

**PARTICIPATION OF YOUTH IN THE ECONOMIC EMPOWERMENT OF LOCAL
COMMUNITIES IN KOCHEKA SUB-COUNTY, BUKEDEA DISTRICT**

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DECLARATION

To the best of my knowledge, I **MUTONYI JUDITH**, declare that this work is mine and never been published by any one or by any institution of higher learning.

MUTONYI JUDITH

Sign..........

Date.....27th - JUNE - 2025.....

SUPERVISOR'S APPROVAL

This is to certify that, this research report has been done under my supervision as the university supervisor and approved.

Name: MADAM PIMER JESSICA UKOKU

Sign 

Date 27th - JUNE - 2025

DEDICATION

I do dedicate this research to all my parents and guardians for all the continuous support they have accorded to me throughout this academic life

ACKNOWLEDGEMENT

Gratitude goes to the God for His care, love, provision and protection. May his holy name be lifted higher every day for He has done great things that no one else can do.

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My sincere thanks go to all those who helped me financially, morally, materially, spiritually and to the wise personalities who gave me their words of wisdom. Without forgetting my friends for the support and the encouragement they offered to me towards this research proposal and finally am extremely grateful to all staff of Uganda Christian University who positively provided me with relevant guidelines to follow.

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ABSTRACT

Irrespective of its role in economic empowerment of local communities, youth participation faces several limitations and in many countries, it has not been regarded as such. This study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study also determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study used qualitative case study design to analyze data from the study area with the help of both qualitative and quantitative methods. The researcher collected data from 15 respondents in the study area who were selected using purposive sampling and interviews were used to collect data. The study found that youth participate in economic empowerment of local communities through youth development, community services, youth leadership and full participation in community decision making. Findings also show that participatory planning paradigm promotes making community development programmes centered on the needs of the community and improve implementation of community development plans. Policies, technical, political, institutional, financial, and training constraints according to the findings prevented young people from taking part in project planning and youth participation in local community empowerment projects was influenced by factors such as education, experience. Findings also show that to improve youth participation on economic empowerment of local communities, encourage education and skill development is a good intervention and youth can also participate through full participation in community decision making. The study recommended government and stakeholders should sensitize the community on the need to promote youth participation in economic empowerment of their communities and government in conjunction with local leaders should put in place measures that enhance youth participation in economic empowerment of their communities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study determined the effect of participation of youth on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. It is no longer news that young people are the leaders of tomorrow. All over the world, this rhetoric has been used repeatedly, often laced with an unvoiced assumption that young people do not play any leadership role within communities. However, the busyness of the community as well as the hectic lives of parents and/or adults may have bandaged a veil on what should otherwise have been popular knowledge. That young people, in partnership with adults similarly committed to and capable of helping to make those communities better, have a unique point in youth also have an essential role to play in their communities today. In order to grow into capable, involved, and productive citizens, these young people need to be included in the processes necessary for the communities to address local problems and issues. This chapter therefore presents information on the following namely; background to the study, statement of the problem, general objective of the study, specific objectives of the study, research questions, conceptual frame work, significance of the study, scope of the study, justification of the study, and definitions of key terms

1.2 Background to the study

1.2.1 Global situation of youth participation in economic empowerment initiatives

A basic right is the right to participate, one of the tenets of the Universal Declaration of Human Rights, it has been reaffirmed in numerous subsequent conventions and declarations (Nations, Youth Participation, 2019). Through active engagement, young people are given the power to play a crucial part in both their own and their communities' development, empowering them to gain essential life skills, acquire awareness of human rights and citizenship, and encourage constructive civic action. Young people need the correct tools, such as knowledge, education, and access to their civil rights, in order to engage effectively. Young people are a significant human resource for development and important agents of social change, economic growth, and technical innovation, as acknowledged by the UN for a long time. The UN's agenda for youth has participation in

decision-making as one of its top priorities (Nations, Society and Decision Making Factsheet, 2020).

Globally, lack of policies is recognized as a hindrance to incorporating youth in different decision-making levels. Consequently, few youths have taken various actions to avoid this scenario, as research consistently emphasizes the importance of young people in efforts to promote progress. Ali et al. (2021) claim that because of their unique position and opportunities, youth can no longer be bystanders in development processes and are instead becoming a visible and active part of community development. In an effort to harness youth's efforts for social inclusion, Australia has made significant progress in bringing many of them for recruiting (Hsu et al., 2021). This commitment to achieving the highest level of youth participation has enhanced number of youths participating in government initiatives on volunteerism (Vernet et al., 2019).

The World Programme of Action for Youth (WPAY), an international strategy to better address young people's issues and expand opportunities for participation in society, was adopted by the United Nations in 1995, marking the tenth anniversary of International Youth Year, strengthening its commitment to young people. Through UN General Assembly resolution 58/133, which emphasises the "importance of the full and effective participation of youth and youth organisations at the local, national, regional, and international levels in promoting and implementing the World Programme of Action and in evaluating the progress achieved and the obstacles encountered in its implementation," the international community has reaffirmed its commitment to youth participation (UN Report, 2020). Later resolutions have also addressed youth-related policies and programmes, as well as encouraging young peoples' involvement in social and economic development (Nations, Dialogue and Mutual Understanding. Fact Sheet: Youth Participation, 2019).

Youth participation in local economic empowerment is, in fact, a key strategy for empowering communities to help themselves and maintain development initiatives. Young people are now recognized as key stakeholders and relevant participants in the implementation and management of community development projects, rather than simply the recipients of development programmes as they once were (Usman, Waziri, & Manga, 2018). All facets of the local community are involved in the dynamic process of community development, particularly the youth population. Getting young people involved in community development is difficult but rewarding, and it takes a lot of time and effort (Usman, Waziri, & Manga, 2018).

Economic empowerment of local communities refers to initiatives that improve the economic well-being and self-sufficiency of individuals within a specific geographic area by giving them greater control over their resources, opportunities, and decision-making. It involves providing access to education, training, financial services, and employment opportunities, enabling people to generate income, support their families, and participate more fully in the local economy (MoGLSD, 2020)

While youth participation in economic empowerment in many countries is a process of involving young people in the institutions and decisions that affect their lives. It includes initiatives that emphasize educational reform, juvenile justice, environmental quality, and other issues; that involve populations distinguished by class, race, gender, and other characteristics; and that operate in rural areas, small towns, suburbs, and neighborhoods of large cities in developing areas and industrial nations worldwide (Okiria and Okiid et al., 2021). As expressions of participation, young people are organizing groups for social and political action, planning programs of their own choosing, and advocating their interests in the community. They are raising consciousness, educating others on matters that concern them, and providing services of their own choosing. No single strategy characterizes all approaches to participation.

