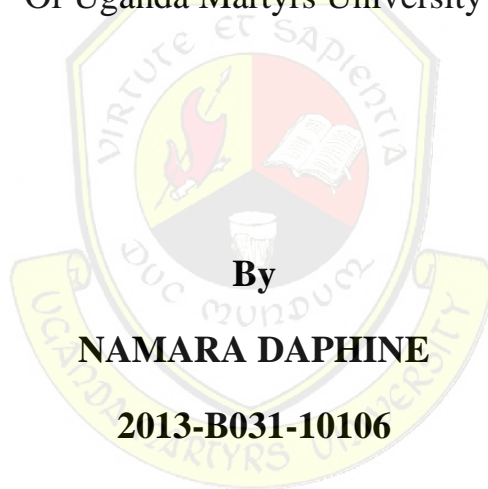


**THE CONTRIBUTION OF SAWA WORLD TO YOUTH EMPOWERMENT**

**Case Study: Nama Sub County Mukono District Uganda**

A Dissertation Submitted To the Institute Of Ethics  
And Development Studies in Partial Fulfillment of the Requirements for the  
Award Of Degree Of Bachelor Of Arts (Ethics And Development Studies)  
Of Uganda Martyrs University



**By**

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## **Dedication**

I dedicate this research to my beloved parents Mr. Bitarabe Charles and Mrs. Bitarabe Agnes who have worked tirelessly and supported me in every way possible to ensure that I succeed. However special thanks go to my mother in particular for her endless support.

Thank you so much for everything most especially for the words of encouragement and prayers.

I love you all and may the almighty God bless you abundantly.

## **Acknowledgement**

I thank the Almighty God the provider of knowledge and wisdom for seeing me through my studies and for enabling me to undertake this research successfully, without His grace I would not have made it.

I extend my deep appreciation to my supervisor Dr. Musinguzi Denis for the guidance and advice provided during the study that made it possible for me to successfully complete this research.

Special thanks go to my parents Mr. Charles Bitarabe and Mrs. Agnes Bitarabe and my brother Henry Bitarabe for the moral and financial support you gave me. Your effort was not in vain and may God bless you abundantly.

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May the Almighty God bless you abundantly!

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## **List of Abbreviations**

<b>CDF:</b>	Communication for Development Foundation
<b>NA:</b>	North America
<b>NGOs:</b>	Non-Governmental Organizations
<b>PSS:</b>	Performing Short Skits
<b>STF:</b>	Straight Talk Foundation
<b>TV:</b>	Television
<b>UNESCO:</b>	United Nations Educational, Scientific and Cultural Organization



## **Abstract**

The study was aimed at assessing the contribution of Sawa World on the youth empowerment in Uganda, a case of Nama sub county Mukono district. The study objectives were; To find out specific activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture, To find out the role played by school presentations in empowering the youths and To find out the role played by the sustainable agriculture practices in empowering the youths in the community.

The study employed a case study design approach using qualitative research paradigm in which a case study research design was employed to collect data from 55 (fifty five) respondents using structured questionnaires and interview guides.

The study found out that NGO's like Sawa World are helped in planning, organizing agricultural activities through training programs, and that Sawa World has helped us in acquiring learning materials for school presentations and also training methods in agricultural best practices. Therefore, youth have learnt entrepreneurial skills from school presentations and are able to learn advocacy and marketing skills and the young people have been empowered to take charge of their lives and that school presentations enhance empowerment movements. Additionally, sustainable agriculture practices have enabled youth to earn a living which has helped them to sustain a vibrant community. Youth have also been able to learn how to employ mechanized agriculture in addition to employment and earning opportunities in the agricultural sector that has improved and that sustainable agricultural practices have reduced youth unemployment rates.

It was recommended that the management of Sawa World should ensure programs aimed at empowering poor youth that work toward livelihood protection or livelihood promotion. There are also empowerment movements that use the social action model, aiming for disadvantaged people to become empowered, organized, and educated so that they may create change in the community.

It was also recommended that there is also need for critical awareness of the youth through providing them with the information and resources necessary for analysing issues that affect their lives and environments as well as strategize on ways to act as change agents in their communities.

## **CHAPTER ONE**

### **GENERAL INTRODUCTION**

#### **1.0 Introduction**

This study examined the contribution of Sawa World Uganda on youth empowerment in Nama Sub County in Mukono district. This chapter presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope, justification, significance of the study and conceptual frame work and the definition of key terms.

#### **1.1 Definition of Key terms**

**NGO'S** ;Non-governmental organizations are entities, usually international non-profit organizations, which work in an independent fashion yet complement the work of governments for the benefit of constituencies in civil society.

**Welfare**;this meanshealth, happiness,prosperity, well-being in any respect.

#### **1.2 Background of the study**

According to Labonté and Laverack (2008), Community empowerment is a process where people work together to make change happen in their communities by having more power and influence over what matters to them. There may be debates about the specific wording of this definition. But if we put these to one side, on one level, communities which feel a sense of control over what happens at the local level know exactly what empowerment is. Fundamentally, it is about people taking collective action to make change happen on their own terms.

Community empowerment is a highly complex process to achieve and requires the active understanding and commitment from a wide number of stakeholders to achieve it. Community empowerment can be a slow, gradual process which involves continual learning and the constant building of a community's capacity to take on more - there is no finite end point in the process of community empowerment (Labonté, and Laverack, 2008).

According to the Sawa World journal TFN London 17<sup>th</sup> September 2012, Sawa World uses an innovative approach to self-empower 1.2 billion people out of extreme poverty with their own solutions. The organization provides large-scale access to local solutions that are created by the very people living in extreme poverty. These local successful solutions (Sawa World Solutions) are documented by vulnerable youth in five unique ways including short “how to” videos, learning posters and interactive workshops. These educational tools are then disseminated to thousands of youth living in extreme poverty allowing them to replicate the solutions and instantly elevating themselves out of extreme poverty by either starting small enterprises (raising incomes by \$2 to \$4 per day) or improving their livelihoods at the household level. The solution programs are currently spearheaded from the Sawa World Solution Centre in Kampala, Uganda. Learn about our impacts, (Ledford, et al 2013).

Sawa World focuses on the world's poorest countries and ensures these solutions are shared and succeed as locally created, permanent strategies that strive without any dependency on charity or international aid. This unique strategy, repeated many times over, will result, sooner than we ever imagined, into a world free of extreme poverty.

Sawa World aims to support local solutions in 42 of the world's poorest countries by 2030. We currently focus our efforts in Uganda with pilot projects in Kenya, Tanzania and South Sudan.

Sawa World's 42 focus countries are: Congo, Rwanda, Niger, Djibouti, Burundi, Zambia, Mozambique, Comoros, Chad, Togo, Uganda, Burkina, Faso, Lesotho, Sierra Leone, Mauritania, Central African Republic, Haiti, Guinea, Nepal, Eritrea, Nigeria, Guinea-Bissau, Senegal, Mali, Yemen, Ethiopia, Papua New Guinea, Zimbabwe, Tanzania, Afghanistan, Madagascar, Malawi, Cameroon, Côte d'voire, Myanmar, Sudan, Angola, Gambia, Timor-Leste, Benin, Bangladesh.

The programs of Sawa World as a development organization represents a variety of poverty driven activities and orientations. As these are several issues associated with community empowerment Sawa World delivers relief and welfare services to alleviate immediate suffering; during emergencies and provision of both food and non- food items and shelter quick medical facilities. (Ledford, et al 2013). There are few NGOs, whose major aim is to bring change in the society, they seek to change specific institutions and policies in support of more just, sustainable and inclusive development outcomes. Other NGOs facilitate broadly-based people's movements by social vision. However, Sawa World also has engaged in community development interventions to build capacity for self-help action, ([www.sawaworld.org/how-we-started](http://www.sawaworld.org/how-we-started)).

Today, Sawa World is seen as lobbyist as well as advocates for many purposes all geared towards community empowerment and development, ([www.sawaworld.org/how-we-started](http://www.sawaworld.org/how-we-started)), The NGO normally ask their governments to respond to people's needs, challenging multilateral organizations like World Bank to operate more transparently and accountably, because it demands that some western based NGO's divest responsibilities to some locally based NGO's, that already know the felt need of the people and resources that they have originally claimed in the name of Third World development. But seems to have been diverted into another use, in Uganda, Sawa World partnered with St. Lawrence University. Sawa Worlds office is now located in the Centre of Entrepreneurship and Business School. The University's Department of

Mass Communication is interested creating a course based on the Sawa World innovative program to mobilize millions out of extreme poverty. After completion, successful students would get a chance to be hired as Sawa Youth Reporters and get an income. The university's focus is community change and empowerment, which makes Sawa a perfect fit.

The Straight Talk Foundation (STF) is a Ugandan Non-Governmental Organization (NGO) specializing in communication for social change with a focus on adolescents. The Foundation started airing Sawa Worlds content on the radio in January 2012. They also plan to connect Sawa World to their school groups across the country and feature Sawa World's work in their publications. What better way to spread the word?

Another strategic partner in Uganda is the Communication for Development Foundation (CDF). They provide a range of specialized and professional communication services including: support, advice, direction, training, and management for the improvement of social services and conditions in Uganda and the East African region. Last week, CDF had two Sawa World Youth Reporters join them in the field on a community campaign against domestic abuse and wants to start using Sawa World's content on local solutions to poverty in their community outreach. Some ideas include: community drama plays, youth radio programs, and comic books. They also intend to start hiring Sawa World's services to document local projects and nominate potential Sawa Leaders from a database of 800 community leaders.

Finally, Sawa World has partnered with Urban TV and Capital Radio. Urban TV is a new government-owned TV station with 11 media outlets. Over the next six months, starting in January, the station will explore using our Sawa Youth Reporters' monthly videos on their show and also provide them with additional training in broadcasting. Capital Radio, which has a

national reach of three million, covered Sawa World last month and will cover the work of a Sawa World Leader this month.

All new media partners will work with Sawa World to extend the Sawa World's Leaders' solutions to extreme poverty with millions living in the same conditions across Uganda. Sawa World's new Media Community Outreach Plan will guide the process. In six months the Sawa World team in Uganda and the media partners will assess the impact this is creating in the communities.

