemployed for the

concerned period (Olubukola, 2013). Unemployment occurs when people are without jobs and they have actively sought for job within the past four weeks (ILO, 2007).

Youth Development

In conceptualizing youth development, attention should be paid to the fact that the concept of youth development is made up of two key words: Youth and development. Therefore, both words shall be individually conceptualized.

Youth Livelihood Program

This a financial loan with no interest by Government of Uganda to empower the target youth in Uganda harness their socio-economic potential and increase self-employment opportunities and income levels (MGLSD, 2013). The program is premised on the principles of demand-driven; active youth participation and ownership; gender responsiveness and promotion of equity; equitable geographic distribution; public-private partnership; non-involvement of child labor; environmental integrity; provision for youth with special needs; cultural sensitivity; utilizing existing institutions; direct flow of funds to the individual youth group projects; community procurement; and revolving support.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This is an assessment report of information found in the literature related to the area of study. It gave a theoretical framework review by objectives and a summary of literature reviewed.

2.1 Theoretical framework

According to Maslow's 1943-1954 theory of hierarchy of needs is a motivational theory in psychology comprise a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. He stated that people are motivated to achieve certain needs and that some needs take precedence over others. Maslow's also brings in a concept of self-actualization a way that causal relationships can be established.

According to Armstrong *et al.*, (2011), Motivating youths through YLP is all about getting them move the desired direction they want them to achieve the desired goals of reducing unemployment in Uganda; it is a goal directive behavior to achieve more and through rewarding or other encouragement brings high performance at work. There are different components of motivation such as the efforts in relation to the magnitude of employee work behavior, the direction as a goal behavior and persistence as a sustained efforts youths face in doing their work.

Armstrong *et al.*, (2009), suggested that for youth to gain from the YLP, they should move in certain direction to be able achieve quality work, and this will depend on the amount of effort put in to complete their work as a result of financial motivation. This could always be supported with persistence to challenges youths face in terms of equipment used, hard work and long hours;

therefore, if youth groups are well capacitated with trainings and later funded will encourage them to work much better as they face all the challenges.

According to Abraham Maslow's theory, youth have different needs and these are satisfied in levels of hierarchy as a progression principle. For example at the lower level once the basic needs such as food, shelter and sexual drive are satisfied, they move to the next level of safety needs that target employment, health care and working environment as psychological needs. Through YLP, youths are having the intrinsic internal persuasion for their work regardless of the pay or working condition that give them autonomy to improve their skills and reach the self-actualization level where they have personal growth, autonomy due to financial independence and lastly the desire for satisfaction. It should be noted that self-actualization happens when some is working and since it is a multilevel concept, if youth stop working has to fall back to the lower level. This could also vary from one society or individual to the other and the question is how do they meet social needs/relationship for youth to work in a team?

2.2 Ugandan Unemployment Context

Although Uganda has maintained positive economic growth rates during the past decade, the country's pace of economic progression has not matched with a growth in new employment opportunities. Uganda's Gross Domestic Product (GDP) growth rate has averaged 6.7 percent per annum during the period 2003-2012 (MFPED, 2013). On the other hand, the step of creating new employment opportunities has lagged behind labor force growth.

According to the World Bank, (2007), the labor force in Uganda grows at an annual rate of 3.4 percent resulting in 390,000 new job seekers and yet only 8,120 jobs are being created each year (UBOS, 2016), and literature indicates that the difficulties faced by young people in most

developing countries in finding work are attributed to limited expansion of employment opportunities, skills mismatches and limited or no work experience (AfDB, 2012).

The Government of Uganda (GOU) has initiated programs to support youth entrepreneurship and self-employment to overcome the unemployment problem (EPRC, 2015). Starting with the 2011/12 national budget, UGX 44.5 billion (about US\$ 18 million) was allocated to youth entrepreneurship promotion programs. An extra UGX 3.5 billion (US\$ 1.5 million) was earmarked in the 2012/13 budget (MFPED; 2012). In September 2013, government significantly boosted youth schemes by allocating UGX 265 billion (about US\$ 100 million) over a five-year period (UBOS, 2013) The major pillars of these initiatives include enterprise development, job creation and business skills training and development (MGLSD, 2013).

According to MGLSD (2013), the youth schemes in Uganda are based on the above overall Program Development Objective (PDO) of empowering the target youth to harness their socio-economic potential and increase self-employment opportunities and income levels. Against this background, this study will investigate the contribution of the Youth Livelihood program whose implementation began in 2013(Mhuka, 2015).

The Uganda National Youth Policy One of the principles underlying the National Youth policy is the promotion of the principle of equity in opportunities and in distribution of programs, services and resources. The policy serves to promote equal access to socio-economic and employment opportunities commensurate with ability, potential and needs of youth. In as much as such a principle exists on paper, some of the programs and partnerships that the Government proposes to set up are mainly accessible to the urban youth and not the rural youth. This will ultimately worsen the problem of rural-urban migration which is one of the major causes of youth unemployment in the country (International Organization for Migration, 2015).

As part of the policy, the youth are under an obligation to contribute to social economic development at all levels, create gainful employment and take advantage of available education and training opportunities. The capacity of the youth to fulfill these obligations is continuously curtailed by the fact that they lack adequate financial resources (United States Agency for International Development, 2014).

The policy provides that one of its priorities is to advocate for the formulation and implementation of an appropriate National Employment Policy that addresses and responds to the concerns of the youth such as the promotion of income generating activities among the youth by supporting appropriate micro-credit financial institutions that extend credit facilities to the youth, advocate for creation of a Youth Trust Bank et cetera. The MGLSD needs to play a more pro-active role in ensuring that such financial measures are actually put in place to address the problem of youth unemployment (World Bank, 2014).

The Youth Livelihood program aims at addressing unemployment problems in entire country mostly rural areas that are hard to reach by financial institutions including Kisoro district with particular implications on livelihood improvement, self-employment, skills development and improved income levels (Action Aid, DRT and NGO Forum, 2012).

The study seeks to address the following research questions: How has YLP financial support enabled the youth in setting up income generating activities, the impact of YLP trainings on management of youth enterprises the effect of YLP financial support on assets acquisition among the youths of Kisoro District?

2.3 Characteristics of youths under the Youth Development Fund

Youth Development Fund considers the youth between the ages 18 -35 as outlined it in African Charter as part of the government's indigenization and economic empowerment program. The youth fund program targeting unemployed youths, under employed youths and companies owned by youths. Youth can assess loans as individuals or as groups. In Botswana, the older youth aged 27-35 years were more likely to participate in the youth fund. When people grow, they tend to be to be mature and are more likely to run viable businesses as compared to the youths under the age of 23. In Zimbabwe, the youth fund program considers the indigenous citizens, new born and disadvantaged by unfair discrimination on the grounds of his or her race and any descendant of such person and between the ages of 15 – 35 years (Mhuka, 2015).

2.4 How YLP has helped the youth in setting up income generating activities

In developing countries mostly in Africa, youth also constitute the major resource base for any country that want to embark on any meaningful development. Investment in the youth is the only way to ensure the future growth and development of any country (Lagun, 2002). Therefore, increasing number of young people must be trained and as quickly as possible to provide leadership in agriculture, industry, government and rural development projects. These youth are developed intellectually, morally, socially and with relevant skills to face a rapidly advancing technological world (Lagun, 2002). In my opinion, YLP fund has increased youth investment especially in agriculture due to the fact that there is increased agriculture projects like Rukoro youth piggery project, Gasarara youth development piggery project, Kibande youth sheep rearing project, Nyamabuye piggery youth project, Bugara youth goats rearing project, Kanyenka Irish potato growing youth project, Gahembe beans and Irish potato growers youth, Nzogera produce youth project, Nyagihenge youth produce marketing project, Karumena youth development

produce buying and selling, and others which has made the youth develop morally with relevant skills to face the world.

Also Ocho (2005) in the study carried out in Egypt stated that youths face daily series of problems, ranging from poverty, unemployment, conflicts and diseases. Tackling them is not an easy task. These problems therefore demand that the youths be empowered with creative problem-solving skills. In line with this therefore training of educated individuals who can function effectively in the society for the betterment of self and the society will require special attention as the system will be deliberately set to concern itself with the development of sound human capital required for national development.

Through well planned and executed entrepreneurship education and disbursing funds to youth groups. Oviawe (2010), observed that, the African youth learn to be happy and fulfilled, as they will be productive and committed as employees or employers of labor. They will allow their unique abilities to be used for the development of the national and global goals rather than abandon their country for greener pastures. This implies that entrepreneurship education and disbursing funds to youth groups provide the youth with advocacy skills especially before the disbursement of funds and also creates awareness on the existence of YLP fund and its importance. This has made the youth more productive and committed in their business projects thus able to achieve their goals and improve life.

Langat *et al.* (2012), studied about Youth Enterprise Development Fund(YEDF) and growth of Medium - Small Enterprises (MSE's) at constituency level in Kenya concluded that increasing awareness of YEDF, its objectives and loan features among the youth have effect on the growth of small enterprises. This indicates that the Fund has a role in growth of MSE's. The study does not delve into the extent to which YEDF plays in MSE's growth. Additionally, the findings

indicated that there is growth of SME's like Nzogera youth produce project, Rukoro Irish potato growing and piggery projects were established which has improved the youth living standards.

Okello (2010) notes that access to finance provides growth opportunities for businesses and the economy as a whole, in his study at Rachuonyo South District in Kenya on factors influencing growth of MSE's he recommends that introduction of tax relief, differential tax rates as well as grace periods for Youth MSEs to enhance their growth. Ahiawodzi and Adade (2012) in a study on access to credit and growth of MSEs in Ho Municipality of Ghana concluded that one barrier to MSEs was the high borrowing cost and rigidities in interest rates. Furthermore respondents mentioned that the fund enabled them start projects like brick making which became successful. For example the fund gave the youth a chance to identify projects they are interested in and is approved by selection committee including the CDO's, LC 3 chairperson, district accountant who collaborate with district planner and auditor. This implies that there is increased business opportunity in Kisoro district which has improved peoples income levels and standards of living.

Beck, (2007) found that the cost of finance was rated by over 35% of MSEs as a major growth constraint in a sample of 71, most developing countries. An increase in interest rates means that the firms must put in more resources in paying for the interest on their existing debts, which lowers the amount available for investment. Furthermore, Obamuyi (2009) studied the relationship between interest rates and economic growth in Nigeria. He concluded that the lending rate has a significant effect on the economic growth. Bader and Malawi (2010) in a study tested the hypothesis that the real interest rate has negative impact on Jordanian economy. The results were found to support the hypothesis. Sharma and Gounder (2011), in a group survey of MSEs in a pacific Island country found that their growth constrained by banks' interest rates,

fees and charges and collateral requirements. Oreku (2010), in a survey in Tanzania also came to the conclusion that higher interest rates in microfinance are affecting the growth of MSE's.

According to Sanyu and Abalo (2017) in their study carried out in Gulu and Oyamu districts of northern Uganda on youth fund, found out that Youth Livelihood Program has an effect on income level and skills development among the youth. Their study further investigates whether or not the YLP is impacting positively on the incomes of the group members and the fundamental question that were asked the group members. In my opinion, YLP has positively effect on the youth income levels and skills development due to increased youth owned enterprises and also skills in entrepreneurship and management of own enterprises.

In a similar line of argument, literature shows that there several strategies for addressing youth unemployment, and it has been noted that the significant trends in the youth unemployment greatly affect the youth livelihoods. For this reason, African leaders converged at a summit in Nairobi in July 2014 to discuss the way forward for the youth in the continent. African states have made significant progress in recognizing the dire challenges and great opportunities that youth present in Africa (World, 2013). In my opinion, some youth especially in Africa are ignorant about the challenges they face due to lack knowledge. Therefore it's hard for them to adapt to the strategies addressing youth unemployment. This is created more problems among the youth especially drug abuse and violence. Additionally, some cultures do not support Youth livelihood goals and objectives, the youth are believed to be inferior groups who should depend on their parents for survive because they have not yet grown socially to fit and accepted in the community.