For statistical purposes, the UN youth as individuals between the ages of 15 and 24 do not constitute a homogeneous group; their socio-economic, demographic and geographical situations vary widely both within and between regions. Notwithstanding these differences, regional-level analysis provides a general understanding of their development profile. Some 87 per cent live in developing countries and face challenges deriving from limited access to resources, education, training, employment, and broader economic development opportunities (World Bank, 2022). However, it is necessary to move beyond the age dimension, and additionally focus on the transitional experiences of being young. "is means acknowledging localized cultural understandings of childhood and adulthood. On the one hand, these may construct youth as something which lasts well into one's 20s - particularly if economic realities exclude young adults from work, home ownership or marriage. On the other hand, in many poverty situations, "adult" care/ working responsibilities begin before the age of 15 (Birch, Parnell and Šorn, 2016)

1.2.2 The level of youth participation in local community empowerment in Africa

Youth in Africa constituted 19% of the global youth population in 2015, numbering 226 million.^[1] The United Nations defines youth as people aged 15 to 24 years.^[2] By 2030, it is

predicted that the number of youths in Africa will have increased by 42%.^[1] Africa's population as a whole is very young, with 60% of the entire continent aged below 25, making it the youngest continent in the world, in relation to its population makeup (Birch, Parnell and Šorn, 2016) All of the world's top 10 youngest countries by median age are in Africa, with Niger in first place with a median age of 15.1 years.^[4] There is contention among critics and analysts over what this demographic dividend could mean for African nations; some believe that, with effective governance, the economy could significantly benefit and develop, whilst others have argued that a large, poorly-managed youth population may lead to greater instability and civil conflict (World Bank, 2020)

A 2004 study found that young people are the most likely to commit violent acts, as well as more likely to become victims of violence themselves.^[6] The youths of Africa experience the globalization of culture in many different forms, such as through fashion and music, including American rap and hip-hop. A further significant issue for Africa's youth population is the prevention, treatment and eradication of disease, with particular reference to HIV/AIDS, which remains a major cause of morbidity and mortality amongst African youths

The United Nations' 2030 Agenda for Sustainable Development and the African Union's Agenda 2063 emphasize the vital role of young people in catalyzing sustainable and transformative governance and development in Africa (United Nations Economic Commission for Africa, 2017). Home to a population with a median age of about 19, Africa's trajectory stands to gain immensely from its youth if their energies and skills are harnessed effectively and they are given the space and opportunity to contribute to public policy and decision making.

For now, young people remain grossly under-represented in formal governance structures as well as political discourse, understood to be an important voting bloc but marginalised from meaningful decision-making processes (Ayaji, Gukurume, & Bangura, 2022). As Niang (2019) observes, Africa has the world's youngest population and some of its oldest leaders. A combination of legal barriers (e.g. age and financial requirements for public office) and social norms systematically undermines active participation of young people, especially young women, in public policy and development decisions. This disconnect between African political systems – dominated by old men, especially at the highest levels – and African youth results in governance and policy that do not keep pace with the needs and expectations of young people (Ibrahim, 2019).

Critics often cite a lack of interest in politics among young people, particularly when it comes to political parties and voting. However, the explosion of youth participation in unconventional political processes, notably online political and social movements, shows that many are in fact engaged and suggests that their participation may depend on the likelihood that their voices will be heard and will contribute to tangible political change (Van Gyampo & Anyidoho, 2019).

The AU's African Youth Charter recognises that Africa's youth are its greatest resource, with enormous potential. The AU's Agenda 2063 envisions that "The creativity, energy, and innovation of Africa's youth shall be the driving force behind the continent's political transformation." To fulfil this vision, the AU must lead the charge in ensuring that African governments commit to a percentage of youth representation in national and sub-national cabinets, alongside other efforts to enhance youth political participation.

1.2.3 Youth participation in local economic empowerment indicatives in Uganda

Uganda is one of the youngest nations in the world (UNFPA, 2017) with over 78% of its population under the age of 30 years old. (Uganda Demographic Health Survey, 2016). Youth participation in decision making is therefore crucial as young people are the shapers of the world that they inhabit and the world to come. Uganda's 2040 development goals emphasize the importance of equal involvement and participation of all cohorts of Ugandans including youth, women, men and marginalized groups for the overall achievement of development. (National Population Authority, 2019). Youth participation is also mandated by the Uganda Constitution and the National Youth policy. The National Youth Policy's mission is to achieve "youth empowerment" and focuses on respect for cultural, religious and ethical values; equity and accessibility; gender inclusiveness; good governance and national unity; youth participation and youth empowerment. (National Youth Policy, 2016).

Uganda has commendably made efforts to provide for affirmative action towards ensuring active participation of young people in government structures and decision-making processes. Despite this, young people are still left behind when it comes to active meaningful participation in decision making processes in Uganda (Action Aid, 2014). This cuts across all levels of leadership from national to grass root level. A 2014 study showed that about 48% of youth are aware that they can participate in their communities through their local council leaders, youth council and savings groups; noting still that these structures still did not engage young people. Additionally, close to

77% were not aware of any opportunities of engagement beyond these structures, or their roles in participating in community. (Action Aid, 2019).

Meaningful youth participation, therefore, ensures that young people are empowered and supported to influence policy, decision making and programming in order to contribute to development of their communities, countries and the world. Meaningful youth participation also includes skills development, creation of positive habits, attitudes and a sense of awareness and responsibility in a young person so that in turn, they can translate these into opportunities to influence the social, economic and political policy affairs of their lives communities and countries. Meaningful youth participation must include a commitment to gather young people`s views, honoring their input and contributions; and should not only be viewed as a means to achieve developmental goals but as a human right that needs to be respected, fulfilled and monitored with specific policy indicators. (WHO, 2021).

Due to a variety of challenges, including limited competence and understanding regarding governance, a lack of facilitation, and inadequate platforms for interaction, young people in Uganda have frequently had limited opportunities to engage in governance concerns (Facility, 2020). For instance, Restless Development Uganda (RDU) established, oversaw, and facilitated the District Youth Working Group in Jinja District in Eastern Uganda. This group meets on a regular basis to discuss issues pertaining to youth, such as their inability to participate in budgeting, planning, and decision-making processes (Facility, 2020). This study looked into how youth participated in annual planning and budgeting processes at the local government level in order to increase their involvement in community development. The study primarily looked into how young individuals engaged in this process for two reasons: The general public, especially young people, have a role to play in the budget planning cycle in Uganda. If they are involved, young people can have a significant impact on how resources are distributed according to their priorities.