Sawa World trains and employs vulnerable youth in the world's poorest countries as community reporters (Sawa Youth Reporters). On a monthly basis the youth use cutting edge video technology to document simple, practical and proven solutions to ending extreme poverty. The solutions that the youth document are created by inspiring leaders (Sawa Leaders) who themselves live in extreme poverty and have not relied on outside aid or charity. The solutions fall in the areas of education, health, environment, employment and gender equality.

According to their website, the youth share the solution-based videos with national media partners (radio, television and print) and also through community screenings, slum cinemas and high school programs. In the last 6 months, Sawa World reached 4.8 million people in Uganda alone by using a range of media technology to connect people in extreme poverty with valuable knowledge and skills allowing them to replicate local solutions in their own communities. And for the case of Mukono, the organization works with extraordinary local heroes (Sawa Leaders) who come from extreme poverty themselves and have found their own solutions to empower their communities through different activities for example construction, farming, carpentry and many others which involve also behavior change and lecture programs.

### **1.3 Statement of the problem**

Community empowerment is a key feature for community development in the global society; local communities embrace a number of development associations and organizations to achieve development,(Ledford, et al 2013).Communities come together to solve their own problems and challenges through the organization with the local leaders and other nongovernmental organizations, this allows them to realize their potential to achieve self-reliance and empowerment. Sawa World gives to the local people disadvantaged society by involving and starting local community organizations and associations in order to achieve self-empowerment so as to overcome their most pressing challenges. Sawa World is among the local community empowerment organizations that help the local communities with self-empowerment. The organization is engaged in poverty driven activities that are involved in the process of offering services to the youths to achieve self-empowerment by fighting poverty, ensuring better health service delivery mechanisms. However, even if the organization encounters a lot of problems such as inadequate resources, poor government facilitation among others, with such challenges, the organization has continued to provide help to local communities. Therefore it's upon this background that the researcher was interested in examining the contribution of Sawa World on the youth empowerment in Uganda with a specific interest to Mukono district.

### **1.4 Objectives of the study**

To find out the contribution of Sawa World Uganda on youth empowerment in Nama Sub county Mukono district.

### **1.5 Specific objectives**

The study is guided by the following specific objectives.

- i. To find out activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture Nama Sub county in Mukono.
- ii. To find out the role played by school presentations in empowering the youths in Nama Sub County in Mukono.
- iii. To find out the role played by the sustainable agriculture practices in empowering the youths in Nama Sub County in Mukono.

## **1.6 Research Questions**

The study aims at answering the following research questions.

- i. What are the specific activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture Nama Sub County in Mukono?
- ii. What is the role played by school presentations in empowering the youth in Nama Sub County in Mukono?
- iii. What is the role played by the sustainable agriculture practices in empowering the youths in Nama Sub County in Mukono?

## **1.7 Scope of the Study**

### **1.7.1 Subject Scope**

The study focused on understanding Sawa World and how they contribute to community empowerment. This was focused on specific activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture, the challenges faced by Sawa World in community empowerment and the ways of overcoming challenges faced by Sawa World in community empowerment.



### **1.7.2 Geographical scope**

The research was carried out in Nama Sub county Mukono District located in the Central Uganda. Komo learning center located in Nama Sub County. Nama is aperiurban environment. Within Nama Sub County there is Mpoma parish, Katoogo parish. Namubiru village.

### **1.7.3 Time scope**

The research considered a period of years from 2001 - 2015 mainly because this period has enough data and information relevant to the study.

## **1.8 Significance of the study.**

### **To the community**

The research will benefit the local community, as it will contain an assessment of the activities that Sawa World has done in the different communities in order to empower them.

### **To Mukono District Local Government**

The research will be useful to Mukono district local government because it will show it a way to formulate polices to help alleviate the youth in Mukono who are living in abject poverty.

### **To Sawa World**

The research will be beneficial to Sawa World to discover their contribution on community empowerment. This will help them come up with better programs and techniques which will result into improved livelihoods of the youth.

### **To the researcher**

The research will help the researcher achieve the award of a Bachelor's degree in Ethics and Development Studies from Uganda Martyrs University as it is one of the requirements.

The research will be of great importance to the researcher because the researcher hopes to acquire research skills which will be applied to conduct research in other subjects. Skills like developing questionnaires, interacting with new people and get the necessary information and analyzing data.

### **To future researchers**

The research will also benefit the future researchers who will carry out research about the same topic of study since it will be added to the existing literature.

## **1.9 Justification of the Study**

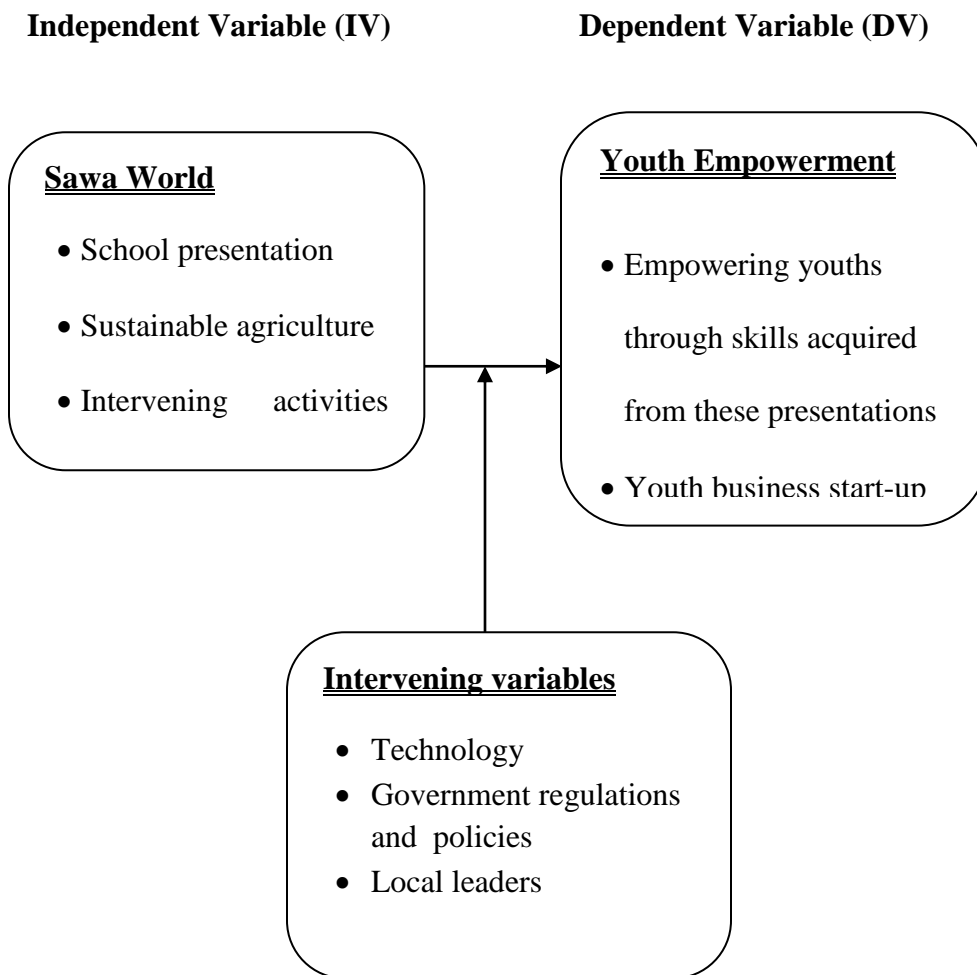
A lot has been written on NGOs like Sawa World as one of the most notable trends over the past years. As noted by Lombard (2008), the demand for efficient and effective use of NGOs like Sawa World is gradually increasing at the present time. However communities are still lagging behind as regards to their empowerment (Sazama and Young, 2010) which the previous studies had left out resulting into a research gap and thus this study is justified in the sense that it highlights the imperative of understanding Sawa World and their contribution to community empowerment a case of Mukono District as a case study.

## **1.10 Conceptual framework**

Sekeran (2003), states that, a conceptual framework helps to postulate or hypothesize and test certain relationships which improve the understanding of a situation. In other words, the

conceptual framework describes the relationship between the independent variable and the dependent variable.

**Figure 1: 1: Conceptual framework**



*Source: By the researcher (2016)*

In the conceptual framework, the independent variable is the Sawa World project and it basically looks at the activities of Sawa World which empower the community members of Nama Sub County in Mukono district through school presentations, empowering youths who live in extreme poverty and using how to ideas, learning posters and interactive workshops to empower the youth in communities through the dependent variable and so does youth awareness programs within the community. The other factors which may be external to the variables of the study but have significant influence include technology changes which eases communication and accessibility, government regulations and policies supporting community empowerment and the roles that the local community leaders are playing.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The purpose of literature review is to establish the area of study, establish a theoretical framework for the subject area of study and to identify studies, models and cases supporting research topic. The researcher studied past work on the subject matter to appreciate what other scholars discovered.

#### **2.1 Community empowerment**

Community empowerment refers to the process of enabling communities to increase control over their lives. Communities are groups of people that may or may not be spatially connected, but who share common interests, concerns or identities. These communities could be local, national or international, with specific or broad interests. Empowerment' refers to the process by which people gain control over the factors and decisions that shape their lives, (Ledford, et al 2013). It is the process by which they increase their assets, attributes and build capacities to gain access, partners, networks and/or a voice, in order to gain control. Enabling implies that people cannot be empowered by others; they can only empower themselves by acquiring more of power's different forms (Laverack, 2008). It assumes that people are their own assets, and the role of the external agent is to catalyze, facilitate or accompany the community in acquiring power.

Community empowerment, therefore, is more than the involvement, participation or engagement of communities. It implies community ownership and action that explicitly aims at social and political change. Community empowerment is a process of re-negotiating power in order to gain more control. It recognizes that if some people are going to be empowered, then others will be

sharing their existing power and giving some of it up, (Baum, 2008). Power is a central concept in community empowerment and health promotion invariably operates within the arena of a power struggle.

Community empowerment necessarily addresses the social, cultural, political and economic determinants that underpin health, and seeks to build partnerships with other sectors in finding solutions. Globalization adds another dimension to the process of community empowerment. In today's world, the local and global are inextricably linked. Action on one cannot ignore the influence of or impact on the other. Community empowerment recognizes and strategically acts upon this inter-linkage and ensures that power is shared at both local and global levels, (Labonté and Laverack, 2008).