The Assembly of Heads of State and Government of the African Union (AU) declared the period 2009 to 2018 as the "Decade on Youth Development in Africa" during the meeting held in

January 2009, in Addis Ababa, Ethiopia. India, one of the developing countries, is addressing the youth unemployment problem through skills development program (Aya, 2012); a similar strategy has been adopted in the Democratic Republic of Congo through youth entrepreneurship (Kikandiet *al.*, 2015).

According to Ramadorai (2014), put it that India and DRC, the program was packaged in phases beginning with advocacy of skills development. Ideally this was to promote mass awareness among the youth before the funds could be disbursed. The second phase was increased access to information through digital market place and online information. To me strategy seems more viable and a developing country like Uganda can leverage on it. Therefore information dissemination on available youth funds can be followed by training on entrepreneurship, financial and enterprise management before the funds could be released to youth as beneficiaries

2.5 Impact of Youth Livelihood Program trainings on management of youth enterprises

Globally, enterprise support and promotion has been identified as a strong component under the Youth Employment Network (YEN) of the United Nations, ILO, and World Bank. Through their partnership under the Youth Employment Network, the said institutions identified Entrepreneurship as a key priority in the promotion of youth livelihoods and employment (Schoof, 2006). Therefore, this has led to the introduction of entrepreneurial skills development programs and entrepreneurship development projects in many African countries.

The youth funds may be in form of loans or grants depending on the objectives for which they were set up in different countries (ILO, 2012). However, most youth funds are geared towards employment creation through support to SMEs development, by using financial instruments, and business support services among other tools. The objectives of these funds go beyond enterprise

financing to provision of business development support services (mentoring, coaching and; incubation).For example, the Kenya Youth Enterprise Development Fund was set up in 2006 to create youth employment opportunities and promote an entrepreneurship culture through structured and comprehensive support (YEDF, 2011) reports that the aim of this is for making the young people employable through vocational training and skills acquisition, enterprise finance and promotion of community service. Fleisig *et al.* (2006) furthermore, mentoring and coaching bring positive change among the youth while selecting enterprises, which also help in adjustment in bringing new ideas and adaptation to the environment of new business which help in development of mindset.

According to Girma (2006), skilling youth has always been haphazard hence the new worker observes practices, learns by trial and error and occasionally receives direct instruction. If those experienced worker threatened by the potential completion, there is no guarantee the new worker will learn only a portion of what is practiced in a particular place of employment at a certain time. Due to these shortcomings and technological change, the era of apprenticeship appears.

Vocational apprenticeship is a system of training which has traditionally been prevalent or is at present in course of being introduced in a number of countries. One of the most striking features of traditional apprenticeship is precisely its role as a transitional stage between the period of education and training and the period of active life. The apprentice belongs to two worlds at the same time: it receives training and provides productive labor; he is employed in an enterprise has goes to educational establishment: he receives pay but it is appreciably less than the wages drawn by his unskilled fellow-worker of the same age (World Bank, 2012).

The government of Ethiopia has initiated a tailored National Technical and Vocational Training program whereby students from grade eight and ten receive adequate technical and vocational training in various fields. The program is expected to enable the trainees develop a working skill, knowledge, and attitude which would enable them to secure employment in the labor market or create their own jobs. In line with this, the respondents mentioned that training provides the youth with leadership skills especially in pig and goat rearing which has helped them to own different projects. It was found out that trainings on safety and risk management, record keeping, expenditure and income statements has improved on the investments of the youth in Kisoro district. Therefore, increasing trained youth provide leadership skills in agriculture which has increased investment of youth project is due to training project identification and selection, how to utilize our budgets, storage, safety and risk taking which has increased our investment.

The trainings are organized in such a way that the technical skill obtained through the program would fit the needs of the country's development strategy through widening the opportunities for people to find a job which fits with their talents and preferences. It helps them to get decent work and a fair income. It helps people out of the poverty trap and provides them with skills to make progress in their life (Girma, 2006). However, the study revealed that trainings provide technical skill obtained through the program fit the needs of the country's development strategy through widening the opportunities for the youth to find jobs which also fits with their talents and preferences. It helps them to get decent work and a fair income and also helps people out of the poverty trap and provides them with skills to make progress in their life because most youth have started on projects that help them improve not only technical skills, but also working and leadership skills.

The purpose of the YLP is to empower the target youth in Uganda to harness their socio-economic potential and increase self-employment opportunities and income levels (MGLSD, 2013). The program is premised on the principles of demand-driven; active youth participation and ownership; gender responsiveness and promotion of equity; equitable geographic distribution; public-private partnership; non-involvement of child labor; environmental integrity; provision for youth with special needs; cultural sensitivity; utilizing existing institutions; direct flow of funds to the individual youth group projects; community procurement; and revolving support.

According to Bhole and Ogden (2009) benefiting from youth financing projects is based on the Group project approach to financing. The philosophy that lies behind it is that the shortcomings and weaknesses at individual level are overcome by collective responsibility and security afforded by the formation of a group. (Bhole and Ogden, 2009) says that the coming together of individual people enhances education, awareness and bargaining power and the benefits of groups range from support from donors and private sector companies who may have interests in training and supporting organized groups. Groups are able to get collective marketing which increases product volumes and chances of getting more buyers. Additionally, groups are often more effective than individuals in achieving tasks, coming up with solutions, innovativeness and creativeness because a group has more talent in skills and ideas and there is strength in unity. Thus help reduce mismanagement of funds, both for groups and individuals due to keen follow up (Conrad –Adenauer, 2014).

From literature it has been noted that groups are also full of challenges like poor group leadership skills, lack of business focus or orientation, personal differences among group members, group politics and external politics among others. Group investment in our society

seems not to work. Group thinking is the single biggest killer of investment groups drive (Wameyo, 2011).

Nagarajan (2005, points out that microfinance for youth is requires long term commitment and adequate microfinance capability due to its complexity. For the success of the program, there is need to involve the microfinance institutions or organizers who are aware of microfinance best practices and youth issues. He notes that the youth below 20 years should consider not only getting the financial education but also the entrepreneurial skills training to facilitate effective use of the micro finance. Ontario Association of Youth Employment (2000), statistics show that 46% of new business ventures were financed through personal savings, 38% through money from friends and family and only 28% through loans of lines of credit and 9% through business loans. In my view, microfinance institutions provide entrepreneurship skills and knowledge, loans, and provision of insurance to poor and low income households so as to improve on their standards of living.

Okello (2010) in a study investigating factors influencing growth of MSEs owned by youth in Rachuonyo South District in Kenya, made recommendations that relate to finance in enhancing MSE's growth. He recommended that introduction of tax relief, differential tax rates as well as grace periods of Youth MSEs to enhance their growth. In relation to this, the study found out that the YLP fund has led to growth of MSEs, among other factors, by accessibility to finance. The study also revealed that YLP fund has led to development of MSE's for example; Rukoro youth piggery project, Gasarara youth development piggery project, Kibande youth sheep rearing project, Nyamabuye piggery youth project, Bugara youth goats rearing project, Kanyenka Irish potato growing youth project, Gahembe beans and Irish potato growers youth, Nzogera produce youth project and others.

Dunn (2010), Youth trainings refers to the involvement of youth in responsible, challenging action that meets genuine needs, with opportunities for planning and/or decision-making affecting others in an activity whose impact or consequence is extended to others that is outside or beyond the youth participants themselves. Rajani (2006) in Dunn (2010) notes that ‘it is only through training that (adolescents) develop skills, build competencies, form aspirations, gain confidence and attain valuable resources. This confirms that youth training therefore is a product and strategy of sustainable human development. It suggests that youth training is a relevant pro-poor development strategy in so far as it is a means of helping youth develop a consciousness of issues that affect other youth and this encourages building networks and linkages with other stakeholders to help promote their assets and strengthening their capabilities.

Youth training is both a strategy and product towards national sustainable development. Its objective is to expand the human capabilities of those involved through building assets and social networks (Rajan, 2006). He adds that Jamaica’s vision 2030 include youth training as a development in that failure to implement such has increased implications on increased vulnerability and social exclusion. However, the youth-adult partnership model facilitates a structured approach for interaction through the recognition of legislative support and institutional mobilization of the community, specifically those groups that target the youth cohort. In line with this, the YLP is projected to employ both skilled and unskilled youth and through this, the government has issued soft loans for example NAADs, SACCO’s, vocational training education systems like universal primary and secondary education as means to promote institutional skills and development that are good for sustainable development.

Additionally, to fulfil policy strategies countries can rely on the creativity and innovation of young people to deliver. It is, thus, important for government to provide a leadership role and

commitment in providing a conducive environment for gainful employment. This can be achieved through collaboration with agencies such as trade unions, employers' organizations, for example (ILO, Master card foundation and others), international community and the active participation of donors in supporting efforts by young people to make a good start in the world of work (Gemma and Mbowa, 2014).

2.6 The effect of YLP financial support on assets acquisition among the youths

Flesig *et al.* (2006) in a study on reforming collateral laws to expand access to finance in Washington DC argues that collateral affects financial borrowers because loans secured by collateral have more favorable terms than unsecured loans do, for any given borrower or size of the loan. He says that a borrower who is able to provide collateral can obtain a larger loan relative to the borrower's income, with a larger payment period and a lower interest rate. In my opinion, those who are not able to provide collateral often gets worse loan terms than an otherwise similar borrower who can do so, or gets no loan at all.

According to Sanyu and Abalo (2017), in their study carried out in Gulu and Oyam districts of northern Uganda on youth fund, found out that Youth Livelihood Program has an effect on income level and skills development among the youth. Their study further investigates whether or not the YLP is impacting positively on the incomes of the group members and the fundamental question that were asked the group members. In relation to Sanyu and Abalo (2017) YLP has provided to the youth with working skills, and promoted awareness among the youth before and after the disbursement of funds which increased access to information thus impacting on their incomes. However, respondents reported that their enterprises are making profits from the Youth Fund and they have started reaping from the projects which has positively impacted on

their income as the group has to focus on the obligation of remitting the funds within the mandated grace period of one year.

Hence many of the youth had not even fully invested the loan and are planning to use part of the loan to meet their repayment obligation. This implication for this situation were multiple; such as the group could have got the money late and could not catch up with the investment for instance animal traction, the money given could have been far less than what the group had requested or Some projects take long to mature for the products to be sold like piggery and that; some group members could had fear of repaying the loan (Sanyu and Abalo, 2017).

2.7 Summary of the literature review

This chapter reviewed some of the existing written sources that are particularly relevant to the study. The concept pointed out how youth livelihood program financial support has enabled the youth in setting up income generating activities, how YLP training have impacted on management of youth enterprises as well as how the YLP Finances help in asset acquisition and it is concluded that the Youth Livelihood program aims at addressing unemployment problems in entire country mostly rural areas that are hard to reach by financial institutions including Kisoro district with particular implications on livelihood improvement, self-employment, skills development, socio-economic status and improved income levels.

CHAPTER THREE

METHODS AND MATERIALS

3.0 Introduction

This chapter addressed research methods and materials; highlighting the design that were used, area of study, population of study, sample size, sampling techniques, data collection methods, data analysis techniques, quality control methods, research ethical considerations and limitations of study.

3.1 Study area

The study was conducted in Kisoro district. The district was created by GOU in 1992. The district has a population of 281,705 people (Uganda National Bureau of Statistics, 2014). The area is hilly and key highlands are Mt. Muhavura at 4,127 Metres above sea level; it consists of 3.88 percent open water, 2.95 percent wetlands and 0.96 percent forest reserve cover. The district is bordered by Kanungu district to the North, Kabale district to the East, Republic of Rwanda to the South and Democratic Republic of the Congo to the West with geographical coordinates of 1°17'06.0"S, 29°41'06.0"E.