1.3 Problem statement

Preliminary findings show that Youth participation in community empowerment offers numerous benefits, including increased civic engagement, development of leadership skills, and improved community outcomes. By actively involving young people in decision-making and development initiatives, communities can tap into fresh perspectives, innovative ideas, and a renewed sense of energy (Kocheke Sub County Situational Analysis report, 2024). Preliminary findings further

reveal that they bring new energy, innovative ideas, and perspectives necessary to tackle contemporary challenges. Active participation in the community contributes to their personal development and helps them gain new experiences and adopt best practice and Active participation in the community fosters a sense of civic responsibility and encourages young people to take on leadership roles (Kocheka Sub County Situational Analysis report, 2024). However, in Kocheka sub-county, preliminary results indicates that Not involving youth in local community economic empowerment has led to a lack of sustainable development, decreased community well-being, and a loss of valuable youth potential. It can also lead to youth feeling excluded and disengaged, potentially leading to negative behaviors. By actively engaging youth, communities can tap into their energy, creativity, and unique perspectives, ultimately benefiting everyone. Youth are often the primary users of community projects, so their involvement in planning and implementation is crucial for long-term sustainability. Government and development partners have spent billions of tax payers' money to support help increase women's access to economic resources but what have gotten in return are fads, funs and failures and if the situation is not addressed, continuous Exclusion of youth can limit the access of vulnerable groups to resources and opportunities. And Youth may feel disengaged and less invested in community initiatives if they are not actively involved, leading to less effective outcomes. Preliminary results also reveal that there is there is no single comprehensive author survey regarding the effect of youth participation on economic empowerment of local communities in Kocheka Sub-County, Bukedea District and this has resulted into limitations and distortions in literature, a gap this study sought to address

1.4 The Purpose of the Study

The purpose of this study determined the effect of youth participation on economic empowerment of local communities in Kocheka Sub-County, Bukedea District

1.5 Objectives of the study

- I. To explore various ways through which youth can participate economic empowerment of local communities in Kocheka Sub-County, Bukedea District

- II. To determine the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District
- III. To determine favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District

1.6 Research questions

- I. What are various ways through which youth can participate economic empowerment of local communities in Kocheke Sub-County, Bukedea District
- II. What is the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District
- III. What favorable interventions are in place to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District

1.7 Scope of the study

The study was limited to the effect of effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District the study scope was categorized into geographical, content and time as follows:

1.7.1 Geographical Scope

The study was carried out in Kocheke Sub-County, Bukedea District.

Content scope

The study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study further determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Through this content scope, the researcher was able to collect adequate and relevant information that helped to attain study objectives.

1.7.3 Time Scope

The research study considered the period between 2020-2024. This period is considered because it is during this time that the level of youth participation on economic empowerment of local communities in Kocheke sub county declined and also due to COVID19 effect (Kopcheke Sub County Situational Report, 2024)

1.8 Significance of the study

The study when completed may have the following significance:

Based on the findings, this study has some implications for policy and practice. First, policy makers and practitioners should encourage young people's participation in decision-making processes as active citizens, promoting commitment for the community, civic engagement, and social trust.

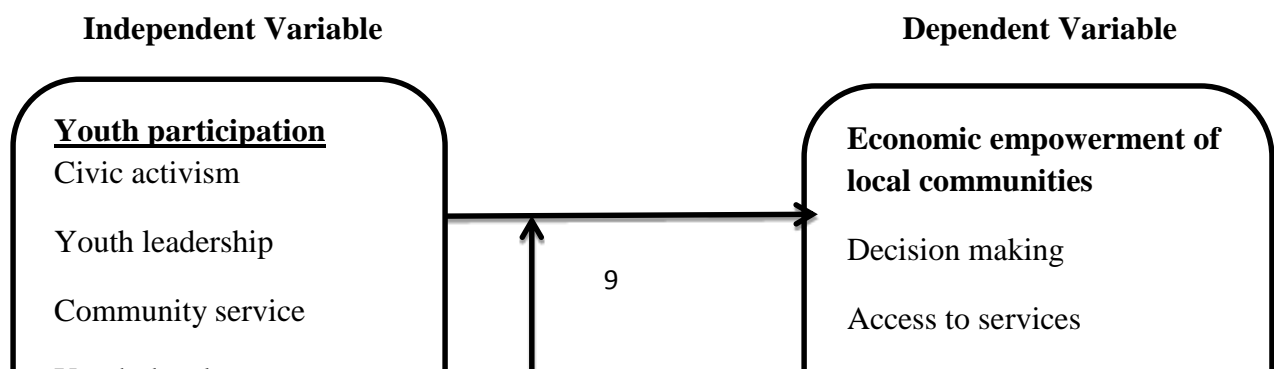
The findings may help policy makers and practitioners to deepen an understanding of young people's participation in community development and civic engagement

Governments and policymakers may use the findings to strengthen links between young people, the state, and the community, and consider the multiple, collective, and sustained ways through which young people can see their involvement contributing to positive social change at a community level.

The study may in addition provide accorded opportunity of testing the validity and explanatory powers of the existing theories on the role of early upbringing of children on their later academic achievements

The research may serve as reference point for future research work on the subject and also motivate further research on the on the effect of women's access to economic resources on their socio-economic wellbeing.

1.10 Conceptual Frame work



Intervening Variables

- ❖ Empowerment policies
- ❖ Community sensitization
- ❖ Social, economic and cultural reforms

Figure 1.1: Conceptual framework

Source: Adapted from Mugenda and Muganda (2004): Conceptual Frameworks

The above conceptual framework shows the relationship between youth participation as IV with parameters of civic activism, youth leadership, community service and youth development. While dependent variable is economic empowerment of local communities and is defined by decision making, access to services, effective resource utilization and income generation. The conceptual framework has been drawn on the assumption that if youth participation is encouraged, economic empowerment of local communities will be promoted and the reverse is undoubtedly true. Nevertheless, this may not be automatic as other factors may come into play. These may include empowerment policies community sensitization and Social, economic and cultural reforms. These factors have been dully coined as intervening variables by the study and are being isolated to avoid making wrong conclusions.

1.11 Definition of key terms

Youth participation: Is a process of involving young people in the institutions and decisions that affect their lives. (MoGLSD., 2020)

Economic empowerment of local communities: Refers to initiatives that improve the economic well-being and self-sufficiency of individuals within a specific geographic area by giving them greater control over their resources, opportunities, and decision-making (MoGLSD, 2020).