Communication plays a vital role in ensuring community empowerment. Participatory approaches in communication that encourage discussion and debate result into increased knowledge, awareness and a higher level of critical thinking. Critical thinking enables communities to understand the interplay of forces operating on their lives, and helps them make their own decisions.

This focus is on the conceptual and practical issues in building empowered communities. Through examples and case studies it will analyze how successful partnerships with communities can be forged even in the environment of vertical health programming. It will examine how empowerment oriented health promotion can be practiced both in local and global settings.

## **2.2 Specific activities in interventions of school presentations and sustainable agriculture**

NGOs like Sawa World have strong leadership skills and the willingness to teach and inspire others to solve extreme poverty in their own communities. This can clearly communicate how

they developed their approach and found effective solutions to reduce extreme poverty with little resources through the school presentations and sustainable agriculture.

Sawa World also has the capacity in planning, organizing, carrying out, and evaluating training programs and activities that strengthened through on the job training. They also do lectures, group work and discussions, practical exercises, excursions, and individual work, participants acquired foundation knowledge of concepts and thinking in the discipline of sustainable agriculture and education interventional programs, (Kararach, 2011). This implies that the participants in the training program can also build their capacity as trainers through trainer's experience, trying out training methods in practice and giving and taking feedback for improvements.

Development and dissemination of graded learning materials for illiterates and neo-literates specially for girls and women is also one of the activities that NGOs like Sawa World can take on to implement school presentation programs. There is also organization of training literacy instructors, supervisors and local organizers working with NGOs. One of NGOs' main concerns has been to identify the needs of the rural poor in sustainable agricultural development. They have therefore pioneered a wide range of participatory methods for diagnosis and, in some contexts, have developed and introduced systems approaches for testing new technology, for example in Chile (Sotomayor, 2011). In some cases, these approaches have extended beyond fanning systems into processing and marketing, as with soya in Bangladesh (Buckland & Graham, 2010), sesame in the Gambia (Gilbert, 2009), and cocoa in Bolivia (Trujillo, 2008).

As noted by Chaguma & Gumbo (2009), NGOs' rapport with farmers also allows them to draw on local knowledge systems in the design of technology options and to strengthen agricultural

intervention programs and systems by ensuring that the technologies developed are reintegrated into them. They also engage in developing innovative dissemination methods, relying on farmer-to-farmer contact, whether on a group or individual basis (Sollows, Thongpan, & Leelapatra, 2013).

In some cases, NGOs have developed new technologies such as soya production in Bangladesh, (Buckland & Graham, 2010) or management practices such as the sloping agricultural land technology in the Philippines (Watson & Laquihon, 1993), but more often they have sought to adapt existing technologies, such as PRADAN's efforts in India to scale down technologies developed by government for mushroom and raw silk production and so make them accessible to small-scale farmers. Undoubtedly, one of the main strengths of NGO's has been their work in group formation. This has been in response to perceived needs at several levels: (1) to meet the technical requirements of certain types of innovation. In Gambia and Ethiopia, NGO's helped farmers to organize local informal seed production in ways to avoid undesirable cross-pollination (Henderson & Singh, 2005). (2) To manage "lumpy" assets. In Bangladesh, NGO's have helped to organize landless laborers to acquire and operate water-pumping technology (Mustafa, Rahman, & Sattar, 2007). (3) To manage common property resources. Many examples of formal and informal associations exist, often supported by NGO's, which manage irrigation water. In other cases, NGOs have supported group efforts in soil and water conservation, whether on private land or on a micro-watershed basis involving both private and common land (Fernandez, 1993). They have also helped in managing common grazing and forest land in a sustainable fashion in relation both to technology and the creation of a capacity to make demands on government over, for example, access issues.



Similarly, the educational field has been known as playing a major role in shaping contemporary society, mainly because it allows conceptualizing people's surroundings as well as their interactions with those surroundings. However, as education intersects with politics, geography, and economics, educational outcomes become significantly different. Educational ideology is a product of culture and vice versa. In addition to these factors, the understanding of political economy's role in education is vital in understanding the variance of educational outcomes. The language of education used by nation-states as well as international inter-governmental organizations, non-governmental organizations NGO's (both transnational and national), and agents of civil society (many of which belong to the forementioned categories) contributes heavily to the self-identification of individuals, (Kararach, 2011).

The issue of education on an international scale is also embedded in a complex framework of international relations which alters the effectiveness of those who employ the ideologies in a practical manner. NGO's are engaging in various activities so as to be able to improve on the education sector through classroom presentations. Education developments are also being done through development of community learning, development approach and setting up community learning centers in different villages to combine learning with community development.

It is also worth noting that youth unemployment continues to be a development challenge in several African countries despite the positive economic growth rates experienced over the past decade. There are indicators that this growth has not generated sufficient employment opportunities for the youth, (UNECA, 2011). As a result, unemployment, working poverty, vulnerable employment and underemployment are widespread amongst Africa's youth. Moreover, the demographics indicate that Africa is going through a youth bulge with a large proportion of its population below 25 years of age, (Kararach, 2011). This demographic shift

presents opportunities for a growth dividend if combined with capital and technology – as the case of East Asia - but it can also represent a major threat, (Brooks et al., 2012). Insufficient employment opportunities amidst a rapidly growing young labor force can lead to social unrest and political instability, (Page, 2012). 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. As a result, most African youth engage in low quality informal sector jobs. The informal sector accounts for about 90 percent of the jobs created in the continent, (World Bank, 2009).

Despite the fund's commendable progress, not much is publicly known about the scale and outreach of the fund in terms of geographical distribution, age, gender and type of business enterprise among other characteristics. It is this kind of information gap that often creates tension amongst the youth who feel marginalized often leading to demonstrations. 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 /operating as desired or whether the fund is on course as far as attainment of its objectives is concerned.

### **2.3The role played by school presentations in empowering the youth**

Youth empowerment is a process where children and young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. Youth empowerment aims to improve quality of life. Youth empowerment is achieved through participation in youth empowerment programs. There are numerous models that youth empowerment programs use that help youth achieve empowerment,(Mutumbulwa, 2008).A variety of youth empowerment initiatives are underway around the world. These

programs can be through non-profit organizations, government organizations, schools or private organizations.

Youth empowerment is different from youth development because development is centered on developing individuals, while empowerment is focused on creating greater community change relies on the development of individual capacity.

Empowerment movements, including youth empowerment, originate, gain momentum, become viable, and become institutionalized. Youth empowerment is often addressed as a gateway to intergenerational equity, civic engagement and democracy building. Activities may focus on youth-led media, youth rights, youth councils, youth activism, youth involvement in community decision-making, and other methods, (Matin and Hulme, 2003).

**Advocacy Skills:** Used for groups that anticipate using students in large group advocacy initiatives. Teaches skills such as creating posters & visuals, developing charts, cold contact of pedestrians, palm card development, and planning issues (safety, supervision, youth leaders, permits, and logistics).

**Presentation Skills:** Teaches techniques that develop the four core elements of effective public speaking (projection, speed control, vocal animation, and physical animation). Highly interactive and includes exercises by breakout groups followed by application of the skills to actual prevention media and material, (Matin and Hulme, 2003).

**Performing Short Skits (PSS):** Students are taught to deliver theatrical skits or radio/video PSS's using our established scripts. Gives students the experience of performing the media without the pressure to think of something original.

Developing Media: Employs a nine-step process to teach youth how to develop original media such as a radio spot. Includes instruction, exercises, and break out groups – with a goal to develop more original drafts or near-finish concepts.

Working with the Press: Teaches students the key aspects of dealing with the press: creating a media advisory, writing a press release, delivering a press release, setting up a press conference, preparing to be interviewed by a reporter, common question types to expect. Includes interactive simulations taken from real prevention based press conferences, (Matin and Hulme, 2003).

Policy Change for Youth Advocates: Overview of the range of types of policy change advocates can engage in. Includes actual examples as illustrations of the kinds of situations where policy change can be attempted, such as: school policy, business practices, media content, and local & state law.

## **2.4 Role played by the sustainable agriculture practices in empowering the youths in the community**

In simplest terms, sustainable agriculture is the production of food, fiber, or other plant or animal products using farming techniques that protect the environment, public health, human communities, and animal welfare. This form of agriculture enables us to produce healthful food without compromising future generations' ability to do the same, (Sazama and Young, 2006).

### **2.4.1 The primary benefits of sustainable agriculture are:**

Environmental Preservation;

Sustainable farms produce crops and raise animals without relying on toxic chemical pesticides, synthetic fertilizers, genetically modified seeds, or practices that degrade soil, water, or other natural resources. By growing a variety of plants and using techniques such as crop rotation,

conservation tillage, and pasture-based livestock husbandry sustainable farms protect biodiversity and foster the development and maintenance of healthy ecosystems.(Sazama and Young 2006)ss.

#### Protection of Public Health;

Food production should never come at the expense of human health. Since sustainable crop farms avoid hazardous pesticides, they're able to grow fruits and vegetables that are safer for consumers, workers, and surrounding communities. Likewise, sustainable livestock farmers and ranchers raise animals without dangerous practices like use of nontherapeutic antibiotics or arsenic-based growth promoters. Through careful, responsible management of livestock waste, sustainable farmers also protect humans from exposure to pathogens, toxins, and other hazardous pollutants, (Sazama and Young, 2006).

#### Sustaining Vibrant Communities;

A critical component of sustainable agriculture is its ability to remain economically viable, providing farmers with farmworkers, food processors, and others employed in the food system with a livable wage and safe, fair working conditions. Sustainable farms also bolster local and regional economies, creating good jobs and building strong communities.

#### Upholding Animal Welfare;

Sustainable farmers and ranchers treat animals with care and respect, implementing livestock husbandry practices that protect animals' health and wellbeing. By raising livestock on pasture, these farmers enable their animals to move freely, engage in instinctive behaviors, consume a natural diet, and avoid the stress and illness associated with confinement.

Work;

Households in all societies differentiate various household activities and responsibilities by gender. For women, production and reproduction are two interlinked activities, and much of the work women do, although productive, is unpaid. Men have always played a minor role in domestic work; societies tend to assume that they have paid work outside the home.

Gender disparities in access to economic resources, including credit, land and economic power-sharing, directly affect women's potential for achieving the kind of economic autonomy they need to provide a better quality of life for themselves and their dependents. Limited access to agricultural inputs, especially for food crops, severely curtails women's potential productivity, (Sazama and Young, 2006).