This area because is mainly composed of unemployed youth therefore the study investigated the contribution of youth livelihood program towards employment creation among the youth. However, people carry out agriculture, but also tourism due to the presence of Mgahinga national park, the presence of lakes like Lakes Mutanda and Murehe. Furthermore, there is practice of dairy farming on a small scale as well as cash crop growing like coffee, tea, and tobacco for commercial purposes. The major food crops grown include beans, maize, Irish potatoes, sweet potatoes, sorghum, millet wheat, bananas, cassava, and vegetables like cabbages, onions. The

area receives relief rainfall of about 800-1000milimetres, with temperatures of 25-30degrees centigrade which is favorable for crop growing.

3.2 Study population

The parent population was drawn from eighteen youth groups within Kisoro district including; Rukoro youth piggery project, Gasarara youth development piggery project, Kibande youth sheep rearing project, Nyamabuye piggery youth project, Bugara youth goats rearing project, Kanyenka Irish potato growing youth project, Gahembe beans and Irish potato growers youth, Nzogera produce youth project, Nyagihenge youth produce marketing project, Karumena youth development produce buying and selling, and others. These were found in different sub counties of Kisoro district.

According to the Main Report, National Population Housing Census (2014), the total population of Kisoro District is 281, 637 and youth with 66,174. Kothari (2005) put it that target population refers to the entire total of respondents that meet the selected set of criteria (P. 17). The target population focused on participating official of YLP program, the youth, local leaders and Community Development Officers because they are better informed about youth livelihood program.

3.3 Sampling Procedures

3.3.1 Sample Size

The parent population was 533 people (Table 1). Out of this, the total sample size was 223 respondents as study respondents. This was determined using Krejcie and Morgan table as provided by Amin, (2005) (Appendix V). The respondents include; 180 youth group members, 18 youth group leaders, 18 local leaders, 1 YLP focal person and 6 CDO's. And these were

thought to have enough information about youth livelihood program. Purposive method was employed to One YLP, focal person, participating officials taking part in the implementation of the youth livelihood program, eighteen youth leaders and six community development officers.

Table 1: Selection of sample size in each category of respondents

Group	Population	Sample Size	Method
Youth group members	180	180	FGD and Questionnaire
Youth group leaders	147	18	Interview
Local leaders	199	18	Interview
YLP focal person	1	1	Interview
CDO's	6	6	Interview
Total	533	223	

3.4 Study design

This study design provides the plan based upon appropriate research frameworks with the ultimate aim of minimizing bias, while maximizing the reliability of the data collected and its analysis (Kothari, 2004). The study adopted a cross section design with a view of covering a bigger population in a short time. The cross-section design was considered appropriate because it collects data from the study population at a single point in time to examine the relationship between variables and it provides a simple a snapshot of the frequency and related characteristics in a population at a given point in time.

A mixed approach of both qualitative and quantitative approaches was used in the study. Qualitative approach enabled collection of data in form of words rather than numbers and these words are often grouped into categories (Dawson, 2009), here people's views and opinions were

explored on the contribution of youth livelihood program towards employment creation. The methods complemented each other in that, qualitative methods provided in-depth explanations while quantitative methods provided the hard data needed to meet required objectives (Charmac, 2006). Some of the objectives are better assessed using qualitative methods while for others quantitative methods are preferable (Mugenda and Mugenda, 2003). The quantitative approaches improved precision by focusing on items that can be counted into predetermined categories and subjected to statistical analysis.

Hence it was appropriate for this study to use interviews, Focus group discussions and questionnaires (Kothari, 2004) because these methods provided grounds for in-depth analysis and insight. The approach was used to collect verbal data from subjects using ordinary language. For example, interviews and focus group discussions provided verbal descriptions besides numerical data (Kothari, 2004).

3.5 Data collection methods and instruments

3.5.1 Number of respondents reached and steps followed

Primary data from a sample size of 180 respondents was targeted, though up to 218 respondents were reached using FGD's, interviews and questionnaires. Respondents were drawn from different areas of Kisoro; six sub counties (Chahi, Kanaba, Murora, Kisoro municipality, Nyakabande, Nyarusiza) where three youth groups were sampled in each sub county to ensure that analysis takes into account the varying perceptions within the area. Respondents interviewed were guided by the interview guide, and 175 questionnaires and FDG were administered. A total of 43 interviews were conducted in the six sub counties and eventually returned for cleaning and entry.

Using gate keepers and introduction letter from the University, arrangements were made to meet key informant such as local leaders, YLP Focal person, youth group leaders for interviews. Interviews involved direct personal investigation and meeting the people from whom data is sought (Berg, 2007). And this lasted for two weeks. Questionnaires and Focus group discussions also provided data on contribution of youth livelihood program towards employment creation. Before starting the interviews, consent was sought from the respondents.

3.5.2 Objective 1: Investigating the effect of YLP financial support and income generating activities

3.5.2.1 Using structured questionnaire forms

This was used to answer the first research objective by posing number questions for the respondents to answer. The questions were given to the respondents and they ticked right answers according to their understanding while those who did not understand English were interpreted for by the researcher. Such questions included; whether the youth have acquired business management skills, whether the youth have acquired material support as a result of the trainings, whether the support from YLP is provided to the youth, whether the youth have expanded their business enterprise, whether the youth have acquired financial trainings and whether the youth the youth have acquired loan from YLP funds.

3.5.2.2 Using interview guide

This first objective was also answered using the interview guide. This was used to get information from local Leaders, CDO's, YLP focal person and youth group leaders. This was achieved by asking questions as the researcher writes the responses from the respondents. This was done face to face and this enabled the researcher to get a deeper understanding of the

objective. Some of the questions asked include; the youth, who benefit from the funds, what projects do they do?, how many youth groups have prepared and received the funds?, how many youths benefited from the loans for the last 5years?, the youth, who benefit from the funds, what projects do they do?; the youth, who benefit from the funds, what projects do they do? And which projects do youth groups mostly invest their funds and why?

3.5.2.3 Focus group discussion checklist

In answering the first research objective, focus group discussion method was also used and this involved asking questions to YLP members in group. The members were free to give out their answers openly. Some of the questions that were asked included; how many youths benefited from the loans for the last 5years?; the youth, who benefit from the funds, what projects do they do?; and the youth, who benefit from the funds, what projects do they do?

3.5.3. Objective 2: Youth Livelihood Program trainings and management of youth enterprises

3.5.3.1 Structured questionnaire forms

Questions were designed for the respondents to give their opinions. The questions were given to the respondents and they ticked right answers according to their understanding while those who did not understand English were interpreted for by the researcher. The questions includes; Has your group ever gone through training on YLP? If yes, how has training assisted you in managing youth enterprise? Have you ever gone for YLF program training? If yes, how does it help you manage your business? Do you have some youth who did not attend the trainings? If yes, how do they manage their business? How have the trainings impacted on your business? Which helped the achievement of objective 2 that is; the impact of YLP trainings on management of youth enterprises in Kisoro district.

3.5.3.2 Interview Guide

This second objective was also answered using the interview guide. The guide was used to get information from local Leaders, CDO's, YLP focal person and youth group leaders. This was achieved by asking questions as the researcher writes the responses from the respondents. This was done face to face and this enabled the researcher to get a deeper understanding of the objective. Some of the questions asked include; has your group ever gone through training on YLP? If yes, how has training assisted you in selecting enterprise? , do you have some youth who did not attend the trainings? If yes, how do they manage their business?, how does trained youth manage their businesses? And, how have the trainings impacted on youth businesses?

3.5.3.3 Focus group discussion checklist

In answering the second research objective, focus group discussion method was also used and this involved asking questions to YLP members in group. The members were free to give out their answers openly. Some of the questions that were asked included; do you have some youth who did not attend the trainings? If yes, how do they manage their business?; how does trained youth manage their businesses?; and how have the trainings impacted on youth businesses?

3.5.4. Objective 3: Understanding effect of YLP financial support on assets acquisition among the youths

3.5.4.1 Structured questionnaire forms

The questionnaires were also used to answer the third research objective by posing a number questions for the respondents. The questions were given to the respondents and they ticked right answers according to their understanding while those who did not understand English were interpreted for by the researcher. The questions answered by respondents included; whether YLP

is the source of the youth assets in Kisoro district?, whether most youth have gained more assets than before the start of the project?, whether assets gained from YLP are at individual level?, whether YLP has reached its set target? and whether assets gained from YLP are at group level?

3.5.4.2 Interview guide

This third objective was also answered using the interview guide. This was used to get information from local Leaders, CDO'S, YLP focal person and youth group leaders. This was achieved by asking questions as the researcher writes the responses from the respondents. This was done face to face and this enabled the researcher to get a deeper understanding of the objective. Some of the questions asked included; how many youths benefited from the loans for the last 5years?; the youth, who benefit from the funds, what projects do they do? and the youth, who benefit from the funds, what projects do they do?

3.5.4.3 Focus group discussion checklist

In answering the third research objective, focus group discussion method was also used and this involved asking questions to YLP members in group. The members were free to give out their answers openly. Some of the questions that were asked included; how many youths benefited from the loans for the last 5years?; the youth, who benefit from the funds, what projects do they do? And the youth, who benefit from the funds, what projects do they do?

3.6 Quality control methods

Quality control is about ensuring the acceptable levels of validity and reliability of the study through controlling extraneous variables that may affect the dependent variables and the researcher does not wish to consider it in this particular study (Dawson, 2009). This was done by

use of validity and reliability tests, these relate to controls put in place to focus on the objectives of the study and eliminate diversions.

3.6.1 Reliability

Reliability is the stability or consistency of scores over time or across ratters and validity refers to the extent to which an instrument truly measures that which it was intended to measure or how truthful the research results are (Dawson, 2009). To check and improve reliability and validity, a pilot study was undertaken. The instruments were pre-administered to a sample of 15 respondents in an area which was not included in the study sample and modified before use to improve the reliability. All participants for questionnaires were the youth or the beneficiaries.

Thus, I brought data collected Questionnaires to cross check data collected using interviews guide to find out if I was getting the same information.

3.6.2 Validity

Validity is the accuracy of data generated using an instrument, interpreted and generalized to other population (Creswell *et al.*, 2009). According to Kothari (2003), validity is the extent to which differences found within a measuring instrument reflect true differences among those being tested. To ensure validity of the data, intended results were clearly and adequately presented, the ability of tools to measure purpose. Creswell *et al.*, (2009) calls a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study.

Questionnaires and interviews were administered to get first-hand information and through probing many new issues were learnt, at first these were peer reviewed to avoid respondent's contamination, also made sure that all participants who participated completed the study, and lastly respondents from different villages in the study area participated in the study and gave

valid information. The method was sought to prove whether all the important common themes had been independently pointed out through the various sources.

3.7 Data processing and management

Data processing implies editing, coding, classification and tabulation of collected data so that they are amenable to analysis (Charmac, 2006). Data preparation involved two main tasks, for qualitative approach involved producing a verbatim transcript of interviews and group discussion by removing all identifiers from the data to preserve participant's anonymity and this began while data was still collected.

For qualitative analysis, several transcripts were labeled with file names; this was effective in locating the file needed during analysis. Transcribing started immediately as the first 5 interviews were completed each and took a minimum of three hours and this made subsequent interviews to be fed by information from previous interviews as well as directing participant's recruitment, interviews were conducted in Rufumbira and later translated when transcribing, here the colloquial style of language and phrases was of importance.

Reliability is defined as the extent to which a scale is free from random errors and thus yields consistent results Creswell *et al.* (2009), calculating Cronbach's alpha is the most commonly used procedure to estimate reliability, and Charmac (2006) recommends 0.7 as the accepted benchmark for Cronbach's alpha. Therefore, if the coefficient alpha is too low, the indication is that the items measuring the scale have very little in common. He noted that, in such a case, the researcher must return to the domain of the concept under investigation and select other items.

Correlation analysis is used to measure linear association between two variables (Berg, 2007). In a situation where the correlation between two variables is positive and close to 1, it is assumed

that the variables have a strong positive linear correlation. If the correlation between two variables is positive but close to zero, then the variables have a weak positive linear correlation. On the other hand, if the correlation between two variables is negative and close to -1 , then the variables are assumed to have a strong negative correlation. Again, if the correlation between variables is negative but close to zero, that means a weak negative correlation exists between the variables.