1.12 Chapter summary

The above chapter discussed the introductory part of this research and it has been observed that Youth participation is crucial for local community empowerment as it brings fresh perspectives, innovative ideas, and a sense of urgency to decision-making processes. By engaging young people in community activities, they gain vital life skills, develop a deeper understanding of their rights and responsibilities, and become more informed and active citizens. This engagement also fosters a sense of ownership and responsibility, empowering them to advocate for their communities and influence policies that affect their lives

1.13 Conclusion

The introduction section has discussed the background to the study, problem statement, objectives and study scope well as significance of the findings and conceptual frame work. This section outlined the gaps and presented the rationale for the study. This led to the statement of the problem. The researcher identified existing studies to support the problem under investigation. The next chapter will discuss an array of past studies that are significantly related to the area under investigation. During the review, the research study will consider conceptual, contextual, theatrical and methodological genius of authors and endeavored to point out gaps in these studies that this studies address.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study further determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District.

According to Mugenda and Mugenda (2017) and Kumar (2019) interprets literature review as the systematic identification, location and analysis of documents containing information related to the

research problem being investigated, which forms an integral part of the entire research process and makes a valuable contribution to almost every operational step in the research. This chapter shows the various sources literature related to the topic of the research. The sources include; review of scholarly journals, government documents, text books, Internet and Newspapers. This Literature review is done objective by objective. This chapter therefore shows and explains the review of past and actual literature studies which has been reviewed objective by objective. It included theoretical review, empirical literature review and summary of identified gaps.

2.1 Ways through which youth can participate in economic empowerment of local communities

Youth development

Youth Development activities emphasize positive self-identity and outcomes through opportunities for growth and development of individual capacities. The focus is on promoting personal and social assets, not treating or preventing negative outcomes. Features include age appropriate supports, access to caring adults and safe spaces, and activities that meet young people where they are. In Chile, 209 Community Centers for Children's and Adolescents' Rights (CIJ) have opened since 2001. Located mostly in distressed communities, the centers are operated by private agencies with public funding. The overall goals are to increase self-esteem of children and youth, improve parental skills, and create a protective network of peers who share positive family and community participation experiences. Children and youth are encouraged to express their opinions, interests and ideas. Groups of young people meet one to three times per week guided by a tutor who in turn is supported by professionals. The children and young people identify the goals they want to accomplish and develop strategies. Many activities benefit the community. For example, groups of adolescents have created community newspapers, participated in radio programs, and started musical groups, ecological groups, and more. As young people identify their communities' needs and strengths and make the case for improvement to local authorities, they build a foundation for the future within their own lives and their communities.

Community service

Community service activities involve young people in community improvement through volunteerism, research, "service learning," and other hands-on activities. Community research helps youth develop deeper historical, cultural and social understanding of their experiences and

community issues. Volunteer activities that improve the quality of life for residents may be youth-driven, sponsored by community organizations or humanitarian groups, or projects of the community-at-large. The mission of Boston's MYTOWN (Multicultural Youth Tour of What's Now) is to use the process of sharing local history to empower young people and build appreciation of urban neighborhoods. In its nine years, MYTOWN has hired and trained more than 200 teenagers from low and moderate-income homes to learn about the history of their families, neighborhoods, and city. The young people have developed skills to create and lead historical walking tours and presentations for more than 8,000 Boston residents and visitors.

Youth leadership

Youth leadership development activities further youth development and community service by building individuals' skills and capacities to be problem solvers and decision makers. Opportunities for youth leadership may be developed within: existing organizations that serve youth, such as schools and public child welfare agencies, community decision making bodies, such as municipal councils or community collaboratives, or other organizations that work to improve the lives of local residents. Youth leaders may serve in an advisory capacity or as full participants in decision making.

Although participation is often through elected or chosen representatives, some initiatives reach out to all youth with opportunities for leadership training, skill development, and direct participation. Many nations, regions and communities around the world have developed various types of youth councils. These thousands of groups differ enormously in their mission, authority, organizational auspices, and activities. In many Norwegian municipalities, a children and young people's municipal council is composed of two representatives from each primary, lower and secondary school. The youth council identifies priorities and considers funding proposals from each school for short-term projects that address these priorities. Some councils have successfully presented their concerns and ideas to local politicians, who have responded with concrete actions.

Civic activism

Civic activism takes youth development and leadership another step by helping young people build their own political and social capacity to accomplish results. These efforts focus on developing the identities and skills of young people within the political context of their communities and beyond. Activities build political understanding, advocacy and negotiation skills, and capacity to make

decisions regarding use of resources. The work focuses on issues that young people themselves identify as priorities. Project 321 was developed in Blanchardstown, Ireland in response to youth's concerns about not being part of the democratic process.

Prior to the 2004 local and European elections, the local youth service (Foroige) invited young people to a consultation day to examine issues affecting them and decide what steps they wanted to take. The youth formed sub-committees to examine and present specific issues. One group made a video, another group developed an information sheet, and a third organized an open forum to which all candidates in the elections were invited. This forum was extremely successful with 70 percent of the candidates participating. Using a "speed dating" format, each candidate spent 10 minutes with each sub-group discussing the issues raised and what they were willing to do to address youth concerns if elected. Young people felt that the candidates heard their voices and concerns but did not believe that this activity alone would change anything.

Full participation in community decision making

Full participation in community decision making allows, encourages and assists young people to use their skills and interests as direct agents of community change. Youth participate directly in organizational management and community governance decisions. They mobilize other youth and residents, build partnerships and coalitions, and develop strategies to achieve results they identify. They are able to influence the use of public assets or have direct control of resources. "Keeping the Family in Mind" is a project run by Barnados in Liverpool, U.K. to support children and young people living in families affected by adult mental health issues. The project created space for the young people to express themselves, and they decided to use a video to raise awareness of some of the issues children and youth face when their parents have mental health problems. They negotiated access to appropriate technical expertise and produced a video called "Telling It Like It Is." Adults were partners in the venture, but young people were in charge. Their efforts led to significant change both locally and nationally.

2.2 Impact of youth participation on economic empowerment of local communities

The participatory planning paradigm promotes making community development programmes centred on the needs of the community. By allowing young people to take part in budgeting and

decision-making processes at the government level, youth engagement in decision-making supports democracy. According to (Thomas & Thomas, 2007), community development initiatives are unlikely to be successful without youth involvement in their planning and planning procedures. The authors contend that this approach enables the youth to engage in participatory development effectively; it is a crucial means of empowering youth to oversee community development initiatives in order to appreciate community development efforts (Thomas & Thomas, 2007).

Indicators of youth involvement in community development project implementation and management were summed up by (Ledwith, 2020) as including participation in decision-making, contribution to the community, responsibility, representation, authority, and well-informed decisions that result in economic development for the community. Therefore, it is crucial that all aspects of project planning and execution are based on youth preferences. In order to aid youth in making logical and socially advantageous decisions, they must have access to the knowledge they need to comprehend possibilities, as well as available alternatives and related costs (Ledwith, 2020). Furthermore, the youth should not be coerced into taking part in the creation and administration of community development programmes. In order to prevent others from feeling marginalised, the youth who are in charge of carrying out community development programmes should show the diversity within the community (Ledwith, 2020).