5 Sections A and B of the Beijing Platform for Action 1995 recognize women's lack of access to productive resources and limited access to economic power-sharing as being major causes of poverty. The 1995 FAO Plan of Action for Women in Development identifies women's lack of access to land and other agricultural inputs as one of the major obstacles to productivity.

Discrimination against women in employment is also frequent outside the agricultural sector, and has an impact on the kinds of work, careers and career advancement that women can expect. Over the past 20 years or so, women all over the world have increased their participation in the

labor market, but they continue to work in less prestigious jobs, are paid less and have fewer opportunities for advancement.

Women face a number of disadvantages in the labor market. As well as coping with sexist prejudices, they must reconcile the twin roles of homemaker and money-maker. This often affects their work status, the length and structure of their workday and their salary level. In addition, the employment sector offers less scope and potential for women than for men, as well as lower pay for the same work.

**Poverty:** Poverty can be defined as the combination of uncertain or non-existent income and a lack of access to the resources needed to ensure sustainable living conditions. It often goes hand-in-hand with hunger, mal-nourishment, poor health, high mortality and morbidity rates, insufficient education and precarious and unhealthy housing, (Sazama and Young, 2006).

(Sazama and Young, 2006), Compared with men, the number of women living below the poverty line increased between 1970 and 1980. By 1988, an estimated 60 percent of poor people were women. As well as sexism in the employment sector, contributing factors included the economic restructuring imposed on many countries, government budget cuts and the adoption of neo-liberal economic models. Women have borne the brunt of cutbacks in civil service jobs, social services and benefits. Ledford, Meredith King; Lucas, Bronwyn (2013), Their workload has increased as welfare structures have broken down, leaving them in sole charge of children and of elderly, ill and disabled people who were previously looked after, at least partially, by the social services sector. While trying to cope with the impact of the crisis of the welfare state, women are also desperately trying to juggle their meager resources. The feminization of poverty is much more visible among female-headed households. In a male-headed household, both the man and

the woman contribute to the family's welfare; the man brings in income and the woman, in addition to the goods and services she provides the family, may also seek paid work outside the home.

The indices of even limited studies show that the status of female heads of households with dependent children is comparable to that of older widows living alone - both tend to be poorer than men.

In rural areas, where services and job opportunities are even fewer than in urban areas, poverty is also more acute. The situation is worse for women, who are less likely to have access to production factors, services and resources such as credit, land, inheritance, education, information, extension services, technology and farm inputs, as well as a say in decision-making.

Another reason for the persistence of female poverty is gender vulnerability within the home. When poor families cannot afford to send all of their children to school, parents favor investing in the boy-children, keeping the girls at home to help with domestic work or some income-generating activity.

Family life: In all societies women are the prime caretakers of children, the elderly and the ill, and do most of the domestic tasks. Women's lives are greatly affected by reproduction, which has an incisive and direct impact on their health and on their educational, employment and earning opportunities. In societies where women marry very young and much earlier than men, wives defer more to husbands, and this has a substantial bearing on women's chances of finding paid work and receiving an education.

Growing male migration in search of work has combined with unstable conjugal arrangements to increase the number of female-headed households. There are also more widows than widowers



because women tend to live longer and men are more likely to remarry or seek alternative living arrangements. The 1990 censuses showed that 21 percent of Latin American households were headed by women while, in the Caribbean, the figure was 35 percent - the highest of any region worldwide.

Women in developing countries are estimated to do between two-thirds and three-quarters of the domestic work. A study of three cities in Mexico showed that women spent an average of 56 hours per week on household tasks, while men spent seven hours. The sexes also did different tasks; men mostly shopped and took the children to school and women did the remainder of the work in the home.

The differences between female- and male-headed households usually have a bearing on all aspects of family life: the size and composition of the family and how it is run; nutrition; raising children; and available income. A single female head of household has a double responsibility - she must earn a living and, at the same time, run a home.

Whoever bears the family name is usually listed as the head of household. Stereotypically, an adult male is often automatically considered to be the head of the family even when a woman is economically and otherwise responsible for that family. Most female-headed households are, therefore, also one-parent households. Pedrero's study showed that only 1.4 percent of female heads of household lived with a partner.

Health and nutrition: Biologically, men and women have different health needs, but lifestyles and socially ascribed roles arising from prevailing social and cultural patterns also play a part in the health picture. Men are more likely to be the victims of occupational diseases, accidents at work, smoking, alcohol and other forms of substance abuse. Men have a higher incidence of

cancer and of cardiovascular lesions and diseases (the principal cause of male mortality). Women's health risks, which are mainly linked to reproduction, make them more vulnerable during pregnancy to anemia, malnutrition, hepatitis, malaria, diabetes and other illnesses.

Women's life expectancy is greater than men's - women live for five to 12 years longer than men in Europe, North America (NA) and some countries of Latin America. There are a number of hypothetical explanations for this phenomenon, ranging from genetics and biology to environmental and social causes, but no definitive consensus has yet emerged. Female life expectancy does not conform to this pattern in some Asian countries, where cultural norms and religious precepts restrict women's access to medical care and health services.

Despite the generally poor provision of health services, particularly in rural areas, there has been a surge of interest in the family planning, maternal and child health care services offered by NGO's, which have benefited mothers, children of both sexes and adult women in general.

Custom, social constraints and lack of resources also give rise to gender disparities among children in terms of nutrition, morbidity and mortality. The two sexes do not receive equal attention and care; the tendency being to favor boy children. Males are also fed much more.

The sharing of food among adult members of the family may also be unequal in some societies. Women often serve the family first and eat whatever is left. They often do not get enough to eat, with grave consequences for their health, especially when they are pregnant or breastfeeding. Women are the poorest of the poor, and even women heads of household are often undernourished, denying themselves in order to feed their children. Because food production in the rural zones of many countries is largely carried out at home by women, their own and their

families' nutritional status would benefit from women having greater access to the agricultural credit, technology and services necessary for increased productivity.

Education: Education here is taken to mean schooling, as the word has connotations far beyond mere formal instruction. The increasingly competitive labor market demands ever-higher levels of education. People without it are at a growing disadvantage. At the same time, there is broad consensus that education can, in times of change, move marginalized, excluded people into the mainstream. Despite this, socio-cultural barriers and prejudices that restrict women's access to education persist in a number of societies, ([http://www.fao.org/docrep/003/\\*29/9e/\\*2919e04.htm](http://www.fao.org/docrep/003/*29/9e/*2919e04.htm)).

More women than men are illiterate; and the lower a country's literacy rate, the wider the gap between the two sexes. The United Nations Educational, Scientific and Cultural Organization (UNESCO 2005) estimates that 41 percent of women in developing countries are illiterate, compared with 20 percent of men. In some countries, the illiteracy rate of rural women between the ages of 15 and 24 years is twice to three times that of women in urban areas. Girls leave school earlier, especially in rural areas where they are needed to help with domestic and productive work. The lack of transport or of schools located near the home widens the literacy gap by directly affecting girls' school attendance, as parents tend to worry about the personal safety of their daughters. In some societies, rigid cultural patterns and social rules restrict women's movements outside the home.

In some parts of the world, such as the Caribbean and Western Asia, the number of women enrolling in institutes of higher learning is increasing, sometimes even exceeding male enrolments. However, the chosen fields of study differ greatly. Cultural traditions, prejudices,

stereotypes and family reluctance frequently result in the exclusion of women from the scientific and technical fields, inducing many to opt for the more "feminine", but less remunerative and less promising careers - a choice that aggravates segregation in the job market.

The environment: The impact of environmental degradation is gender-differentiated in terms of workloads and the quality of life; women are the first to be affected by the depletion of natural resources. In rural areas in most developing countries, women are responsible for the daily management and use of natural resources, as well as providing for the family by raising food crops, gathering forest products and fetching wood and water. Widespread and growing deforestation and the drying-up of water sources force women to range ever further afield, spending more time and energy in producing and finding essential commodities and making it even harder for them to engage in more productive, more lucrative activities.

Environmental degradation caused by poorly managed and utilized waste products and pollutants can have a disproportionate impact on women, who seem to be more susceptible to the toxic effects of certain chemicals. The health risk is even higher among the lower-income strata of the population, who tend to live near industrial urban areas, or among rural people living near fields that are sprayed from the air.

Consumption patterns and industrial production in developed countries are very detrimental to sustainable development, natural resources and people everywhere. Global warming, the shrinking ozone layer and reduced biodiversity are some of the better-known effects of environmental degradation. In many countries, the lives of rural people are wholly dependent on the availability of natural resources. Both men and women overexploit natural resources in a struggle for survival in which soils are depleted, wildlife, plant and marine resources destroyed,

and the quality of water downgraded. Environmental degradation is most keenly felt by the most vulnerable members of the community and those who rely heavily on nature's bounty. For this reason, gender disparities in natural resource management and participation in policy-making must be clearly understood.

## **2.5 The functions of the “how to” videos, learning posters and interactive workshops in empowering youth living in extreme poverty**

### **2.5.1 How to” videos**

Visual multimedia source that combines a sequence of images to form a moving picture; the video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen, (Baum 2008).

### **2.5.2 Learning posters**

A poster is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text. Posters are designed to be both eye-catching and informative. Posters may be used for many purposes. Baums (2008) argued they are a frequent tool of advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying to communicate a message. Posters are also used for reproduction of artwork, particularly famous work, and are generally low-cost compared to original artwork. The modern poster, as we know it, however, dates back to the 1840s and 1850s when the printing industry perfected color lithography and made mass production possible.

### **2.5.3 Interactive workshops**

An interactive session, often taking a full day or more, in which clients, researchers and/or other participants such as customers work intensively on an issue or question. The process often combines elements of qualitative research, brainstorming and problem solving. They may involve larger numbers of people than conventional group discussions, and often involve more than one moderator or facilitator.

### **2.5.4 Typologies of interactive Workshops**

There may be several models to implement local workshops and awareness activities. These depend on local attitudes, time-frame, logistics and budget. Here we summarize three main possible formats of interactive workshops followed by specific possible typologies and sizes of groups for facilitation, (Baum2008).

Frontal and interactive workshop: Frontal workshop in the morning to introduce the core issue of the workshop, the state of the art and possible alternatives.

Interactive workshop in the afternoon to design possible proposals, support networking and systemic innovation relating to the project objectives.