3.8 Data analysis

Data analysis is a process of inspecting, cleaning transforming and modelling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making (Berg, 2007). The data was edited with a view of checking for completeness and accuracy, and data outside the expected range of responses were to be excluded, data obtained from different focus group discussions, questionnaires and interviews were analyzed and presented using both qualitative and quantitative methods; Data was collected with response scores in form of 1-yes, 2-No, and scores of each respondent on each variable were added together.

Data collected was coded and entered into SPSS version 20 for analysis, correlation and regression was used to generate the relationship between the study variables. Qualitative data collected was coded and thematically presented in tables and then incorporated into the meaning and themes that corresponds to the study context. Analysis was done descriptively.

Descriptive statistics such as percentages and frequency distributions were used to describe the responses as it is a better method of presenting the findings of the study; this was presented using frequency distribution tables, percentages. The SPSS has the incredible capabilities and

flexibilities of analyzing huge data within seconds and generating an unlimited gamut of simple and sophisticated statistical results (Dawson, 2009). SPSS statistics was used for the analysis.

3.9 Ethical considerations

The ethical considerations focused on a number of questions; who is to benefit from the research? What is the research giving back to the community? How I am planning to enter into the study community and to present myself to the study community. The researcher considered the following;

Approval was obtained from my supervisor on behalf of faculty of agriculture-Uganda Martyrs University, and then sought for an introductory letter from the University before the commencement of data collection process. The letter was used to introduce me and sought for permission from the local leaders and respondents within the area of study.

During participant recruitment, I provided adequate information and sought for permission from participants to consider whether they will participate in the study. When entering Kisoro District as the study area, I followed a good protocol by seeking permission to conduct study from stakeholders, such as local leaders and community development officers. I provided information about the study objectives, how data was going to be used, who was to access data, how to ensure anonymity of study participants and how to minimize harm to participants. In interviews I establish a rapport with participants, presenting myself as student of Uganda Martyrs University.

For questionnaires and interviews I introduced myself and the purposes for study, and then participants were able to receive right information about the type of the study they were to participate in. I also explained why recording was important as I was to listen to the recordings and then transcribe, then seek participant's permission to record the session.

Anonymity as much as all identifiable information was removed from the transcript and quotations used from it, so that no individual participant can be identified from the document and this was informed to all participants to avoid harm. Also, avoided discussing findings publicly.

For confidentiality, restricted recordings of the interviews to be listened by only research team during transcribing, all recordings will be kept in safe place (locked in a cupboard) that only authorized person have access too. Confidentiality is a principle that allows people not only to talk in confidence, but also to refuse to allow publication of any material that they think might harm them in any way (Flick, 2009).

The researcher observed secrecy of the respondents for example she kept the secrets, names and private life of the respondents and use it with authority from the respondents.

The researcher was not reliable to any payment for responses from respondents during the research. She used the appropriate language in the whole process of research. For instance, she completely avoided the use of sexist language, abusive and others so as to live in good terms with respondents and value ethics as well.

The researcher integrated herself in the community respecting the norms, values of the community to avoid suspicions that may affect the study.

3.10 Limitations of the study

I predicted to encounter some resistance from local leaders, youth leaders to fill in the questionnaires due to fear of victimization and well as some YLP officials to be interviewed as they fear detection of their incompetence. Some youth and youth groups just gave ideal responses, instead of the real situation about youth livelihood program because of poor

perception on research. However, I tried advising them to be sincere. Their responses were not considered in isolation of those of the YLP officials.

Budgetary constraints, the researcher faced challenges of financial logical resources to explore the whole of Kisoro District. Therefore, the researcher had access for few places in the district.

Most of the youths were not able to air out the information because they fear to be victimized after exposing the information. Particularly in this research, the key informants had different and divergent political aspirations and affiliations, it is very challenging to discover with the required information because of the sensitivity associated with the required information.

Since the researcher spent relatively short time in the field, some observational data was left out during the process of data collection. This meant that such data was not reflected in ensuing analysis and discussion of the findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents the findings on investigating the contribution of the youth livelihood program towards employment creation among the youth in Kisoro district. The chapter contains the presentation, analysis and interpretation of the findings. The presentation was guided by the following research objectives; to investigate how YLP financial support has enabled the youth in establishing income generating activities, to determine the impact of YLP towards management of youth enterprises and to examine the effect of YLP financial support on assets acquisition among the youths of Kisoro District.

4.1 Response Rate

Out of the 223 tools distributed, only 218 were returned as valid. These consisted of 175 questionnaires and 43 interview guides. This implies that 97.8% of the questionnaires were returned valid. This can be shown in Table 4.1;

Table 4.1: Distribution of questionnaires according to positions of respondents

Category	Planned Sample Size	Valid Questionnaires	Percentage	Method Employed
Youth group members	180	175	80.3	FGD & Questionnaire
Youth group leaders	18	18	8.3	Interview
Local leaders	18	18	8.8	Interview
YLP focal person	1	1	0.5	Interview
CDO's	6	6	2.8	Interview
Total	223	218	100	

Source: Primary Data 2018

Results from the table above reveals that, among the respondents that participated in the research, 175(80.3%) were the youth, 18(8.3%) were youth group leaders, 18(8.3%) were local leaders, 1(0.5%) was the YLP focal person and 6(2.8%) were from the CDO’s office.

4.2 Demographic characteristics of respondents

The first aspect of the study deals with the personal information of the respondents and it is presented in the following sub section; gender, marital status, age bracket, level of education, level of employment others.

4.2.1 Age of the respondents

Forty percent (40%) of the respondents were aged between 18-24years, 45.7% were between (25-29) years, 17.1% were between (30-35) years and 14.3% were above 35 years (Figure 4.1). The majority of the respondents were between (26 -35yrs) of age and this was attributed to the nature of Uganda’s population where the youth contributes the majority.

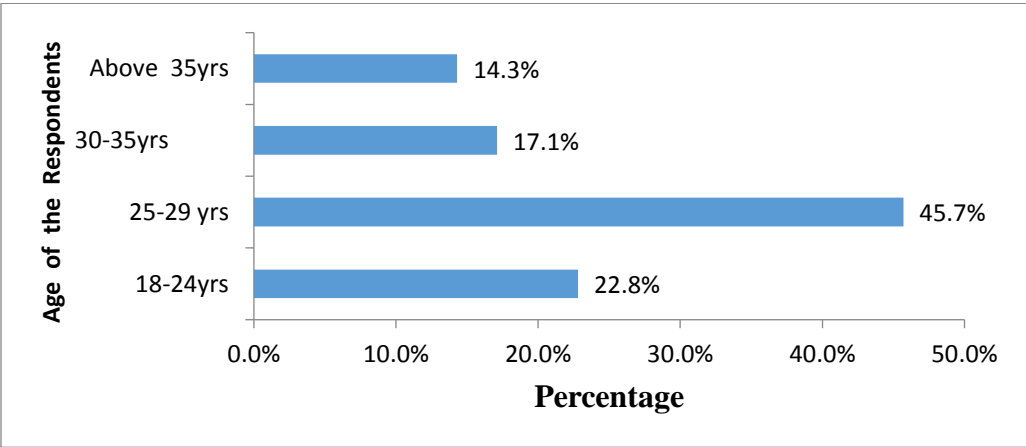


Figure 4.1: Age of the respondents

4.2.2 Sex of respondents

The total number of respondents was 175 (65.7 percent males; 34.3 percent females) (Figure 4.2). This study indicated that males were more than the females because most men are mostly involved in income generating activities whereas females spend their time doing domestic work time and believe that men are the bread winners unlike women. The majority of the respondents were males and this was attributed to the nature of Uganda's working force where the males contribute the majority of participants in most projects.

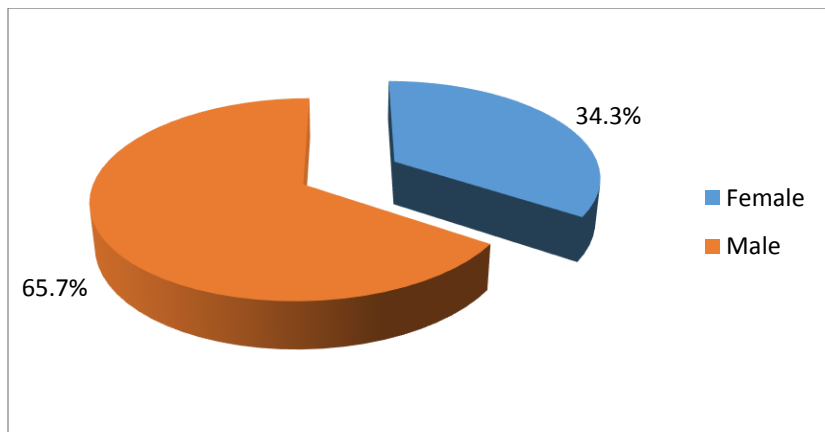


Figure 4.2: Sex of respondents

4.2.3 Education level attained

Twenty percent of respondents completed primary level, 28.6% completed secondary level, 42.3% completed tertiary level, and 9.1% completed did not study (Figure 4.3). The majority of the respondents had attained secondary and tertiary levels and this was attributed to the level of growth of the education sector in the area of study.

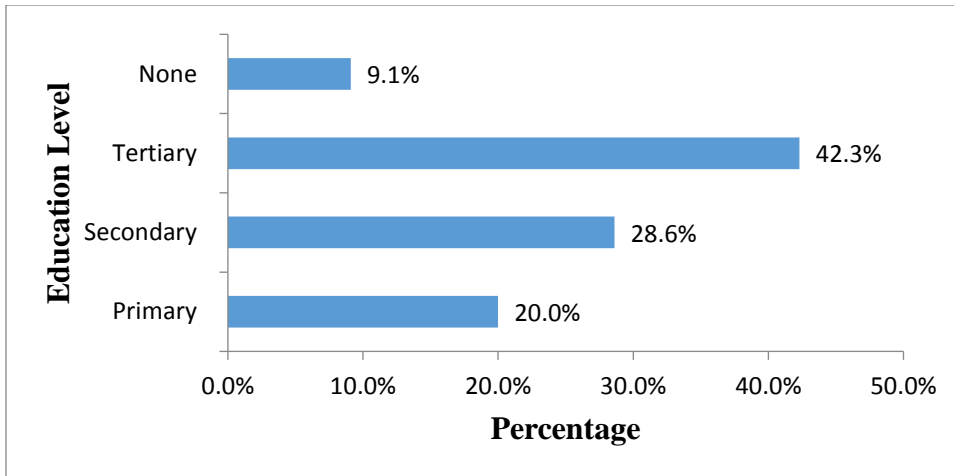


Figure 4.3: Educational levels of respondents

4.2.4 Employment status of respondents

Sixty three percent of respondents reported that they are employed while 37 percent were unemployed (Figure 4.4).