As a result, very few community-based projects might succeed without the use of participatory principles (Ochieng, Onyango, & Kinaro, 2020). It is not unexpected that all government initiatives and development initiatives use participatory techniques to engage more people in their work improve implementation of community development plans and policies at both small and large scales (Otieno, 2021). The World Bank, the International Monetary Fund, and other major development organisations have all agreed that the only way to achieve sustainable development is through citizen participation in the development process (Coughlin, Smith, & Fernandez, 2017).

In Kenya's Turkana South Sub-County, (Ochieng, Onyango, & Kinaro, 2020) evaluated the involvement of rural youth in community development initiatives. According to the study, youth involvement in project planning and community development projects are inversely connected with formal education standards. The study also discovered that technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning (Ochieng, Onyango, & Kinaro, 2020).

In Kashari Sub-county, Mbarara District, Uganda, (Ochieng, Onyango, & Kinaro, 2020) did a study to ascertain the impact of youth involvement on the social and economic development of the community. The study found that young people took on a variety of tasks in community development, including resource mobilisation, community policing, raising community members' understanding and sensibilities, and participating in decision-making (Kambesigye, 2016).

In Konoin sub-county, Kenya, (Mwei, 2016) did a study to determine the impact of youth engagement on their community development projects and how their active participation in decision-making might support community development. The study found that youth participation in community development projects was influenced by factors such as education, experience, and gender. Youth participation in monitoring, evaluation, and decision-making throughout the execution of community development programmes was also mentioned (Mwei, 2016).

In Tetu Sub-County in Nyeri Kenya, (Nderitu, 2014) conducted a research to evaluate youth involvement in socioeconomic activities. According to the report, youth participated in a variety of socioeconomic activities, including animal husbandry and informal microfinance organisations. Gender, age, and educational attainment were found to be the personal characteristics that significantly influenced social economic contribution. The family background factors that were significantly correlated with youth's socioeconomic contribution were parental education level and occupation. According to the study's findings, older male teenagers with higher levels of education and training made a greater contribution to the socioeconomic growth of their communities than those with little to no formal education. Additionally, the degree of education and occupation of parents had a big impact on how much youth participated in socioeconomic activities for community development (Nderitu, 2014).

In addition, (Umar & Mohammed, 2014) evaluated the involvement of youth in community development in the Yobe State, Nigerian local government area of Damaturu. To generate the data for the investigation, standard random sampling techniques were used. Simple percentage calculations and tabulation were used in data analysis to examine field data. According to the findings, the majority of young people work together to maintain walkways, provide security, and contribute to community development. The study came to the conclusion that youth involvement in community development is one of the guiding principles for creating programmes and should be at the heart of local community development initiatives (Umar & Mohammed, 2014).

Youth participation is about the real influence of young people in institutions and decisions, not about their passive presence as human subjects or service recipients. Although participation studies often assess activities in terms of their scope—such as their number, frequency, and duration—quality is their most significant measure. Just because a number of young people attend a number of meetings and speak a number of times, is no measure of their effect. Quality participation shows some effect on outcomes, including its effect on community change. Youth participation includes efforts by young people to plan programs of their own choice; by adults to involve young people in their agencies; and by youth and adults to work together in intergenerational partnerships. However, the issue is not whether the effort is youth-led, adult-led, or intergenerational, but rather whether young people have actual effect

There is considerable evidence that youth participation has many benefits for youth and for the institutions and communities with which they participate. Notable impacts of youth participation center in the following categories: personal growth, health and welfare, effective community institutions, stronger communities, and democracy and the public trust. Personal growth refers to the development of skills, knowledge, and dispositions such as leadership, teamwork, thinking critically, and making decisions. Youth participation offers experiences that help youth develop these competencies. With regard to health and welfare, evidence suggests participation leads to more positive behavior, better psychological health, positive school outcomes, lower risk of drug and alcohol use, and better family relationships. Additionally, in terms of social development and citizenship, active citizenship and democratic practices are reinforced with meaningful experiences. With increased engagement and learning from the community supports, and the faith, schools, the media environment, and more importantly, constitutional principles are prized.

2.3 Intervention to improve youth participation on economic empowerment of local communities

Encourage Education and skill development

One way we can support youth is by promoting both skill development and education continuously throughout communities globally. Education equips our younger generation with invaluable knowledge necessary for success in different parts including personal growth within their entire lives when applied correctly. Youngsters should be encouraged within the community towards discovering many fields of interest, develop individuality and learn what brings out their curiosity

or passion about it. By providing resources like those offered; scholarships, tutoring opportunities & practical workshops, youngster learners are able to broaden their minds whilst enhancing their skills further.

Foster Mentoring Relationships

Mentoring serves as a cornerstone of personal and professional development among young people seeking direction toward success in life's journey. By creating avenues for both mentorship opportunities or by stepping up yourself as an influential guide through challenging times, you build necessary skill sets. Seek out experienced contributors in your community who can volunteer their experience to youth who would benefit from their insight and encouragement. With the right relationship, these partnerships provide meaningful support, offering inspiration and a valuable sense of belonging whenever young people may feel at crossroads or facing new challenges.

Create Safe Spaces for Expression

When we create secure spaces that enable youths to express themselves without hesitation or fear of judgment, we significantly contribute positively towards their emotional well-being as well as personal growth. Youths face numerous challenges that can be stressful, hence creating a safe environment that enables them the opportunity to freely voice out concerns as well as experiences cannot be overemphasized. Community centers clubs as well as online platforms that foster positive dialogues will facilitate mutual learning among young people by enabling creative expression as well the creation of constructive relationships. These mutually respectful spaces should be open for participation from varying social backgrounds providing opportunities for learning about aspirations on individual levels.

Promote Youth Leadership and Engagement

Empowering the youth is all about creating avenues where they can lead and engage actively in decision-making processes. Encourage young individuals through involvement with community projects, joining student councils or any other local initiative that fosters growth. Allowances made will provide the necessary experience, hence developing a sense of responsibility which ultimately nourishes leadership skills contributing effectively towards the development of the community at large.

Advocate for Youth Rights and Opportunities

Advocacy holds tremendous potential in facilitating support and empowerment for young individuals on a grander scale. Utilize your voice along with your powers of persuasion to endorse policies, programs, as well as initiatives that place emphasis on the needs and entitlements of the youth. Join hands with community organizations educators, and policymakers in addressing pressing issues such as improvement in education quality, better access to mental healthcare support systems employment opportunities as well representation of youth's voices. By amplifying their message while defending their rights you can create a more all-inclusive as well equitable environment that enables our youth population to thrive.