Blended workshops: - Mix of interactive and frontal activities across the day of the conference with a core part for both the interactive and frontal session.

Stretched workshops: Distribution over time of more integrated events of the first and second format, including press conferences, specific animation events with actors, study circles etc.

Within each of the above possible formats - frontal, blended or stretched to support the interaction among local stakeholders so as to meet the objectives of the team has identified two

possible levels of interaction that may be blended with specific participatory methodologies, according to local needs: Micro group facilitation and participation in short term processes and Macro group facilitation integrated, long term processes.

## **2.6 Conclusion**

This chapter reviewed the different literature which has been written about youth empowerment in communities by different authors around the world and has conclusively come up with a strong back ground that is to say this provided a good spine and insight into what the researcher would expect to move in line and be provided with and thus this literature is relevant to the research.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter the researcher describes how the study was conducted. Inclusive is the research design, the study area and the population, sampling procedures, sampling size and composition, data collection methods, data processing data analysis methods, data quality control, reliability and ethical consideration.

#### **3.1 Research design**

The researcher used a case study for purposes of critically analyzing the research questions. The research was also exploratory such that a clear relationship between the variables is obtained. Qualitative method will be used, the researcher availed information as given by the respondents from the interview guide. The researcher was able to use this method to collect data from a wide sample of respondents at the same time and during analysis, the research instrument (questionnaire) was easy to use. Data was collected using mainly interview guides and questionnaires which was a basic device in tapping participant's attitudes and opinions. Closed forms of questionnaires were used to generate responses and data for analysis of the relationship between the factors being investigated.

#### **3.2 Study Area**

The study was in Nama Sub County Mukono district which is located in Mukono Town that is bordered by Nagojje to the North, Nakisunga to the South, Ntenjeru to the West and Ntunda to the East. Nama Sub County is a rural area with rising poverty rates with many youth who are



trying to earn a living. Therefore, it was chosen because Sawa World activities apply there and there are many youths who are benefiting from the project activities in this area.

Nama Sub County is also located in Mukono District which is bordered by Kayunga District to the North, Buikwe District to the East, Tanzania to the South, and Kalangala District to the southwest, Wakiso District and Kira Town to the west, and Luweero District to the Northwest. The town of Mukono is approximately 27 kilometers (17 mi), by road, east of Kampala, the capital and largest city of Uganda.

### **3.3. Study population**

The study population included Youth who are in school and Youth who are out of School. Sawa World Officials, Household members that is to say any available parent or guardian or adult in the household where the youth is coming from. Government officials who are particularly directly involved with Sawa World that is to say the sub county officials, parish chiefs, LC1 chairperson in Nama Sub County Mukono district.

### **3.4 Sampling techniques and sample size**

#### **3.4.1 Stratified Random sampling techniques**

Stratified random sampling is a method of sampling that involves the division of a population into smaller groups known as strata. In stratified random sampling, the strata are formed based on the members' shared attributes or characteristics. In this case the samples were selected from youths who are in school and youth who are out of school in communities where Sawa World operates. This will be due to their convenience about the topic and area under study hence represented each element in the population. This technique helped in reducing on the costs of collecting and analyzing data from the whole population which may be too big. Stratified

sampling was used; where the population embraces a number of distinct categories, the frame can be organized by these categories into separate strata. Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected.

### **3.4.2 Purposive sampling technique**

The purposive sampling technique was used in the sampling process of the population of this research. Purposive sampling is a non-probability sampling in which the decision concerning the individuals to be included in the sample were taken by the researcher basing on the fact that these individuals have been around long enough to have knowledge of the research issue and also the willingness to participate in this research (Barifaijo, Basheka and Oonyu, 2010). It was also chosen because the sample size was quite small compared to probability sampling. Purposive sampling was subjected to Government officials and Sawa World Officials.

### **3.4.3 Sample size**

A sample size of 55 respondents was chosen. Which included; Youth beneficiaries (30), Sawa World Officials (5), Household members (15) and government officials (5).

**Table1: Sample size**

<b>Category</b>	<b>Sample Size</b>	<b>Sampling Technique</b>
Youth in Secondary School	15	Stratified Sampling
Youth out School	15	Stratified Sampling
Sawa World Officials	5	Stratified Sampling
Household members	15	Simple Random Sampling
Sub county Chief	1	Purposive Sampling
Local Council Chairmen	4	Purposive Sampling
<b>Total</b>	<b>55</b>	

*Source: Primary Source*

### **3.5 Data sources**

The researcher used both primary and secondary sources of data.

#### **Primary sources of data**

Primary data are also known as raw data. Data was collected from the original source in an uncontrolled environment. An example of an uncontrolled environment is questionnaire and observation. The student used raw data to get firsthand information from the respondents and find out their views about the topic of study.

#### **Secondary sources of data**

Secondary data is collecting and possibly processing data by people other than the researcher in question. For the purposes of a historical research project, secondary sources are generally scholarly books and articles. Also included would be reference sources like encyclopedias.

This source was used to collect data from the already written literature for example text books, journals, newspapers and periodicals.

### **3.6 Research instrument**

The researcher used only questionnaires and interview guides to collect data from respondents.

#### **3.6.1 Interview guides method:**

The researcher set up a list of well-structured questions which were asked and the answers were listened to carefully so as to get the required data to use in the report. It involved holding face-to-face discussions and interactions with the respondents. It involved designing set of planned questions which were leading in nature in order to probe for more information. An interview guide was used to accomplish this method. This method was applied to Sawa World Officials, Household members, Sub county Chief and Local Council Chairmen. The study used an interview guide. The Interview Guide is carefully designed instrument for collecting data in accordance with the specifications of the research questions. Which allowed getting on-the spot responses.

#### **3.6.2 Questionnaire:**

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The questionnaires were administered through the paper-and-pencil questionnaire administration, where the items were presented on paper for respondents to answer the questions on it.

The reason the researcher used this method is because it is cheap, does not require as much effort from the questionnaire as verbal or telephone surveys, and standardized answers that make it simple to compile data. The questionnaire consisted of both open-ended questions and closed-ended questions. An open-ended question asked the respondent to formulate their own answer, whereas a closed-ended question has the respondent pick an answer from a given number of options spelt out by the student.

### **3.7 Validity and reliability**

#### **3.7.1 Validity**

Validity refers to the extent to which questions in an instrument accurately measure the variables therein. In other words, Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda, 1999). It will be done by making sure that the questionnaire and interview guide is commended and guided by research experts to avoid ambiguity of the questions that need several answers.

#### **3.7.2 Reliability**

Reliability refers to the degree to which a set of variables are consistent with what they are intended to measure (Amin, 2005). In other words, it is the ability of the research tools to collect data that can be replicated i.e. where different other people can go to the field to carry out the same research being carried out and get the same results that the researcher got. This will be done by pre-testing method. It will also be done by use of the questionnaire to see if it will give the researcher good results.

### **3.8. Data analysis, presentation and interpretation.**

Here, the researcher presents how data was analyzed systematically and finally presented in the next Chapter.

#### **3.8.1 Data Processing**

The process of data processing involved editing in order to check for errors and omissions, coding were employed to reduce the data to a meaningful pattern of responses and tabulation of the findings were done in order to prepare data, analyze and compile the research report.

#### **3.8.2 Analysis**

Collected data was analyzed and computed using the Microsoft excel. Qualitative data which was collected from interviews and documents analysis was processed in the following stages namely; screening, coding and tabulation. These helped in a way that similar views and responses were screened and identified then coded according to the codes in the questionnaires in order to derive tables. On the other hand, quantitative data was processed by obtaining the filled-in questionnaires and entering them in Microsoft excel program to generate frequency tables. Data was presented in table forms, bar graphs showing percentages and frequencies

#### **3.8.3 Presentation**

Data was collected from the questionnaires and presented using descriptive statistics like bar graphs and frequency distribution tables to explain the phenomenon behind the data.

**Interpretation:** data was interpreted in response to my objectives of study.

### **3.9. Ethical consideration**

The following were done to ensure that the respondents' rights are protected:

Respondents were selected basing on their willingness to participate without compulsion and no risks to the respondents were identified at any stage during the research hence implying that informed consent was sought and appropriate documentation kept.

Questionnaires were coded to guarantee anonymity as none of the respondents were named at any one time during the research or in the subsequent study.

The data obtained from the respondents was treated purely as academic and confidential for the safety, social and psychological well-being of the respondents, this was done for quality control purposes. More to thatthe researcher proof read raw data to eliminate misinterpretation and duplication.

## **CHAPTER FOUR**

### **PRESENTATION AND INTERPRETATION OF THE FINDINGS**

#### **4.0. Introduction**

This chapter presents the findings of this study about the characteristics of the respondents and the findings that were yielded from interactions on the contribution of Sawa World to the youth empowerment in Nama sub county Mukono district in Uganda. Data was collected using questionnaires and interview guides which were based on set objectives that included; To find out specific activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture, To find out the role played by school presentations in empowering the youths and To find out the role played by the sustainable agriculture practices in empowering the youths in the community.

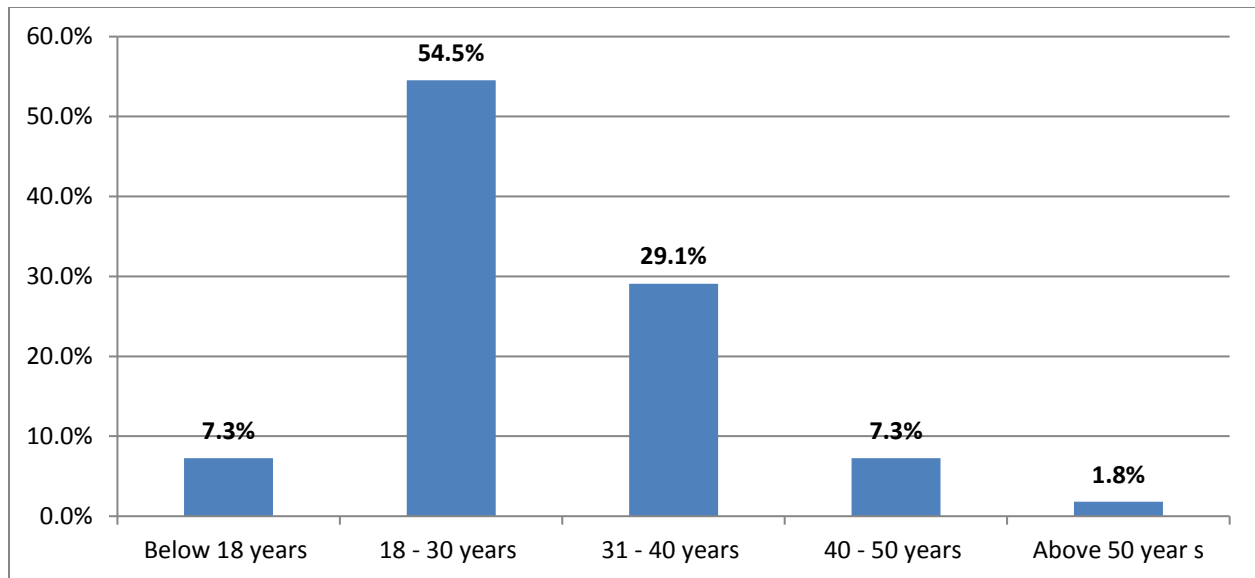
#### **4.1 Demographic characteristics of the Respondents**

Demographic characteristics of the respondents are explored as shown in tables and figures below and they include Gender, Age group, Education qualification and Occupation.