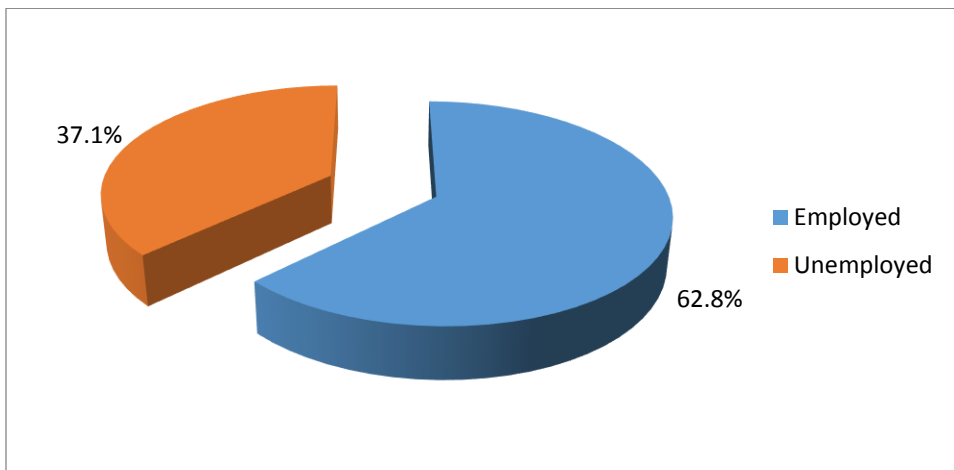


Figure 4.4: Employment status of respondents

4.3 How YLP financial support enabled youth in establishing income generating activities

4.3.1 Income generating activities

The study also asked the respondents on whether; there are business enterprises that have increased as a result of YLP, the youth groups have participated in YLP targeted ventures, the number of youth with income sources have increased, YLP have generated foreign business activities in the area, the Youth have increased their participation in income generating activities, there are benefits from YLP trainings among the youth groups, and the results obtained are explained in Table 5

Table 5: Income generating activities in Kisoro district

Variable	Yes (%)	No (%)
There are business enterprises that have increased as a result of YLP	110(62.8)	65(37.1)
The youth groups have participated in YLP targeted ventures	125(71.4)	50(28.6)
The number of youth with income sources have increased	90(51.4)	85(48.6)
YLP have generated foreign business activities in the area	121(69.1)	54(30.8)
The Youth have increased their participation in income generating activities	116(66.3)	59(33.7)
There are benefits from YLP trainings among the youth groups	105(60)	70(40)

Source: *Primary data 2018*

Results revealed that 110(62.8%) of the respondents agreed that there are business enterprises that have increased as a result of YLP whereas 65(37.1%) disagreed. In line with this, the study revealed that there is increased investment in business among the youth in Kisoro district especially in education, agriculture that has ensured the youth future growth and development.

This means that through youth livelihood program, the youth are able to support education and agriculture sectors through educating their children, produce businesses, poultry, and Irish potato growing. Here they are able to solve their daily problems of poverty, unemployment and laziness leading to youth empowerment with creative problem solving skills. This was expressed in the following excerpt that:

...I have managed to pay school fees for my children and buying food for my family. I have my own poultry farm near Rwingwe sub parish... I am able to sell minimum of 4 to 8 trays of eggs which has improved my income levels and my family's standards of living... helped me develop a sound human capital... Respondent in Rwingwe Village: June 2018

In line with the above quotation, Langat *et al.* (2012), asserted that increasing awareness of Youth Fund, its objectives and loan features among the youth have effect on the growth of small enterprises. This indicates that the Fund has a role in growth of MSE's.

Findings also showed that 125(71.4%) of the respondents agreed that the youth groups have participated in YLP targeted ventures whereas 50(28.6%) disagreed and also indicated that 90(51.4%) of the respondents agreed that the number of youth with income sources have increased whereas 85(48.6%) disagreed.

In addition during the interview, the respondents revealed that the education on youth fund has made more youth productive and committed on their projects has improved on their abilities to grow financially and develop Kisoro and the Bufumbira county as well as achieving the goals and objectives. Such findings are similar to the literature for example that through well planned and executed entrepreneurship education and disbursing funds to youth groups, Oviawe (2010) observed that, the youth learn to be productive and committed as employees or employers of labor which help them allow their unique abilities to be used for national development.

Furthermore respondents mentioned that the fund enabled them start projects like brick making which became successful. For example the fund gave the youth a chance to identify projects they are interested in and is approved by selection committee including the CDO's, LC 3 chairperson, district accountant who collaborate with district planner and auditor. This implies that there is increased business opportunity in Kisoro district which has improved peoples income levels and standards of living.

Findings also revealed that 121(69.1%) of the respondents agreed that YLP have generated foreign business activities in the area whereas 54(30.8%) disagreed.

The respondents commented that through trainings one is able to develop skills, build competencies, gain confidence and attain valuable resources. This is because youth training is a product and strategy of sustainable human development. It is a relevant pro-poor development strategy in so far as it is a means of helping youth develop a consciousness of issues that affect other youth especially in their business enterprises which encourages them build networks and linkages with other stakeholders to help promote their assets and strengthening their capabilities.

This was expressed in the following excerpt that,

...When I received youth fund, I started produce (buying and selling beans) and I started networking on how to do business in Chanika trading centre (Uganda-Rwanda boarder) with my fellow business men which made the expand... I started reaping profits and I am able to pay my children's school fees and feed my family...Respondent in Rutare village, June 2018

Results revealed that 116(66.3%) of the respondents agreed that the Youth have increased their participation in income generating activities whereas 59(33.7%) disagreed.

In an interview with YLP focal person, it was revealed that despite the overwhelmingly positive experiences of the YLP funds, respondents identified some important implementation

shortcomings of the program, for example, youth interviewed felt that, they did not participate in the implementation process of the program. The funds come from central government to the district. Then the focal person put interest in CDO's who inform the youth and sensitize them and the interested form groups and the money is given according to the capacity of the project. However the youth do not participate in all this, they only receive the funds but still face problems of diseases, poverty. Ocho 2005, assert that youth face series of problems ranging from poverty, conflicts and diseases thus demand that the youth should be empowered with creative problem skills for betterment of self and the society.

Furthermore, the findings showed that 105(60%) of the respondents agreed that there are benefits from YLP trainings among the youth groups whereas 70(40%) disagreed. In an interview, the study revealed that YLP funds has provided the respondents with information and knowledge on how to manage project especially in tailoring and knitting for example respondents sensitization on YLP fund by CDO's provide information on how to establish and start own businesses thus improving knowledge on entrepreneurship, increased awareness especially before the disbursement of the funds. This help respondents develop financially good management skills of their projects. We are able to mobilize funds especially on radios and this has made more youth get involved and start managing the projects because they are profitable. This is in line with an interviewee who noted that;

...I finished tailoring course in 2013 but I had forgotten the practical's because I didn't have money to buy the tailoring machine, but the good news about YLP funds made me remember all my skills. This is because of the information that provided to us... I managed to work hard and got money (profits) where I bought my own machine from the profits we got from the machines we bought from the YLP money... The information provided me with knowledge on how to manage my machine and work hard thus developing financially and improving my entrepreneurship skills. Respondent in Kibaya village

Ramadorai (2014), supports the above quotation in that he asserted that YLP fund promotes mass awareness and increase access to information dissemination through digital market place and on line information which leads to development of skills financially, in entrepreneurship, and also enterprise management.

4.3.2 Financial support to the youth

The study also asked the respondents about the; the youth have acquired loan from YLP funds, having acquired financial trainings, having expanded my business enterprise, having acquired business management skills, having acquired material support as a result of the trainings, the support from YLP is provided to the youth. Results revealed that 119(68%) of the respondents agreed that the youth have acquired loan from YLP funds whereas 56(32%) disagreed (Table 6).

Table 6: Financial support to the youth

Variable	Yes	No
The youth have acquired loan from YLP funds	119(68)	56(32)
I have acquired financial trainings	108(61.7)	67(38.3)
I have expanded my business enterprise	113(64.6)	62(35.4)
I have acquired business management skills	127(72.6)	48(27.4)
I have acquired material support as a result of the trainings	100(57.1)	75(42.8)
The support from YLP is provided to the youth	120(68.6)	55(31.4)

Source: Primary data 2018

Additionally, the study indicated that the youth fund has played a role in the growth of SME's in Kisoro district due to increased availability of capital to the unemployed youth which has provided the youth with business opportunities. This was justified in the following quotation that:

...I started a retail shop at Mutorele trading Centre from the youth fund. ...this is the same business I have gained profits from to start up a stall for shoes in the market where my wife now works... My family is happy, I am paying schools fees for my son and I have also given my wife capital to start this business where we are also making profits especially on market days of Monday and Thursday...Interview with youth leader in Kibaya village, June, 2018

Findings also showed that 108(61.7%) of the respondents agreed that they have acquired financial trainings whereas 67(38.3%) disagreed.

Results revealed that 113(64.6%) of the respondents agreed that they have expanded their business enterprise whereas 62(35.4%) disagreed.

From the findings, some respondents reported that their enterprises are making profits from the Youth Fund. However, others stated that they have not yet begun reaping from the project while others instead made losses from their enterprises. Although the groups revealed making profits, it was indicated that the profits has not positively impacted on their income as the group has to focus on the obligation of remitting the funds within the mandated grace period of one year. This was justified in the following quotation;

...We bought piglets for our project but we got challenges in buying medicine because some members were not willing to contribute, they were attacked by diseases ...veterinary doctors were expensive and were not allowed to meet and mate and we found ourselves with nothing thus making a loss... When the time for repaying the funds reached, we were unable to pay which was solved from RDC's office... Respondents in Burere village.

Findings also revealed that 127(72.6%) of the respondents agreed that they have acquired business management skills whereas 48(27.4%) disagreed

In an interview with group leaders they revealed that the YLP funds they acquired help the members manage the group projects through using best practices. This increased access to financial services resulted into access to savings that is critical for effective risk management and

increased economic productivity. Others disagreed that group investments do not help them improve their welfare and increase access to financial services among members but selectively offered for few members. In subsequent interviews that group leader's views were expressed by the respondents in the following narrative:

...I was elected as the group chairperson but through my efforts, I became a motivation to the members... I attended the training before acquiring the fund now I train other members on how to select good and reliable members and projects that are productive so as to ensure better results for their projects... Respondent in Burere village

Results revealed that 100(57.1%) of the respondents agreed that they have acquired material support as a result of the trainings whereas 75(42.8%) disagreed. Furthermore the findings showed that 120(68.6%) of the respondents agreed that the support from YLP is provided to the youth whereas 55(31.4%) disagreed.

In this study, a considerable number of participants including both beneficiaries and local leaders felt that the YLP fund was enough and appropriate for the youth to improve their well-being and standards of living. Furthermore, the youth needed not only cash but also systems of care to provide them with sustainable support. Some people's perception was that the youth are considered to be less valuable because of the sought little value they add to the society as dependents. However, the community development officer disagreed with such views and put it that:

...am the Community Development officer of this sub-county (Kisoro municipality) ...it is my responsibility to mobilize the youth form groups and acquire YLP funds to ensure that the right procedures are followed. ...youth who are interested join and as a youth I feel well respected by all the other members including my parents who has the perception that being a youth is being a dependent...but I have realized that these youth also have a bigger role to make valuable contributions in decision making in our villages since they own business from YLP fund...CDO Kisoro municipality.

4.3.3 Correlations analysis

The Pearson's correlation coefficient was conducted to determine how YLP financial support enables youth in establishing income generating activities. Results show that YLP financial support enables youth in establishing income generating activities ($r = .600^{**}$; $p = .000$) (Table 7). This implies that the positive changes in YLP financial support leads to positive changes in income generating activities among the youth.

Table 4.7: Correlation between financial support and income generating activities

Correlations			Financial Support to the Youth	Income Generating Activities
Financial Support to the Youth	Pearson		1	.600**
	Correlation			
	Sig. (2-tailed)			.000
	N		175	175
Income Generating Activities	Pearson		.600**	1
	Correlation			
	Sig. (2-tailed)		.000	
	N		175	175

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

Source: primary data 2018

4.3.4 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which YLP financial support influences income generating activities among the youth. Results in Table 8 shows that 36% variance in income generating activities among the youth is attributed to YLP Financial Support (Adjusted R Square = .35.6), thus this reveals that YLP Financial Support is more statistically significant predictor of income generating activities among the youth (Beta = .600, Sig. = .000). In general, the regression model fit was significant at sig. = 0.000

Table 8: Relationship between YLP financial support and income generating activities

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.618	.578		-2.800	.006
	YLP Financial Support	1.261	.123	.600	10.275	.000

R Square = .360
Adjusted R Square = .356
F = 105.585
Sig = .000

a. Dependent Variable Income Generating Activities Among the Youth

4.4 The impact of YLP trainings on management of youth enterprises

4.4.1 YLP trainings

Respondents were asked on whether; the youth have acquired trainings from YLP program, the trainings of YLP funds are carried out, the trainings are conducted by skilled and experienced personnel, the youth are allowed to attend trainings conducted by YLP, there are business skills that I have gained from the trainings, the trainings helps in decision making, the trainings have enabled the youth manage their businesses, the trainings have impacted on youth owned businesses, the trainings have enabled the youth in resolving conflicts, and the results obtained are explained in Table 9.