2.4 Research gaps

Research involving youth participation faces challenges related to ethics, logistics, and the need to balance diverse needs and perspectives. These challenges include ensuring informed consent, protecting confidentiality, managing power imbalances, and overcoming barriers like cultural differences, language, and financial constraints.

Past research often excludes youth participants, omitting their social and psychological realities, undermining their rights to participate and benefit from research, and weakening the validity of research.

Obtaining valid consent from young people, especially those under 18, can be complex, requiring consideration of their developmental level and potential vulnerabilities.

Protecting the privacy of young participants, particularly in sensitive topics, is crucial to build trust and encourage honest responses.

2.5 Chapter summary

A literature review as seen above is a critical analysis and synthesis of existing research on a specific topic, providing an overview of current knowledge, identifying gaps, and highlighting key findings. It demonstrates a researcher's understanding of the field and how their work contributes to it. It has gone beyond simple summaries, analyzing, synthesizing, and evaluating sources to

present a clear picture of the subject. The next chapter discusses the methodologies that were employed by the study in order to come up with unbiased finding.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study further determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District. In order to achieve the desired outcomes of a non-biased study report, this chapter presents the methods that the researcher employed while conducting the study. It shows the research design, study population, sample size and selection, sampling techniques and procedures, data collection methods and techniques, validity and reliability of instruments, procedure of data collection, data analysis and ethical considerations.

3.2 Research Design

A case study is a qualitative research design best suited for gaining an in-depth understanding of a social phenomenon within its cultural context without imposing pre-existing expectations (Denzin & Lincoln, 2012). Gall et al. (2017) agree with this definition as they define a case study as an indepth study of instances of a phenomenon in its natural context and from the perspectives of the participants involved in the phenomenon and in educational research. Best and Kahn (2006) also define a case study as a way of organizing social data for the purpose of viewing social reality.

It examines a social unit as a whole. The social unit may be a person, a family, a social group or a community (Best & Kahn, 2016). Gall et al. (2017) propound that in a case study, a significant amount of data are collected about the specific case selected to represent the phenomenon. The justification for the choice of a case study is that it was restrict the researcher to a small, manageable group, where rigorous and thorough explorations were made to examine the phenomenon of youth participation (Best & Kahn, 2016). The case study also provided in-depth, comprehensive and vivid data in this study, as well as a thick description thereof. It also enabled the researcher to gain an in-depth understanding of streets as a context of improving lives of pupils

1.3 Area of study

The study was carried out in Kocheke Sub-County, Bukedea District

3.4 Sources of information

3.4.1 Primary data

This involved collecting data directly from each ward using probability sampling method from local people, local leaders and division staffs. New information in this case will be collected.

3.4.2 Secondary sources

These are sources which are already gathered, processed and stored for the purpose. These sources provided more knowledge to the researcher under the area of investigation. They include information from text books, records and respondents, information.

3.5 Population and sampling techniques

The population of study means all items of inquiry which constitute a universe or population which describes the sample size that was used to collect data to support the study (Kothari 2005). The population of study comprised of 10 local leaders, 10 local people and 10 youth. This study population was chosen because it has they have relevant information regarding their involvement in addressing housing needs. The study population was drawn from Industrial Division of Mbale City.

The total number of study participants (N) was 25 people and therefore the sample of 15 participated in the study, that is to say; 05 local leaders, 05 local people and 05 division staffs using Krejcie and Morgan (1970) methods of determining sample size from the population (Sarmah & Hazanka, 2012).

Table 1.1 showing sample size and sampling technique

Category of population	Target population	Sample	Sampling technique
Local leaders	10	5	Purposive sampling
Local people	10	5	Purposive sampling
Division staffs	10	5	Purposive sampling
Total	25	15	

Source: Primary Data, 2025

3.7 Sampling Technique

3.7.1 Purposive sampling

The researcher used purposive sampling to select 5 local leaders, 5 local people and 5 youths. These study participants were selected because they possess the required information. Purposive sampling enabled the researcher to get in-depth information that helped to answer the research questions.

3.8 Procedure for data collection

The researcher got a letter from the department of social sciences which was presented to authorities in Kocheke Sub County to allow for data collection. Thereafter, the researcher sent consent letters to the responders requesting for them to participate in the study. Raw data was then

be compared and coded before data analysis is done. During editing, points of views of the participants that seemed unclear were clarified so as to make certain of the meaning of the seemingly ambiguous replies. Thereafter, the researcher wrote a report that was submitted to the department for examination.

3.9 Data Collection Instruments

The researcher used interview and observation methods for data collection.

3.9.1 Interview

Data collection method is the process of assembling and measuring information on targeted variables in an established systematic style which enables one to answer research questions and evaluate outcomes (Lescroëlet al. 2017). This study collected primary information through conducting structured interviews. According to Amin (2005), an interview is a structured and unstructured set of questions administered to interviewee(s). It is an oral administration of a questionnaire and therefore it was a face-to-face encounter. The researcher used interview schedule to collect data from participants. Interview method was used because it helped to provide in-depth data which is not possible to get using a questionnaire.

1.9.2 Documentary Review

Document analysis is the process of reviewing or evaluating documents both printed and electronic in a methodical manner. The document analysis method, like many other qualitative research methods, involves examining and interpreting data to uncover meaning, gain understanding, and come to a conclusion (Gall et al., 2007). It involved examining and interpreting documents to gain insights and understanding about a particular topic or research question. This method offers advantages such as time and cost-effectiveness, widespread availability of documents online, and lack of obtrusiveness and reactivity.

3.10 Quality control

3.10.1 Validity

The validity of an instrument is defined as the ability of an instrument to measure what it is intended to measure. Validity considers how correctly the research tools measure what the researcher wants to measure. Thus, validity is about the research tool being credible or trustworthy or being accurate or correct (Etyang, 2018). After formulating the questionnaire, the supervisors and other experts reviewed the items and checked the language clarity, content comprehensiveness, and relevancy and how long the questionnaire is. To establish the validity of the instruments, the researcher used expert judgement as recommended by Gay (1997) as the best method for ensuring validity. Thus the researcher ensured that the instrument is clear, relevant, specific and logically arranged. The validity of the interview guide was tested using the content validity test (CVI). To arrive at the relevancy of the questionnaire, the researcher designed the instrument that yielded content –valid data by first specifying the domain of indicators that are relevant to the concept being measured. A content-valid data measure contained all possible items that was used in measuring effect of youth participation on economic empowerment of local communities

3.10.2 Reliability

A tool's reliability shows the extent to which it is free of errors and for that makes sure that there is continuous valuation across time and also across the various items in the instrument. This therefore means that a tool's reliability shows how stably and consistently the tool evaluates the idea thereby helping to measure the worthiness of a measure (Sekaran & Bougie, 2019). The researcher employed the test-retest reliability. According to Sekaran and Bougie(2019), the reliability of the instrument is tested using the test re-test method of reliability and Cron-bach alpha tests to determine the reliability index with the help of SPSS. Data was collected from 10 people not among those in the sample. The principle of reliability as far as research instruments are concerned, is clearly put forward by Amin (2019), an instrument is reliable if it produces the same results wherever it is repeatedly used to measure a trait or a concept from the same population and under similar circumstances.