##### **4.1.1 Age group of the respondents**

**Figure 2: Showing the age group of the respondents**





**Source: Primary data**

Results from figure 4.1 showed that the majority (54.5%) of the respondents were in the age group of 18-30 years, those were followed by (29.1%) who were in the age group of 31-40 years, then (7.3%) both belonged to the age group of 40-50 years and above 50 years whereas the minority (1.8%) of the respondents were above 50 years. This showed that the respondents in Nama Sub County are distributed in different age groups and they all raised different views that were relevant to the study under investigation.

#### **4.1.2 Gender of the Respondents**

The following table presents findings about the gender of respondents and the analysis follows. Gender is an important variable in a given institution which is variably affected by any social or economic phenomenon and the contribution of Sawa World Uganda on youth empowerment is not an exception. Hence the variable, gender was investigated for this study and details of their respective gender are presented in the table below;

**Table 2: showing the Gender of the Respondents**

Gender		Frequency (F)	Percent (%)
Youth	Male	17	56.7%
	Female	13	43.3%
	<b>Total</b>	<b>30</b>	<b>100.0%</b>
Sawa World Officials and Local Authorities	Male	6	60.0%
	Female	4	40.0%
	<b>Total</b>	<b>10</b>	<b>100.0%</b>
House Holds	Male	6	40.0%
	Female	9	60.0%
	<b>Total</b>	<b>15</b>	<b>100.0%</b>
Grand Total	Total Male	29	52.7%
	Total Female	26	47.3%

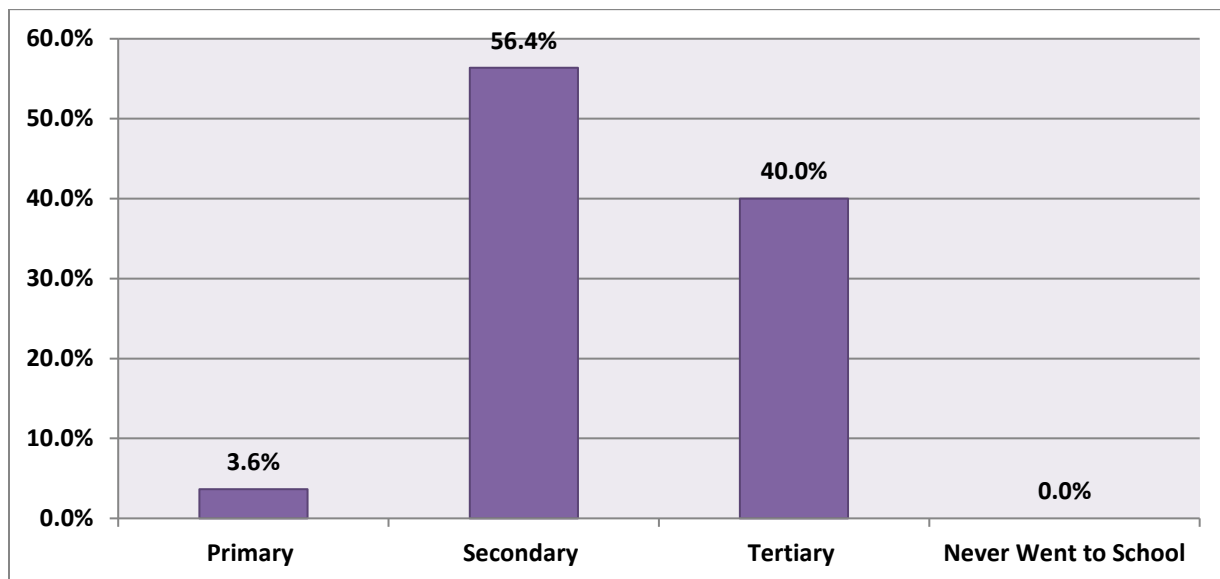
**Source: Primary Data**

As presented in the table 4.1 above, the findings indicated that generally majority 52.7% of the respondents were males compared to the females who constituted 47.3% of the respondents, however the difference between the percentages of the two sexes wasn't huge. This implied that the fact that the study included both sexes, it helped the researcher to obtain gender equality data.

### 4.1.3 Level of Education of the Respondents

The study also reveals the education level of the respondents in which findings were recorded as indicated in the figure 4.2 below. The educational attainment of respondents is an important indicator of their knowledge and attitude in relationship to the study carried out.

**Figure 3: Showing the Level of Education of the Respondents**



**Source: Primary data**

According to figure 4.2, it was indicated that the majority (56.4%) of the respondents had attained secondary education, those were followed by (40.0%) of respondents had attained a tertiary education whereas the minority (3.6%) of the respondents had primary education qualification. This implied that the respondents were not illiterate. This also helped the researcher to quickly collect data since the respondents were properly understanding the questions.

### **4.2 specific activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture.**

Under this section the first objective which was about specific activities undertaken by Sawa

World in its interventions of school presentations and sustainable agriculture was accomplished through exploring the level of agreement and disagreement with statements in table 4.2 below. The abbreviations used included SA-Strongly Agree, A-Agree, NS-Not Sure, Disagree, Strongly Disagree and STD-standard Deviation.

**Table 3: specific activities undertaken by Sawa World’s in its interventions of school presentations and sustainable agriculture**

Activities	SA		A		NS		D		SD		Mean	STD
we are helped in planning, organizing agricultural activities through training programs	13	43.3%	12	40.0%	3	10.0%	2	6.7%	0	0.0%	4.24	1.21
Sawa World has helped us in acquiring learning materials for school presentations	18	60.0%	7	23.3%	5	16.7%	0	0.0%	0	0.0%	4.05	0.785
We are training best practices in entrepreneur work like weaving, jewelry making etc.	15	50.0%	14	46.7%	1	3.3%	0	0.0%	0	0.0%	4.22	1.035
Sawa world organizes the training of literacy instructors, supervisors and local organizers	12	40.0%	11	36.7%	5	16.7%	0	0.0%	2	6.7%	4.14	0.926
we are learning on hybrid seed production	14	46.7%	13	43.3%	2	6.7%	1	3.3%	0	0.0%	4.11	0.835
We have been taught best agricultural farming practices	17	56.7%	13	43.3%	0	0.0%	0	0.0%	0	0.0%	4.23	1.431

**Source: Primary data**

The findings of the activities undertaken by Sawa World in its interventions of school presentations and sustainable agriculture indicated the majority (43.3%) of the respondents agreed that are helped in planning, organizing agricultural activities through training programs, these were followed by (40.0%) who strongly whereas (10.0%) of the respondents were not sure and the minority (6.7%) were disagreed. The mean of 4.24 and standard deviation of 1.21 represented the majority who agreed. This was in line with Kararach, (2011) who agreed that organizations like Sawa World have the capacity in planning, organizing, carrying out, and evaluating training programs and activities that strengthened through on the organizing agricultural programs. They also do lectures, group work and discussions, practical exercises, excursions, and individual work, participants acquired foundation knowledge of concepts and thinking in the discipline of sustainable agriculture and education interventional programs.

According to findings, it was indicated the majority (60.0%) of the respondents strongly agreed that Sawa World has helped them in acquiring learning materials for school presentations, these were followed by (23.3%) who agreed whereas the minority (16.7%) of the respondents were not sure about this. The mean of 4.05 and standard deviation of 0.785 implied that the majority strongly agreed. This was supported by the findings of the interview where one of the youth in school pointed out that; “Most of the times we are given learning materials such as pens, books, reams of paper to facilitate our learning”.

The findings of the study also showed that the majority (50.0%) of the respondents strongly agreed that they are trained best practices in entrepreneurial work like weaving, jewelry making etc. These were followed by (46.0%) who agreed whereas the minority (3.3%) of the respondents were not sure whether it training methods in agricultural best practices. The mean of 4.22 and standard deviation of 1.035 implied that the majority strongly agreed to the training methods in agricultural best practices.

In relation to the findings of the study, it was presented that the majority (40.0%) of the respondents strongly agreed that Sawa World organizes the training of literacy instructors, supervisors and local organizers who work with the NGO's so that they can be equipped with the necessary skills to train the youth, these were followed by (36.7%) who agreed, (16.7%) of the respondents were not sure whereas the minority (6.7%) of the respondents strongly disagreed. This was in agreement with Sotomayor, (2011) who asserted that development and dissemination of graded learning materials for illiterates and neo- literates specially for girls and women is also one of the activities that NGO's like Sawa World can take on to implement school presentation programs. There is also organization of training of literacy instructors, supervisors and local organizers working with NGO's.

In consideration to the findings, it was indicated that the majority (46.7%) of the respondents strongly agreed that are they have learnt on hybrid seed production such production of organic produce and cross breeds, those were followed by (43.3%) who agreed, (6.7%) of the respondents were not sure about this whereas the minority (3.3%) of the respondents disagreed. The mean of 4.11 and standard deviation of 0.835 implied that the majority strongly agreed. One of the interviewed local leaders supplemented this by mentioning; "Sawa world also provide us with hybrid seeds which are normally aimed at enhancing our hybrid seed production".