Table 9: YLP Trainings

Variables	Yes	No
The youth have acquired trainings from YLP program	113(64.6)	62(35.4)
The trainings of YLP funds are carried out	98(56)	77(44)
The trainings are conducted by skilled and experienced personnel	110(62.8)	65(37.1)
The youth are allowed to attend trainings conducted by YLP	122(69.7)	53(30.3)
There are business skills that I have gained from the trainings	118(67)	57(32.6)
The trainings helps in decision making	104(59.4)	71(40.6)

The trainings have enabled the youth manage their businesses	119(68)	56(32)
The trainings have impacted on youth owned businesses	106(60.6)	69(39.4)
The trainings have enabled the youth in resolving conflicts	100(57.1)	75(42.9)

Source: Primary data 2018

Results revealed that 113(64.6%) of the respondents agreed that the youth have acquired trainings from YLP program whereas 62(35.4%) disagreed. Findings also showed that 98(56%) of the respondents agreed that the trainings of YLP funds are carried out whereas 77(44%) disagreed. Results revealed that 110(62.8%) of the respondents agreed that the trainings are conducted by skilled and experienced personnel whereas 65(37.1%) disagreed. Findings also revealed that 122(69.7%) of the respondents agreed that the youth are allowed to attend trainings conducted by YLP whereas 53(30.3%) disagreed. Results revealed that 118(67%) of the respondents agreed that there are business skills that I have gained from the trainings whereas 57(32.6%) disagreed. Respondents mentioned that training provides the youth with leadership skills especially in pig and goat rearing which has helped them to own different projects. It was found out that trainings on safety and risk management, record keeping, expenditure and income statements has improved on the investments of the youth in Kisoro district.

...I have started my own small project at home of rearing goats and now I have 10 of them...this is as a result of trainings given to us by CDO'S as well as recording and keeping expenditure and income statements...this has improved on my income as well as saving which has provided me with jobs thus improving on my standards of living... Respondent in Karumena village.

This is in line with (Lagun, 2002) assertion that increasing trained youth provide leadership skills in agriculture which has increased investment of youth project is due to training project identification and selection, how to utilize our budgets, storage, safety and risk taking which has increased our investment. One respondent asserted that

...When we attend trainings, especially technical training we are helped to be able to develop skills and knowledge which has enabled us to secure employment in the market or create our own jobs and it is through this that we are able to improve our standards of living... For example I am able to buy food for my family as a result of profits we got from YLP fund where I was able to start selling manure we get from pigs and goats wastes... Respondent in Mburara village, June 2018)

Findings showed that 104(59.4%) of the respondents agreed that the trainings helps in decision making whereas 71(40.6%) disagreed. The study revealed that trainings provide technical skill obtained through the program fit the needs of the country's development strategy through widening the opportunities for the youth to find jobs which also fits with their talents and preferences. It helps them to get decent work and a fair income and also helps people out of the poverty trap and provides them with skills to make progress in their life. On this issue, one respondent asserted that:

... I developed positive mindset for example developed a positive attitude towards business and gained more knowledge especially on how to manage my small business of piggery and now I am able to compete on the market with others. ...Here I am able to inspire, guide others to work hard which helped me develop my talents and gain more skills and now I am able to work for a bright future for my family...Respondent in Karumena village, June, 2018

Results revealed that 119(68%) of the respondents agreed that the trainings have enabled the youth manage their businesses whereas 56(32%) disagreed. The findings revealed that through trainings, the youth were addressed on the strategies for business development that greatly affect their livelihoods through recognizing their challenges, opportunities and skills development programs. The programs are packaged I phases beginning with advocacy of skills development which promotes awareness among the youth before the funds are disbursed. The second phase of increased access to information which are the viable and developing strategies country like Uganda can leverage on it. Therefore information dissemination of youth funds is followed by

youth trainings on entrepreneurship, finance and enterprise management before the funds are released to the youth as beneficiaries. On this issue, one respondent asserted that;

I attended trainings from the youth focal person on how I will use the money that will be given to me where I was given knowledge on how to use it, how to start a business and how to deal with challenges I will face in the starting of the business, how I will manage it and how I will handle my customers to get the market, how to compete with people of the same business as well as how I will manage the money given to me so as to expand my business. Focus Group Discussion in Karumena village, June 2018).

This quotation showed that trainings helped respondents to develop skills and gain knowledge on entrepreneurship, financial management thus leading to development of youth owned businesses in Kisoro district and the country at large as well as improving their standards of living and their livelihoods. Findings also revealed that 106(60.6%) of the respondents agreed that the trainings have impacted on youth owned businesses whereas 69(39.4%) disagreed. Some respondents mentioned that trainings has enabled them develop working skill, improved business knowledge, and positive attitude which enable them to secure employment in the labor market or create their own jobs. However the above is justified that;

...As a group, we started a project of goat rearing... and we got profits (money) which was shared individually after paying back to government...we decided start our own businesses individually of chicken rearing and this was accordance to the interest and skills we got from YLP trainings...However, not only businesses, we sell manure to farmers who grow crops which has also provided us with money... Respondents in Kabuga village

...My group was for pig rearing but from the training I learnt how to take care of the piglets, managing the project...I also learned how to start my own project of Irish growing which has improved on my thinking and now I am willing to continue digging despite the weather conditions that may not be favorable because I found it profitable... Respondent in Lulembwe village.

Results revealed that 100(57.1%) of the respondents agreed that the trainings have enabled the youth in resolving conflicts whereas 75(42.9%) disagreed. Respondents commented that the shortcomings and weaknesses at individual level are overcome by collective responsibility and security afforded by the formation of a group. The coming together of individual people enhances education, awareness and bargaining power. This is because groups are often more effective than individuals in achieving tasks, coming up with solutions, innovativeness and creativeness because a group has more talent in skills and ideas and there is strength in unity. It is believed that youth groups get collective marketing which increases product volumes and chances of getting more buyers which help in reducing mismanagement of funds, both for groups and individuals.

... As a group we shared the funds individually because it was not enough for the project we wanted to start but we came together and gave each other ideas, educate each other on how we can start own business and this made me learn a lot. I started poultry at my home and now I can sell 7 trays per week... I get more customers through other group members, their connections to friends and this was also gained from training we attended on how to manage our funds... Respondent in Shozi village, June, 2018

4.4.2 Management of youth enterprises

The study also asked the respondents on whether; there are rules and regulations put for us in managing our enterprises, decisions are made during project identification and implementation, they have managed their projects, in cases of conflicts, they solve them, the youth spends their funds profitably, they plan especially planning and recording, and the results obtained are explained in Table 10.

Table 10: Management of youth enterprises in Kisoro district

Variables	Yes	No
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There are rules and regulations put for us in managing our enterprises	103(58.9)	72(41.1)
Decisions are made during project identification and implementation	127(72.6)	48(27.4)
I have managed our projects	130(74.3)	45(25.7)
In cases of conflicts, we solve them	119(68)	56(32)
The youth spends their funds profitably	114(65.1)	61(34.8)
We plan especially planning and recording	109(62.3)	66(37.7)

Source: Primary data 2018

Results revealed that 103(58.7%) of the respondents agreed that there are rules and regulations put for us in managing our enterprises whereas 72(41.1%) disagreed. Findings also revealed that 127(72.6%) of the respondents agreed that decisions are made during project identification and implementation whereas 48(27.4%) disagreed. It was revealed that 130(74.3%) of the respondents agreed that they have managed their projects whereas 45(25.7%) disagreed. Findings showed that 119(68%) of the respondents agreed that in cases of conflicts, they solve them whereas 56(32%) disagreed. It was found out that personal differences among group members, group politics and lack of cooperation are the major challenges youth groups face. These have led to collapse of projects.

One respondent asserted that;

... I had land conflicts with my elder brother yet I was in the same project with his son. We normally quarrel over small things and I can't work hard when I am still with him in the same group... I can leave and I don't participate because all the time I go to the project site I normally get annoyed. Respondent in Nzongera village

From literature it has been noted that groups are also full of challenges like poor group leadership skills, personal differences among group members, group politics and external politics among others. Group investment in our society seems not to work. Group thinking is the single

biggest killer of investment groups drive (Wameyo, 2011). Results revealed that 114(65.1%) of the respondents agreed that the youth spends their funds profitably whereas 61(34.8%) disagreed. Findings also revealed that 109(62.3%) of the respondents agreed that they plan especially planning and recording whereas 66(37.7%) disagreed.

4.4.3 Correlations between YLP trainings and management of youth enterprises

The Pearson's correlation coefficient was conducted to determine how Youth Livelihood Program trainings have impacted on management of youth enterprises in Kisoro District. Results show that Youth Livelihood Program trainings have impacted on management of youth enterprises in Kisoro District ($r = 0.758^{**}$; $p = 0.000$) (Table 11). This implies that the positive changes in YLP trainings leads to positive changes on management of youth enterprises in Kisoro District.

Table 11: Correlation between YLP trainings and management of youth enterprises

Correlations		YLP Trainings	Management of youth enterprises
YLP Trainings	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	175	175
Management of youth enterprises	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	175	175

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

Source: Primary Data 2018

4.4.4 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which Youth Livelihood Program trainings have impacted on management of youth enterprises in Kisoro District. Results in Table 12 shows that 57.4% variance in management of youth enterprises in Kisoro is attributed to YLP Trainings (Adjusted R Square = .572), thus this reveals that YLP Trainings is more statistically significant predictor of management of youth enterprises (Beta = .758, Sig. = 0.000). In general, the regression model fit was significant at sig. = 0.000.

Table 12: The impact of YLP trainings on management of youth enterprises

R Square = .574		F = 253.692			
Adjusted R Square = .572		Sig =.000			
Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.	
	B	Beta			
1 (Constant)	.072		.269	.788	
YLP Trainings	.997	.758	15.928	.000	

a. Dependent Variable: Management of youth enterprises

4.5 The effect of YLP financial support on assets acquisition among the youths

4.5.1 Assets acquisition among the youths

The study also asked the respondents on whether; for those who benefited from YLP, we can mention the benefits, YLP is the source of the youth assets in Kisoro district, most youth have gained more assets than before the start of the project, assets gained from YLP are at individual level, assets gained from YLP are at group level, YLP has reached its set target, and the results obtained are explained in Table 13.

Table 13: Assets Acquisition among the youths of Kisoro District

Variable	Yes	No
For those who benefited from YLP, we can mention the benefits	107(61.1)	68(38.8)
YLP is the source of the youth assets in Kisoro district	113(64.6)	62(35.4)
Most youth have gained more assets than before the start of the project	105(60)	70(40)
Assets gained from YLP are at individual level	98(56)	77(44)
Assets gained from YLP are at group level	119(68)	56(32)
YLP has reached its set target	100(57.1)	75(42.9)

Source: primary data 2018

Results revealed that 107(61.1%) of the respondents agreed that for the youth who benefited from YLP, they can mention the benefits whereas 68(38.8%) disagreed. The study indicates that access to finances affects money borrowers because loans secured by collateral have more favorable terms than unsecured loans do, for any given borrower or size of the loan. He says that a borrower who is able to provide collateral can obtain a larger loan relative to the borrower's income, with a larger payment period and a lower interest rate. Those who are not able to provide collateral often gets worse loan terms than an otherwise similar borrower who can do so, or gets no loan at all.

One respondent asserted that:

... I started Irish potato business using YLP money and bought land so when I wanted to build my house, I went to borrow a loan from the bank and the same land was used as my collateral security and now I am finish to pay back my loan because the business is profitable... Respondent in Rutare village, June, 2018

Findings also revealed that 113(64.6%) of the respondents agreed that YLP is the source of the youth assets in Kisoro district whereas 62(35.4%) disagreed. Results revealed that 105(60%) of the respondents agreed that most youth have gained more assets than before the start of the project whereas 70(40%) disagreed. The study revealed that some respondents had not even fully invested the funds and are planning to use part of the money to meet their repayment obligation. This implication for this situation was multiple; such as the group could have got the money late and could not catch up with the investment for instance animal traction, the money given to some respondents was far less than what the group had requested and some projects took long to mature for the products to be sold like piggery and due to this, some group members had fear of repaying the money.