3.11 Data Processing and Analysis

3.8.1 Thematic Analysis

According to Lapadat (2010), is a systematic approach to the analysis of qualitative data that involves identifying themes or patterns of cultural meaning; coding and classifying data, usually textual, according to themes; and interpreting the resulting thematic structures by seeking commonalities, relationships, overarching patterns, theoretical constructs, or explanatory principles. The analysis of data will involve organizing into meaningful themes and categories. Themes, according to Ryan and Bernard (2017), are important concepts that show specific experiences of participants by the more general insights that are apparent from the whole data set. Arranging data systematically and thematically from transcripts will facilitate the discussion of the findings via the themes and categories (Creswell, 2017).

The themes that emerge from each data set were presented and discussed separately to establish recurring ones. The findings was discussed, interpreted and supported through cross-referencing relevant sections in the literature review and the theoretical framework. First, observation data was analyzed and organized into meaningful themes and categories. Interview data was also be organized according to individual responses and analyzed by grouping answers together across participants. Field notes gathered during documentary review were also examined and presented with the actual quotations to show the real effect of youth participation on economic empowerment of local communities. Interviews were audio recorded to facilitate qualitative analysis of explanation of the data gathered from these.

3.14 Ethical considerations

The following ethical considerations were looked at by the researcher during the research.

3.14.1 Informed consent and voluntary participation: The researcher sought consent from the respondents to involve in the research not just forcing them to participate. Informed consent is the basis of ethical research (Denzin & Lincoln, 2019). The people participating in the study were made aware of what the study is about, it's purpose, usage of the data, and any consequences that could arise from it (Fleming, 2018). The researcher furnished the respondents with information on the reason for the research and the procedure of collecting data. The participants were allowed enough time to ask questions and have any concerns addressed. The respondents exercised free

will in deciding whether to participate in research activity or not. All people to be involved in the research was given consent form to express their acceptance to participate in the study.

3.14.2 Confidentiality: Confidentiality is looked at by Walford(2018) to mean information that is private and is not to be divulged to others. Whatever has been said in confidence must remain confidential. The researcher assured participants that information offered by the respondent was not to be passed on to another party (third party) without consent of the respondent. Their identity and response were made confidential and anonymized through the use of numbers or through pseudonyms.

3.14.3 Anonymity: Anonymity, termed more appropriately as pseudonymity, is defined by Wiles (2013) as a major means used by the researcher to safeguard the confidentiality of responders by using pseudonyms. Anonymisation is one of the kinds of confidentiality, comprising of identity concealment of research responders (Saunders, Kitzinger, & Kitzinger, 2015). The researcher ensured that all respondents are anonymous implying that their identities are not known and not salient in the study. Withholding the identity of respondents is a guarantee that their statements are authentic (Taylor, 2015).

3.14.4 Plagiarism: The researcher ensured that all written work was original and without any borrowed and manipulated texts, results or even expressions. The researcher made sure that, all words and publications of the author are given their due acknowledgement (Mugenda & Mugenda, 2019). The researcher subjected the written works to the turn it in software and make sure it is 15% or less compliant of plagiarism material.

3.12 Methodological constraints

The study may be affected by non-response rate. This may be due to the fact that some respondents may be hesitant to give information. However, this was solved through having a dialogue with respondents and explaining clearly the purpose of the study.

The problem of limited time, many respondents had no enough time to respond adequately to the questions while attending to their busy schedules.

In adequate finances, the researcher had little funds to move to and fro the field and more so buying the necessary requirements used in the study. However, friends and relatives were requested to contribute to solve the situation.

3.5 Conclusion

This chapter has presented the research methodology that were employed. Qualitative research design to present data that was collected from 15 participants identified through simple random sampling. Validity and reliability was used to ascertain the credibility of research tools and a number of ethical issues such as confidentiality, Anonymity, and plagiarism was adhered to during data collected. This methodology was crucial in fulfilling the study objectives.

3.6 Chapter Summary

This study used a qualitative research approach in determining the primary factors contributing to homelessness in Industrial City Division of Mbale City. This qualitative approach entailed presenting and analyzing data collected through interviews through logical techniques to describe and illustrate, summarize and recap, and evaluate data. The aim of this mythology is to enable the attainment of non-biased findings of the study and this enabled the replication of research findings. The next chapter presents information on the data presentation and interpretation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

4.1 Introduction

The study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study further determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study used qualitative research approach and a case study design of 15 participants who included local leaders, social workers and persons with alcohol addiction were interviewed. Data was collected from participants using interview method. This chapter presents the findings of the study and it is divided into two parts. Part one presents demographic characteristics of participants and part two (2) is the interpretations of the findings.

4.2 Demographic characteristics of participants

Table 4.1 showing demographic information of participants

S/No	Pseudo Name	Age	Educational level	Gender
01	Local leaders (LL 1-5)	34	Diploma	Female
02	Local leaders (LL 1-5)	39	S3	Male
03	Local leaders (LL 1-5)	27	S4	Male
04	Local leader four (LL4)	29	S6	Male
05	Local leader four (LL4)	38	S5	Female
06	Local people (LP 1-5)	36	S3	Male
07	Local people (LP 1-5)	25	S4	Female
08	Local people (LP 1-5)	43	P4	Female
09	Local people (LP 1-5)	32	S3	Male

10	Local people (LP 1-5)	43	S3	Male
11	Youth (DS 1-5)	20	Any	Female
12	Youth (DS 1-5)	19	Any	Male
13	Youth (DS 1-5)	23	Any	Male
14	Youth (DS 1-5)	26	Any	Male
15	Youth (DS 1-5)	22	Any	Female

Table 4.2: Distribution of participants by their selected demographic characteristics

Gender	Number of participants	Percentage (%)
Female	6	40
Male	9	66
Total	15	100%
Age Group	Number of participants	Percentage (%)
18-25	2	13
26-33	3	20
34 above	10	67
Total	15	100%
Education level	Number of participants	Percentage (%)
Primary	2	13
Secondary	9	66
Post-Secondary	4	27
Total	15	100%
Marital status	Number of participants	Percentage (%)
Married	11	88%
Un married	4	12%
Total	15	100%

Source: Primary Data, 2025

Age of participants

The general and demographic information indicate that participants belonged to different age groups. The difference in the age was an important component of selecting respondents for the

study, which helped in obtaining different information and also shows maturity in the collected information. In this regard, the selected and interviewed participants were from 18-25, 26-33 and 34 above. Here, the purpose was to find out the average age of participants in the study and it was discovered that majority of the participants (10) were in the age bracket of 34 and above. The above view indicated that participant's added value to the responses given that mature participants are more trustable as they take time to think about a particular aspect of life before giving reliable responses.