Furthermore, findings also showed that the majority (56.7%) of the respondents strongly agreed that they had been taught best agricultural farming practices such as using technologies in their farming practices, records and inventory management for the agricultural produce whereas the minority (43.0%) of the respondents agreed. The mean of 4.23 and standard deviation of 1.431 represented the majority (56.7%) who strongly agreed. As noted by Chaguma & Gumbo, (2009), NGO's rapport with farmers also allows them to draw on local knowledge systems in the design

of technology options and to strengthen best agricultural farming practices and systems by ensuring that the technologies developed are reintegrated into them

#### **4.3 Role played by school presentations in empowering the youths**

Under this section the second objective which was about the role played by school presentations in empowering the youths in Mukono was accomplished through exploring the level of agreement and disagreement with statements in table 4.3 below. The abbreviations used included SA-Strongly Agree, A-Agree, NS-Not Sure, Disagree, Strongly Disagree and STD-standard Deviation.

**Table 4: Role played by school presentations in empowering the youths in Mukono**

<b>Roles</b>	<b>SA</b>		<b>A</b>		<b>NS</b>		<b>D</b>		<b>SD</b>		<b>Mean</b>	<b>STD</b>
The youth have learnt entrepreneurial skills from school presentation	14	46.7%	12	40.0%	2	6.7%	2	6.7%	0	0.0%	4.22	0.947
The youth are able to learn Advocacy Skills	17	56.7%	11	36.7%	2	6.7%	0	0.0%	0	0.0%	4.27	0.694
We have learnt marketing skills	13	43.3%	14	46.7%	1	3.3%	0	0.0%	2	6.7%	4.35	1.052
They empower the young people to take charge of their lives	18	60.0%	12	40.0%	0	0.0%	0	0.0%	0	0.0%	4.59	1.224
School presentations enhance empowerment movements	15	50.0%	14	46.7%	1	3.3%	0	0.0%	0	0.0%	4.14	0.587

The youth are taught the key aspects of dealing with the social marketing	15	50.0%	8	26.7%	3	10.0%	3	10.0%	1	3.3%	4.12	1.411
Presentations have enabled the youth to develop their communication skills	12	40.0%	15	50.0%	3	10.0%	0	0.0%	0	0.0%	4.02	1.922

**Source: Primary data**

In consideration to the findings on the role played by school presentations in empowering the youths, it was indicated that the majority (46.7%) of the respondents strongly agreed that the youth have learnt entrepreneurial skills from school presentation, those were followed by (40.0%) who agreed, (6.7%) of the respondents were not sure about this whereas only (6.7%) of the respondents disagreed. The mean of 4.22 and standard deviation of 0.947 represented the majority (46.7%) who strongly agreed. This was supported by the findings of the youth interviewed where one of the respondents pointed out that; “During the school presentations the facilitators bring us some successful entrepreneurs who have made it in life who talk to us and empower us with entrepreneurial skills on how to effectively manage businesses”.

According to the findings, it was showed that the majority (56.7%) of the respondents strongly agreed that the youth are able to learn advocacy skills such as knowing their rights, asking a lot of questions, actively listening to what others have to say, being prepared and organized and being assertive among others, those were followed by 36.7% who agreed while the minority (6.7%) of the respondents were not sure whether the youth are able to learn advocacy skills. The mean of 4.27 and standard deviation of 0.694 represented the majority (56.7%) who strongly



agreed. This was in line with Matin and Hulme, (2003) who stressed that advocacy skills used for groups that anticipate using students in large group advocacy initiatives. Teaches skills such as creating posters & visuals, developing chants, cold contact of pedestrians, palm card development, and planning issues (safety, supervision, youth leaders, permits, and logistics).

The findings also indicated that the majority (46.3%) of the respondents agreed that they have learnt marketing skills, those were followed by (43.3%) who agreed, (6.7%) disagreed while the minority (3.3%) of the respondents were not sure whether they have learnt marketing skills. This was supported by the findings of the interview where one of the Sawa World Officials pointed out that: “We make sure that the youth are able to learn how to effectively market their small scale business that they have initiated. The trainings also equip them with marketing skills from the school presentations”.

In regards to the findings also indicated that the majority (60.0%) of the respondents agreed that they empower the young people to take charge of their lives while the minority (40.0%) of the respondents agreed with a mean of 4.59 and standard deviation of 1.22 which signified that most of the respondents agreed.

Additionally, the study presented that the majority (50.0%) of the respondents agreed that school presentations enhance empowerment movements or empowerment youth groups, those were followed by 46.7% who agreed while the minority (3.3%) of the respondents were not sure about this. The mean of 4.41 and standard deviation of 0.587 implied that the majority agreed. This was in agreement with Mutumbulwa, (2008) who opined that Empowerment movements, including youth empowerment, originate, gain momentum, become viable, and become institutionalized. Youth empowerment is often addressed as a gateway to intergenerational equity, civic

engagement and democracy building. Activities may focus on youth-led media, youth rights, youth councils, youth activism, youth involvement in community decision-making, and other methods.

More to that, the findings showed that the majority (50.0%) of the respondents agreed that the youth are taught the key aspects of dealing with the social marketing through the use of social media, those were followed by (26.7%) who agreed, (10.0%) were not sure whether this was true, (10.0%) disagreed while the minority (3.3%) of the respondents strongly disagreed. The mean of 4.12 and standard deviation of 1.41 implied that the majority agreed. Learning on how to work with social media is very important: Teaches students the key aspects of dealing with the social media: creating a media advisory, writing a press release, setting up a media conference, preparing to be interviewed by a reporter, common question types to expect as agreed by Martin and Hulme (2003).

In consideration to the findings it was indicated that the majority (50.0%) of the respondents agreed that presentations have enabled the youth to develop their communication skills those were followed by (40.0%) who strongly agreed, (10.0%) of the respondents were not sure about this. The mean of 4.01 and standard deviation of 1.922 implied that the majority generally have gained communication skills through school presentations.

#### **4.4 Role played by the Sustainable Agriculture Practices in empowering the Youths in the Community**

Under this section the third objective which was about the role played by the Sustainable Agriculture Practices in empowering the youths in the community was accomplished through exploring the level of agreement and disagreement with statements in table 4.6 below. The

abbreviations used included SA-Strongly Agree, A-Agree, NS-Not Sure, Disagree, Strongly Disagree and STD-standard Deviation.

**Table 5: Role played by the Sustainable Agriculture Practices**

Role	SA		A		NS		D		SD		Mean	STD
sustainable agriculture practices have enabled us to earn a living	12	40.0%	14	46.7%	2	6.7%	2	6.7%	0	0.0%	4.03	0.672
it has helped in sustaining our vibrant community	16	53.3%	11	36.7%	1	3.3%	1	3.3%	1	3.3%	4.28	0.97
Youth have learned how to employ mechanized agriculture	13	43.3%	17	56.7%	0	0.0%	0	0.0%	0	0.0%	4.4	0.579
there is now less discrimination against women in employment in the agricultural sector	9	30.0%	14	46.7%	2	6.7%	1	3.3%	4	13.3%	4.38	1.125
The employment and earning opportunities in agricultural sector has improved	10	33.3%	11	36.7%	4	13.3%	3	10.0%	2	6.7%	4.23	1.213
Sustainable agricultural practices have reduced youth unemployment rates	16	53.3%	12	40.0%	2	6.7%	0	0.0%	0	0.0%	4.45	1.10

**Source: Primary data**

From the findings on the role played by the Sustainable Agriculture Practices in empowering the youths in the community, it was also presented that the majority (46.7%) of the respondents agreed that sustainable agriculture practices have enabled them to earn a living, these were followed by (40.0%) who strongly agreed, (6.7) of the respondents were not sure whether sustainable agriculture practices have enabled them to earn a living whereas (6.7%) disagreed. The mean score of 4.03 and Standard Deviation of 0.672 represented the (46.7%) of the majority

who agreed.

According to the findings of the study, it was presented that the majority (53.3%) of the respondents strongly agreed that Sawa World has helped in sustaining our vibrant community, (36.7%) of them agreed, (3.3%) of the respondents were not sure about this while (3.3%) and (3.3%) disagreed and strongly agreed. The mean score of 4.28 and Standard Deviation of 0.970 implied that most of the respondents strongly agreed (53.3%). This was in agreement with Sazama and Young, (2006) who asserted that NGO normally enhance sustainable Vibrant Communities; A critical component of sustainable agriculture is its ability to remain economically viable, providing farmers, farmworkers, food processors, and others employed in the food system with a liveable wage and safe, fair working conditions. Sustainable farms also bolster local and regional economies, creating good jobs and building strong communities.

In relation to the findings, it was indicated that the majority (56.7%) of the respondents strongly agreed that youth have learned how to employ mechanized agriculture such as using tractors, and other machinery in agricultural farming while the minority (56.7%) of the respondents agreed. The statement had mean score of 4.4 and Standard Deviation of 0.579 depicted that most respondents agreed that youth have learned how to employ mechanized agriculture. One of the interviewed youth pointed out that; “The sustainable agricultural interventions have taught us on how we can improve our agricultural produce through the adaptation of mechanized farming”.

In regards to the findings, it was showed that the majority (46.7%) of the respondents agreed that there is now less discrimination against women in employment in the agricultural sector, (30.0%) agreed, (6.7%) of the respondents were not sure whether there is now less discrimination against

women in employment in the agricultural sector while (3.3%) and (8.0%) disagreed and (13.3%) strongly disagreed. The statement had mean score of 4.38 and Standard Deviation of 1.125 represented the majority who strongly agreed (46.7%). This was supported by the findings of the interview where one of the local authorities pointed out that; “Sawa World encourages us to always work hand in hand with our families’ most especially involving women in decision making and other activities”.

In addition to the above, the findings presented that the majority (36.7%) of the respondents agreed that employment and earning opportunities in agricultural sector has improved, (33.3%) strongly agreed, (13.3%) of the respondents were not sure whether this was true (10.0%) disagreed while the minority (6.7%) of the respondents strongly disagreed. The statement had mean score of 4.23 and Standard Deviation of 1.213 depicted that most of the respondents agreed.

The findings also revealed that the majority (53.3%) of the respondents agreed that sustainable agricultural practices have reduced youth unemployment rates. (40.0%) agreed, (6.7%) of the respondents were not sure whether sustainable agricultural practices have reduced youth unemployment rates. The statement had mean score of 4.45 and Standard Deviation of 1.10 represented the majority who agreed.