...We received the youth fund in 2014, and we wanted to start piggery but we agreed to share so that everyone receives their share and when I looked at the money I feared using it but rather I kept it thinking that I will make a loss and fail to pay it back I instead gave our leader the money back because I was seeing that I would not manage paying it back...Respondent in Kibaya village, June, 2018

Findings showed that 98(56%) of the respondents agreed that assets gained from YLP are at individual level whereas 77(44%) disagreed. Results revealed that 119(68%) of the respondents agreed that assets gained from YLP are at group level whereas 56(32%) disagreed. Findings also revealed that 100(57.1%) of the respondents agreed that YLP has reached its set target whereas 75(42.9%) disagreed.

The study indicated that YLP funds have an effect on income level and skills development among the youth in that it impacts positively on the incomes of the group members and the fundamental question that were asked the group members. However, when the idea of the program was brought to the youth from Kisoro district, that the youth are going to be given capital with no interest rate, some supported and welcomed the program while the some elders from Gasiza parish didn't appreciated and welcome the benefits of the funds. Some people did not welcome the suggestion because they saw it as if they are going to make their children not to work hard moreover at their early ages.

In this case two respondents asserted that:

...When we registered ourselves as a group, my mother told me that the reason for applying for free money is because I don't want to work hard and toil but rather I just want free things so that I remain lazy... She even added that go and remain lazy waiting for free things, that's why I will remain poor...Interview with respondent in Mburara village, June, 2018

...Another member of the group added that I supported the program, and now my income levels has increased in that I am able to pay my children's school fees...I have also bought a market stall in Kisoro market for my business and through this I have improved my skills on how to expand my business and also improve standards of living...Respondent in Kibaya village, June 2018

From the findings, respondents reported that their projects are making profits from the YF. It was stated that they have not yet begun reaping from the project while two percent stated that instead, they made losses from their projects. Although the groups revealed making profits, the profits has not positively impacted on their income as the group has to focus on the obligation of remitting the funds within the mandated grace period of one year.

... I deal in produce (buying and selling beans in the market) and I have made losses because the season for selling them reached before the prices rises. The time for harvesting again reached before I sold the old stock...Respondent from Muhindura village, June, 2018.

This means that the market for respondents who deal with produce is un predictable since the prices in the market can easily rise or fall. However, it was stated that that unfavorable climatic conditions like heavy rains and too much sunshine affects crops especially Irish potatoes which make the prices rise yet the capital is not enough to buy the products expensively. At the same time this affects them negatively because once produce is bought when climate is unfavorable, they end up making losses unlike when climate conditions is favorable.

...We grew Irish potatoes, when the time for weeding reached, there became too much sunshine some dried off and we got few harvests. Others were small and we couldn't sell them to people we just shared them and ate them ourselves... Respondents in Muhindura village June, 2018

4.5.3 Correlation between YLP financial support on assets acquisition

The Pearson's correlation coefficient was conducted to determine the effect of YLP financial support on assets acquisition among the youths. Results show that YLP financial support affects assets acquisition among the youths in Kisoro ($r = 0.808^{**}$; $p = 0.000$) (Table 14). This implies that the appropriate YLP financial support is done the greater impact or influence on assets acquisition among the youths.

Table 14: Pearson's correlation between YLP financial support and assets acquisition

		YLP financial support	Assets acquisition among the youths
YLP financial support	Pearson Correlation	1	.808**
	Sig. (2-tailed)		.000
	N	175	175
Assets acquisition among the youths	Pearson Correlation	.808**	1
	Sig. (2-tailed)	.000	
	N	175	175

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

Source: primary data

4.5.4 Regression analysis

The regression analysis was used to find the influence of independent variables on the dependent variable, that is, the extent to which YLP financial support affects assets acquisition among the youths in Kisoro. 65.3 percent of the variance in assets acquisition among the youths in Kisoro is attributed to YLP Financial Support (Adjusted R Square = .651) (Table 15). This reveals that YLP financial support is more statistically significant predictor of assets acquisition among the youths in Kisoro (Beta = .808, Sig. = .000). In general, the regression model fit was significant at sig. = 0.000.

Table 15: Effect of YLP financial support on assets acquisition among the youths

R Square = .653		F = 353.533			
Adjusted R Square = .651		Sig = .000			
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	.407	.198		2.059	.041
YLP Financial Support	.887	.047	.808	18.802	.000

a. Dependent Variable: Assets acquisition among the youths in Kisoro

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of findings

5.1.1 Youth livelihood program financial support and setting up of income generating activities

Results showed that YLP financial support enables youth in establishing income generating activities ($r = 0.600^{**}$; $p = 0.000$). 36% variance in income generating activities among the youth is attributed to YLP Financial Support (Adjusted R Square = .35.6). This is in line with Lagun (2002), says that YLP financial support enables the youth in establishing income generating activities in that it has provided the youth training especially in managing their agriculture, and rural development projects thus have developed intellectually, morally socially and with relevant skills to face a rapidly advancing technological world. Youth empowerment through training with problem solving skills which has helped the youth to effectively tackle faced problems which range from poverty, unemployment and diseases thus developing human capital required for national development.

Furthermore, the research indicated that YLP financial support has helped the youth in the identifying daily problems ranging from poverty unemployment and diseases, thus leading to development of problem development solving skills and empowerment thus betterment of self and society, human capital required for national development. Increase in commitment and productivity of the youth business enterprises in Kisoro district and allowing their unique abilities to be used for the development of the national and global goals rather than abandon their country for greener pastures. ie will be committed as employers or employees of labor.

Further still, Okello (2010), adds that, Access to finance provides growth opportunities for businesses and the economy as a whole and which improves the amount available for investment. Youth Livelihood Program improves on income level and skills development among the youth and impact positively on the incomes of the group members and the fundamental question that were asked the group member thus leading to skills development.

This is also in line with Sanyu and Abalo (2017), who argued that youth enterprises make profits from the Youth Fund. The youth stated that they have begun reaping profits from the funds which has positively impacted on their income as the group as they focus on the obligation of remitting the funds within the mandated grace period of one year. However, the youth invest the loans and are planning to use part of the loan to meet their repayment obligation but the implication for this situation were multiple; such as the group could have got the money late and could not catch up with the investment for instance animal traction, the money given could have been far less than what the group had requested or Some projects take long to mature for the products to be sold like piggery and that; some group members could had fear of repaying the loan .

Furthermore, this is in line with Ramadorai (2014), the program was packaged in phases beginning with advocacy of skills development, followed by information access through digital market place. These promote mass awareness among the youth before the funds could be disbursed. The above strategies address youth unemployment, and it has been noted that the significant trends in the youth unemployment greatly affect the youth livelihoods and made a significant progress in recognizing the dire challenges and great opportunities that youth face (World Bank, 2013).

MGLSD (2013) noted that youth schemes in Uganda are based on the overall Program Development Objective (PDO) of empowering the target youth to harness their socio-economic potential and increase self-employment opportunities and income levels.

Ocho (2005) stated that youths face daily series of problems, ranging from poverty, unemployment, conflicts and diseases. Tackling them is not an easy task. These problems therefore demand that the youths be empowered with creative problem-solving skills.

Langat *et al.* (2012), studied about Youth Enterprise Development Fund(YEDF) and growth of Medium - Small Enterprises (MSE's) at constituency level in Kenya concluded that increasing awareness of YEDF, its objectives and loan features among the youth have effect on the growth of small enterprises. This indicates that the Fund has a role in growth of MSE's.

Sanyu and Abalo (2017) in their study carried out in Gulu and Oyamu districts of northern Uganda on youth fund, found out that Youth Livelihood Program has an effect on income level and skills development among the youth. Their study further investigates whether or not the YLP is impacting positively on the incomes of the group members and the fundamental question that were asked the group members.

5.1.2 Impact of youth Livelihood Program trainings on management of youth enterprises

The study results further show that Youth Livelihood Program trainings have impacted on management of youth enterprises in Kisoro District ($r = 0.758^{**}$; $p = 0.000$). 57.4% variance in management of youth enterprises in Kisoro is attributed to YLP Trainings (Adjusted R Square = .572). This is in line with Schoof, (2006), said that through trainings, the youth are addressed on the strategies for business development that greatly affect their livelihoods through recognizing

their challenges and opportunities and skills development which led to increase awareness among the youth, access to information on business ideas thus widening the opportunities for the youth to find jobs and progress in their life.

Furthermore, Girma (2006) adds that skilling youth has always been haphazard hence the new worker observes practices, learns by trial and error and occasionally receives direct instruction. He further says that Technical and Vocational Training program enable the youth develop a working skill, knowledge, and attitude which would enable them to secure employment in the labor market or create their own jobs. The trainings are organized in such a way that the technical skill obtained through the program would fit the needs of the country's development strategy through widening the opportunities for people to find a job which fits with their talents and preferences. It helps them to get decent work and a fair income. It helps people out of the poverty trap and provides them with skills to make progress in their life (Girma, 2006).

Bhole and Ogden (2009), suggested that training in groups is often more effective than individuals in achieving tasks, coming up with solutions, innovativeness and creativeness because a group has more talent in skills and ideas and there is strength in unity. Benefits of groups range from support from donors and private sector companies who may have interests in training and supporting organized groups. Groups are able to get collective marketing which increases product volumes and chances of getting more buyers. They help reduce mismanagement of funds, both for groups and individuals due to keen follow up.

Rajani (2006) in Dunn 2010 notes that 'it is only through training that (adolescents) develop skills, build competencies, form aspirations, gain confidence and attain valuable resources'. This confirms the view that youth training therefore is a product and strategy of sustainable human

development. It is a relevant pro-poor development strategy in so far as it is a means of helping youth develop a consciousness of issues that affect other youth. It encourages building networks and linkages with other stakeholders to help promote their assets and strengthening their capabilities.

5.1.3 The effect of YLP financial support on assets acquisition among the youths

It was established that YLP financial support affects assets acquisition among the youths in Kisoro ($r = 0.808^{**}$; $p = 0.000$). 65.3% variance in assets acquisition among the youths in Kisoro is attributed to YLP Financial Support (Adjusted R Square = .651). This is in line with Flesig *et al.*, (2006). states that shortcomings and weaknesses at individual and group levels were reduced by collective responsibility and security which enhances education, awareness and bargaining power thus reducing mismanagement of funds, both for groups and individuals and the youth are able to develop skills, build competencies, gain confidence and attain valuable resources which leads to sustainable human development that help building networks and linkages with other stakeholders to help promote their assets and strengthening their capabilities.

It was established that YLP financial support affects assets acquisition among the youths in Kisoro ($r = 0.808^{**}$; $p = 0.000$). 65.3% variance in assets acquisition among the youths in Kisoro is attributed to YLP Financial Support (Adjusted R Square = .651). This is in line with Sanyu and Abalo 2017, says that YLP funds have an effect on income level and skills development among the youth in that it impacts positively on the incomes of the youth and this led to development of capital human development, development of youth owned enterprises, improved income levels and improved standards of living in Kisoro district and the country at large.

The UN, (2015) noted that the developing world's 1.3 billion young people are its next generation of economic and social actors. Missed opportunities to invest in and prepare this generation will be extremely costly to reverse, both for young people and for society. Given the importance of building human capital in youth, the Millennium Development Goals reflects seven of the eight goals that relates directly or indirectly to livelihood outcomes for youth showing the relationship between SDGs and youth livelihood outcomes for example eradicating extreme hunger and poverty and develop a global partnership which acted as target 45 and of Unemployment rate of young people ages 15–24 years of age.

Government of Uganda, (2013) noted that Uganda has a labor force that is largely under or unemployed due to inappropriate skills and slow labor absorptive capacity of the economy; as a result, a large number of unemployed youth are becoming a social and economic threat. The National Development Plan (2010/11 to 2014/15), identifies promotion of non-formal skills and promotion of start-ups and youth entrepreneurship as part of Government strategies to address the challenges of labor and employment in the country.

MGLSD, (2014) noted that the Youth Livelihoods Program (YLP) is a complementary intervention that seeks to strengthen the participation of the youth by addressing the following key challenges faced by most of the youth programs implemented in the country such as poor mobilization and sensitization, inappropriate targeting, poor beneficiary selection mechanism, mismatch of skills with market demand, and poor mind-set of the youth, among others. The design of the proposed Youth Livelihoods Program draws lessons from the experience gained under these programs especially NUSAF2.

5.2 Conclusions

It was established that youth livelihood program has contributed towards employment creation among the youths in Uganda, Kisoro district in particular. . More than 18 youth groups have been supported by youth livelihood programs and have been able to acquire physical assets like land, starting businesses and improving their standards of living. The Youth Livelihood Program has empowered youth in Kisoro district to harness their socio-economic potential and increase self-employment opportunities and income levels which has provided them with demand driven principles, increased youth participation and ownership, promotion of gender responsiveness and equity, public private partnership and also provision of youth with special needs and direct flow of funds to individual youth groups projects.

5.3 Recommendations

Basing on the findings and above conclusion, the following recommendations have been proposed:

Advocacy of skills development so as to promote mass awareness among the youth before the funds could be disbursed, increased access to information through provision of market and information to the youth. To me strategy seems more viable and a developing country like Uganda can leverage on it. Therefore information dissemination on available youth funds can be followed by training on entrepreneurship, financial and enterprise management before the funds could be released to youth as beneficiaries. Advocacy involves stakeholders both government and private sector to introduce the projects and how they are to be implemented. This creates good beginning with involvement and participation of all stakeholders which encourages transparency, ownership and sustainability of the projects.

The findings indicated that youths face daily series of problems, ranging from poverty, unemployment, conflicts and diseases. Tackling them is not an easy task. I recommend the government to empower the youth with creative problem-solving skills through more training of individuals who can function effectively in the society for the betterment of self and the society because this leads to development of sound human capital required for national development.

The study revealed that there is lack of business focus and orientation, poor group leadership skills and personal differences due to inadequate trainings and failure of the youth to attend the trainings which have reduced youth investments group drive in Kisoro district. Therefore I recommend the government to plan for entrepreneurial preparedness, give more advice to the youth so as to help them access the entrepreneurship skills on business readiness gaps.

The findings also indicated that a few members of youth groups attend trainings leaving out a few. I recommend more trainings to be carried out to all beneficiaries because it equips the youth with skills that enable them produce quality products that can compete with market demand as well as management of their enterprises. During trainings, the youth are given ideas on establishment of selling stores which increase visibility of their products hence creating more market for produced products leading to business growth and employment creation.

5.4 Suggestion for further research

The study revealed that there is increasing losses from youth enterprises, remitting of the funds many of them had not even fully invested the loan and are planning to use part of the loan to meet their repayment obligation due to limited time for planning, retting the funds late, limited capital, projects taking long to mature, fear of repaying the loan, poor group leadership skills, lack of business focus or orientation, personal differences among group members, group politics

and external politics among others. Therefore the youth need both advice and money, requires long term commitment and adequate microfinance capability due to its complexity and should involve other microfinance institutions and organizers who are aware of microfinance and youth fund best practices and youth issues so as to get financial education and also entrepreneurial skills training to facilitate effective use of funds.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR THE YOUTH

My name is..... I am a student at Uganda Martyrs University doing MSc Monitoring and Evaluation.

I am carrying out a research on, **The Contribution on Youth Livelihood Program towards Employment Creation among the Youth in Kisoro district.**

You have been chosen for an interview. I assure you that information given will be treated as confidential and will be for academic research purpose only.

Write your answer or tick the appropriate answer.

Individual Details

Name.....Sub-county.....

ParishVillage.....

SECTION A: BIODATA

1). Age

18-24 25-29 30-35 Above 35

2).Sex

Male Female

3).Level of education

Primary Secondary Tertiary None

4).Employment status

Employed Unemployed

SECTION B: FINANCIAL SUPPORT TO THE YOUTH

This section should be answered using the options: 1= Yes, 2 = No. Please choose the option that best represents your response or perception.

No	Statements	Yes	No
1	The youth have acquired loan from YLP funds		
2	I have acquired financial trainings		
3	Have you expanded your business enterprise?		
4	I have acquired business management skills		
5	I have acquired material support as a result of the trainings		
6	The support from YLP is provided to the youth		

SECTION C: YLP TRAININGS

This section should be answered using the options: 1= Yes, 2 = No. Please choose the option that best represents your response or perception.

No	Statements	Yes	No
1	We have the youth acquired trainings from YLP program		
2	The trainings of YLP funds are carried out		
3	The trainings are conducted by skilled and experienced personnel		
4	The youth are allowed to attend trainings conducted by YLP		
5	There are business skills that i have gained from the trainings		
6	The trainings helps in decision making		
7	The trainings have enabled the youth manage their businesses		
8	The trainings have impacted on youth owned businesses		
9	The trainings have enabled the youth in resolving conflicts		

SECTION D: INCOME GENERATING ACTIVITIES IN KISORO DISTRICT

This section was answered using the options: 1= Yes, 2 = No. Please choose the option that best represents your response or perception

No	Statements	Yes	No
1	There are business enterprises that have increased as a result of YLP		
2	The youth groups have participated in YLP targeted ventures		
3	The number of youth with income sources have increased		
4	YLP have generated foreign business activities in the area		
5	The Youth have increased their participation in income generating activities		
6	There are benefits from YLP trainings among the youth groups		

SECTION E: MANAGEMENT OF YOUTH ENTERPRISES

This section should be answered using the options: 1=Yes, 2=No. Please choose the option that best represents your response or perception

No	Statements	Yes	No
1	There are rules and regulations put for us in managing our enterprises		
2	Decisions are made during project identification and implementation		
3	I have managed our projects		
4	In cases of conflicts, we solve them		
5	The youth spends their funds profitably		
6	We plan especially planning and recording		

SECTION F: ASSETS ACQUISITION AMONG THE YOUTHS OF KISORO DISTRICT

This section should be answered using the options: 1= Yes, 2 = No. Please choose the option that best represents your response or perception.

No	Statements	Yes	No
1	For those who benefited from YLP, we can mention the benefits		
2	YLP is the source of the youth assets in Kisoro district		
3	Most youth have gained more assets than before the start of the project		
4	Assets gained from YLP are at individual level		
5	Assets gained from YLP are at group level?		
6	YLP has reached its set target		

APPENDIX II: INTERVIEW GUIDE FOR YOUTH GROUP LEADERS

Good morning /afternoon.

My name is..... I am a student at Uganda Martyrs University doing MSc Monitoring and Evaluation.

I am carrying out a research on “**The Contribution of Youth Livelihood Program towards Employment Creation among the Youth in Kisoro district**”.

You have been chosen for an interview. I assure you that information given will be treated as confidential and will be for academic research purposes only?

- 1) What is the name of your group, how many members in the group, when was the group formed,
- 2) What are the activities you do in your group?
- 3) Has your group ever benefited from the YLP funds?

If yes, what are the benefits?

If no why?

- 4) How did you get the information about the YLF program?
- 5) The youth, who benefit from the funds, what projects do they do?
- 6) How do you make use of funds after benefiting from YLP?
- 7) How do you share the outcomes of the YLP funds?
- 8) Has your group ever gone through training on YLP? If yes, how has training assisted you in selecting enterprise?
- 9) Have you ever gone for YLF program training? If yes, how does it help you manage your business?
- 10) Do you have some youth who did not attend the trainings? If yes, how do they manage their business?
- 11) How have the trainings impacted on your business?
- 12) Do you find any conflicts in managing business? If yes what kind of conflicts?
- 13) How do you resolve conflicts as part of management of youth enterprises?

APPENDIX II: INTERVIEW GUIDE FOR THE CDO'S, YLP FOCAL PERSON

Good morning /afternoon.

My name is.....I am a student at Uganda Martyrs University doing MSc Monitoring and Evaluation.

I am carrying out a research on **The Contribution of Youth Livelihood Program towards Employment Creation among the Youth in Kisoro district**. You have been chosen for an interview. I assure you that information given will be treated as confidential and will be used for academic research purposes only.

- 1).What is your level of education?
- 2).What is your age?
- 3).What is your employment status?
- 4).How many groups were formed?
- 5).How many youth groups have prepared and received the funds?
- 6).How do people in this area get the information about the YLP?
- 7).How many youths benefited from the loans for the last 5years?
- 8).The youth, who benefit from the funds, what projects do they do?
- 9).How do the youth share the outcomes of the YLP?
- 10).Out of the youth groups that applied, how many succeeded and what is the criteria of selection?
- 11).What are you doing as a district to publicize the loan facility?
- 12). Have you ever trained the youth on YLP? If yes, how has the training assisted the youth in enterprise selection?
- 13).What is the composition of each group?
- 14). How does trained youth manage their businesses?
- 15). Do you have some youth who did not attend trainings? If yes, how do they manage their businesses?
- 16). How have the trainings impacted on youth businesses?
- 17). Do you realize some conflicts among the youth as they manage their businesses? If yes, what kind of conflicts do they get?
- 18). How are conflicts resolved as part of management of youth enterprises?
- 19). How do you monitor the implementation of youth livelihood funds?

APPENDIX III: INTERVIEW GUIDE FOR LOCAL LEADERS

Good morning /afternoon.

My name is.....I am a student at Uganda Martyrs University doing MSc Monitoring and Evaluation.

I am carrying out a research on **The Contribution of Youth Livelihood Program towards Employment Creation among the Youth in Kisoro district.**

You have been chosen for an interview. I assure you that information given will be treated as confidential and will be used for academic research purposes only.

1. In your community, have you heard of YLP fund?
2. How do people in this area get the information about the YLP fund?
3. Are there any youth funds that have been distributed in Kisoro district?
4. When did the distribution start?
5. The youth, who benefit from the funds, what projects do they do?
6. Which projects do youth groups mostly invest their funds and why?
7. Out of the youth groups that applied, how many projects succeeded and what is the criteria of selection?
8. What have you done to help the district to publicize the loan facility?
9. Are the youth given the capacity of managing YLP funds for example through trainings?
10. How do the trainings assist the youth in enterprise selection?
11. How do the trained youth manage their businesses?
12. How does untrained youth manage their businesses?
13. How has the trainings helped the youth in making decisions?
14. How has the trainings impacted on youth business?
15. Have you ever heard about some conflicts among the youth? How have you helped the youth resolve the conflicts?
15. How have you helped the district leaders and the youth to monitor the implementation of youth livelihood funds?

APPENDIX IV: FGD CHECKLIST FOR YOUTH GROUPS

Good morning /afternoon.

My name is..... I am a student at Uganda Martyrs University doing MSc Monitoring and Evaluation.

I am carrying out a research on “**The Contribution of Youth Livelihood Program towards Employment Creation among the Youth in Kisoro district**”.

You have been chosen for an interview. I assure you that information given will be treated as confidential and will be for academic research purposes only?

1. What is the name of your group, how many members in the group, when was the group formed,
2. What are the activities you do in your group?
3. Has your group ever benefited from the YLP funds?
If yes, what are the benefits?
If no why?
4. How did you get the information about the YLF program?
5. The youth, who benefit from the funds, what projects do they do?
6. How do you make use of funds after benefiting from YLP?
7. How do you share the outcomes of the YLP funds?
8. Has your group ever gone through training on YLP? If yes, how has training assisted you in selecting enterprise?
9. Have you ever gone for YLF program training? If yes, how does it help you manage your business?
10. Do you have some youth who did not attend the trainings? If yes, how do they manage their business?
11. How have the trainings impacted on your business?
12. Do you find any conflicts in managing business? If yes what kind of conflicts?
13. How do you resolve conflicts as part of management of youth enterprises?

APPENDIX V: MORGAN AND KREJCIE TABLE FOR DETERMINING SAMPLE SIZE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