In line with the findings UNECA, (2011) agreed that youth unemployment continues to be a development challenge in several African countries despite the positive economic growth rates experienced over the past decade. This can in a way be controlled by providing sufficient employment opportunities through sustainable agricultural programs and interventions amidst a rapidly growing young labor force.

## **CHAPTER FIVE**

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

#### **5.0 Introduction**

This chapter draws the summary of the findings and conclusions from the study based on the findings presented in data analysis in relation to the study objectives. The chapter also advances the recommendations, as well as identifying the areas for further studies.

#### **5.1 Summary of the findings**

##### **5.1.1 Specific activities undertaken by Sawa World's in its interventions of school presentations and sustainable agriculture**

The findings revealed that the majority of the respondents (83.3) generally agreed that they are helped in planning, organizing agricultural activities through training programs. And that Sawa World has helped us in acquiring learning materials for school presentations and also training methods in agricultural best practices. This is because Sawa World has the capacity to plan, organize, carry out, and evaluate training programs and activities that strengthen the organization of agricultural programs.

It was also discovered that Sawa World organizes the training of literacy instructors, supervisors and local organizers, training hybrid seed production, and also best agricultural and technological farming practices. This is because in most cases NGO's' rapport with farmers also allows them to draw in on local knowledge systems in the design of technology options and to strengthen best agricultural farming practices and systems by ensuring that the technologies developed are reintegrated into them.

### **5.1.2 Role played by school presentations in empowering the youths**

The study revealed that majority of the respondents 86.7% agreed that the youth have learnt entrepreneurial skills from school presentations and that the youth are able to learn advocacy skills. It was also noticed that the youth have learnt marketing skills. The youth are able to learn skills such as creating posters & visuals, developing chants, cold contact of pedestrians, palm card development, and planning issues (safety, supervision, youth leaders, permits, and logistics).

In addition to the above the study also indicated that majority of the respondents agreed and strongly agreed that the young people have been empowered to take charge of their lives and that school presentations enhance empowerment movements. It was also revealed that the youth are taught the key aspects of dealing with the press. School presentations have also enabled the youth to develop their communication skills.

### **5.1.3 Role played by the Sustainable Agriculture Practices in empowering the Youths in the Community**

The study on sustainable agriculture practices revealed that the majority 86.7% of the respondents strongly agreed that sustainable agriculture practices have enabled them to earn a living and also that Sawa World has helped in sustaining a vibrant community. Youth have also been able to learn how to employ mechanized agriculture in addition to the less discrimination against women in employment in the agricultural sector that has been achieved. The study revealed that the employment and earning opportunities in agricultural sector has improved and that sustainable agricultural practices have reduced youth unemployment rates.

## **5.2 Conclusions**

In conclusion NGO's like Sawa World have helped in planning, organizing agricultural activities through training programs, and that Sawa World has helped us in acquiring learning materials for school presentations and also training methods in agricultural best practices. Therefore, youth have learnt entrepreneurial skills from school presentation and are able to learn advocacy skills, marketing skills and the young people have been empowered to take charge of their lives and that school presentations enhance empowerment movements.

Additionally, sustainable agriculture practices have enabled youth to earn a living which has helped them to sustain a vibrant community. Youth have also been able to learn how to employ mechanized agriculture in addition to employment and earning opportunities in agricultural sector that has improved and that sustainable agricultural practices have reduced youth unemployment rates.

## **5.3 Recommendations**

The community leader's community leaders and other local leaders should be educated on the importance of involving beneficiaries in planning and managing skills development activities. These leaders can be sensitized during training, worships and seminars organized by Sawa World. This is because, the local and community leaders are the ones close to the beneficiaries and until he or she sees the need to encourage local level participation; Sawa Worlds efforts aim at doing so will be thwarted.

To Sawa World, they should ensure Programs aimed at empowering poor youth that work toward livelihood protection or livelihood promotion. [There are also empowerment movements that use the social action model, aiming for disadvantaged people to become empowered, organized, and



educated so that they may create change in the community].

It is also recommended that the practices of youth involvement and empowerment become embedded within the organizational culture and the community culture. So that both the youth and organizations also benefit from empowerment programs. They both become more connected and responsive to youth in the community, which leads to program improvements as well as increased participation from youth.

It is also recommended that the youth should be provided with platforms for decision-making and encouraging their active participation in creating community change.

#### **5.4 Areas for further study**

Therefore there is need for further research in the following areas

- 1) The effect of NGOs on poverty eradication
- 2) The effect of Sawa World on Skills Development among the Youth
- 3) The role of youth empowerment on service delivery

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[www.sawaworld.org/how-we-started](http://www.sawaworld.org/how-we-started)

## Appendix I: Questionnaires for Youth beneficiaries

Dear respondent,

My name is **NAMARA DAPHINE** a student of Uganda Martyrs University. I am carrying out a research study on the topic of **“To find out the contribution of Sawa World Uganda on youth empowerment in Nama sub county Mukono District.”**This questionnaire is therefore intended to seek information on the above subject matter. The information is purely for academic purposes and all the answers will be handled with utmost confidentiality. I therefore humbly request that you complete this questionnaire correctly in the spaces provided or options given (Please, tick the appropriate answers where options are given).

### Section A: Background Information

#### 1. Age Group

- a) Below 18 years  b) 18 – 30 years  c) 31-40 years  d) 41-50 years   
g) Above 50 years

2. Sex a) Male  b) Female

#### 3. Education Level

- a) Primary  b) Secondary  c) Tertiary   
d) Never went to School  e) others (Specify) .....

#### 4. Occupation

- a) Farmer  b) Civil Worker  c) Self-employed   
d) Unemployed specify) .....

Please use the scale below to tick under the appropriate box your view on the following statements below;

5	4	3	2	1
strongly agree	Agree	Not sure	disagree	strongly disagree

**Section B: specific activities undertaken by Sawa World’s in its interventions of school presentations and sustainable agriculture**

5. To what extent do you agree with the following statements with regardsspecific activities undertaken by Sawa World’s in its interventions of school presentations and sustainable agriculture?

	<b>Specific Activities Undertaken</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a	we are helped in planning, organizing agricultural activities through training programs					
b	Sawa World has helped us in acquiring learning materials for school presentations					
c	We are training methods in agricultural best practices					
d	Sawa world organizes the training of literacy instructors, supervisors and local organizers					
e	we are learning on hybrid seed production					

g	We have been taught best agricultural farming practices					
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i) What other activities can be undertaken by Sawa World in its interventions of school presentations and sustainable agriculture?

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**SECTION C: Role played by school presentations in empowering the youths in Mukono**

6. To what extent do you agree with the following statements with regards to role played by school presentations in empowering the youths in Mukono?

	<b>School Presentations</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a	The youth have learnt entrepreneurial skills from school presentation					
b	The youth are able to learn Advocacy Skills					
c	We have learnt marketing skills					
d	They empower the young people to take charge of their lives					
e	School presentations enhance empowerment movements					

f	The youth are taught the key aspects of dealing with the press					
g	Presentations have enabled the youth to develop their communication skills					

i) In what other ways have the youth benefited from school presentation programs?

.....

.....

**SECTION D: Role played by the Sustainable Agriculture Practices in empowering the Youths in the Community**

10. To what extent do you agree with the following statements with regards to the role played by the sustainable agriculture practices in empowering the youths in the community?

	<b>Role played by the sustainable agriculture practices</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a	sustainable agriculture practices have enabled us to earn a living					
b	it has helped in sustaining our vibrant community					
c	Youth have learned how to employ mechanized agriculture					
d	there is now less discrimination against women in employment in the agricultural sector					
e	The employment and earning opportunities in agricultural sector has improved					
f	Sustainable agricultural practices have reduced youth unemployment rates					



i) What other roles have Sustainable Agriculture Practices played in empowering the Youths in the Community?

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.....

11. Do you have any recommendations that you would like to give?

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.....

.....

**Thank you for your time**

## Appendix II: Interview Guide for Sawa World Officials and Local Authorities

Dear Respondent

My name is **NAMARA DAPHINE** a student of Uganda Martyrs University. I am carrying out a research study on the topic of **“To find out the contribution of Sawa World Uganda on youth empowerment in Nama sub county Mukono District.”** You have been selected to share with us your experience and make this study successful. The interview I am conducting is basically aimed at obtaining qualitative information to compliment the quantitative information. Information given will be treated with utmost confidentiality.

### 1. Age Group

- a) Below 18 years  b) 18 – 30 years  c) 31-40 years  d) 41-50 years   
g) Above 50 years

2. `Sex a) Male  b) Female

### 3. Education Level

- a) Primary  b) Secondary  c) Tertiary   
d) Never went to School  e) others (Specify) .....

1. What are the specific activities undertaken by Sawa World’s in its interventions of school presentations and sustainable agriculture?
2. What is the role played by school presentations in empowering the youth in Mukono?
3. What are some of the agricultural interventions that the youth benefited from Sawa World

4. What is the role played by the sustainable agriculture practices in empowering the youths in the community?
5. What recommendations would you give regarding the topic under investigation?

### Appendix III: Interview Guide for Household members

Dear Respondent

My name is **NAMARA DAPHINE** a student of Uganda Martyrs University. I am carrying out a research study on the topic of **“To find out the contribution of Sawa World Uganda on youth empowerment in Mukono District.”** You have been selected to share with us your experience and make this study successful. The interview I am conducting is basically aimed at obtaining qualitative information to compliment the quantitative information. Information given will be treated with utmost confidentiality.

#### 1. Age Group

- a) Below 18 years  b) 18 – 30 years  c) 31-40 years  d) 41-50 years   
g) Above 50 years

2. Sex a) Male  b) Female

#### 3. Education Level

- a) Primary  b) Secondary  c) Tertiary   
d) Never went to School  e) others (Specify) .....

1. What are the various activities done by NGOs in your community?

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.....

2. In what way has Sawa World’s interventions of school presentations and sustainable agriculture empowered your youth?

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3. How has the education status of your house hold improved as a result of Sawa Worlds interventions?

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.....

4. Do you think school presentations have done enough to empower the youth?

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.....  
.....

5. What sustainable agriculture practices have the youths in the community gained?

.....  
.....  
.....

6. What recommendations would you give regarding the topic under investigation?

.....  
.....  
.....

**Thanks for your time**