Gender of participants

According to the findings of the findings of the study, Nine (09) participants were males and females were Six (6). This implies that the male participants were the majority hence most of the data was collected from male participants.

Educational level of participants

Data showed that majority of the participants (09) had acquired secondary education. This meant that they easily understood questions in the interview guide and their views were well informed. Uma (2017) asserted that it is important in social investigation research to involve people that have attained an acceptable level of literacy and numeracy in order to be in position to understand and interpret contents of the interviews.

For purposes of anonymity, the following codes were used:

LL **Local leader (1-5)**

LP **Local people (1-5)**

YT **Youth (1-5)**

PRESENTATION AND INTERPRETATION OF FINDINGS

Presentation and interpretation of the findings was done according to study objectives as below:

4.2.1 THEME I: Ways through which youth can participate in economic empowerment of local communities

Study participants were asked to mention the various Ways through which youth can participate in economic empowerment of local communities and their responses were: Youth development, community service, youth leadership, full participation in community decision making and civic activism

Youth development

Participants of the study mentioned that youth participate in economic empowerment of local communities through youth development. This was affirmed by participant (LL1) who said that *“youth participate in economic empowerment of local communities through youth development”*

Another participant (LP1) said that *“youth participate in economic empowerment of local communities through youth development”*

Participants (LP2) added that *“youth participate in economic empowerment of local communities through youth development”*

Participant (YH1) mentioned that *“youth participate in economic empowerment of local communities through youth development”*

Participants YH2, YH3, LL2, LP2 LP4, LP5, YH4, YH5, LL3, LL4 and LL5 also said that *“youth participate in economic empowerment of local communities through youth development”*

Therefore, the expressions above show that youth participate in economic empowerment of local communities through youth development

Community service

Participants mentioned that youth can also participate through community service. This was affirmed by participant (LL1) who said that *“youth can also participate through community service”*

Another participant (LL2) said that *“youth can also participate through community service”*

Participants (LP1) added that *“youth can also participate through community service”*

Participant (YH1) mentioned that *“youth can also participate through community service”*

Other participants LL3, LL4, LL5, LP2, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“youth can also participate through community service”*

Therefore, the expressions above show that youth can also participate through community service

Youth leadership

Participants mentioned that youth can also participate through youth leadership. This was affirmed by participant (YH1) who said that *“youth can also participate through youth leadership”*

Another participant (LP2) said that *“youth can also participate through youth leadership”*

Participants (LL1) added that *“youth can also participate through youth leadership”*

Participant (LL2) mentioned that *“youth can also participate through youth leadership”*

Other participants LL3, LL4, LL5, LP1, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“youth can also participate through youth leadership”*

Therefore, the expressions above show that youth can also participate through youth leadership

Full participation in community decision making

Study participants mentioned that youth can also participate through full participation in community decision making. This was affirmed by participant (LL1) who said that *“youth can also participate through full participation in community decision making”*

Study participant (LP1) said that *“youth can also participate through full participation in community decision making”*

Participants (LP2) added that *“youth can also participate through full participation in community decision making”*

Other participant (YH1) mentioned that *“youth can also participate through full participation in community decision making”*

Participants LL2, LL3, LL4, LL5, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“youth can also participate through full participation in community decision making”*

Therefore, the expressions above show that youth can also participate through full participation in community decision making

Civic activism

Study participants mentioned that another way youth can participate in economic empowerment of local communities is through civic activism. This was affirmed by participant (LP1) who said that *“another way youth can participate in economic empowerment of local communities is through civic activism”*

Study participant (YH1) said that *“another way youth can participate in economic empowerment of local communities is through civic activism”*

Participants of the study (LL1) added that *“another way youth can participate in economic empowerment of local communities is through civic activism”*

Other participant (YH2) mentioned that *“another way youth can participate in economic empowerment of local communities is through civic activism”*

Participants LL2, LL3, LL4, LL5, LP2, LP3, LP4, LP5, YH3, YH4 and YH5 also said that *“another way youth can participate in economic empowerment of local communities is through civic activism”*

Therefore, the expressions above show that another way youth can participate in economic empowerment of local communities is through civic activism

4.3.2 THEME 2: Impact of youth participation on economic empowerment of local communities

Participants of the study were asked to mention the Impact of youth participation on economic empowerment of local communities and their responses: The participatory planning paradigm promotes making community development programmes centered on the needs of the community, participatory techniques to engage more people in their work improve implementation of community development plans and policies, technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning, youth participation in local community empowerment projects was influenced by factors such as

education, experience, and gender and quality participation shows some effect on outcomes, including its effect on community change

The participatory planning paradigm promotes making community development programmes centered on the needs of the community

Participants of the research study mentioned that the participatory planning paradigm promotes making community development programmes centered on the needs of the community. This was affirmed by participant (LP1) who said that *“the participatory planning paradigm promotes making community development programmes centered on the needs of the community”*

Study participant (LL1) said that *“the participatory planning paradigm promotes making community development programmes centered on the needs of the community”*

Participants of the study (LP1) added that *“the participatory planning paradigm promotes making community development programmes centered on the needs of the community”*

Even participant (YH1) mentioned that *“the participatory planning paradigm promotes making community development programmes centered on the needs of the community”*

Participants LL2, LL3, LL4, LL5, LP2, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“the participatory planning paradigm promotes making community development programmes centered on the needs of the community”*

Therefore, the expressions above show that the participatory planning paradigm promotes making community development programmes centered on the needs of the community

Participatory techniques to engage more people in their work improve implementation of community development plans and policies

Further participants mentioned that participatory techniques to engage more people in their work improve implementation of community development plans and policies. This was affirmed by participant (YH1) who said that *“participatory techniques to engage more people in their work improve implementation of community development plans and policies”*

Study participant (LL1) said that *“participatory techniques to engage more people in their work*

improve implementation of community development plans and policies”

Participants of the study (LP1) added that *“participatory techniques to engage more people in their work improve implementation of community development plans and policies”*

Even study participant (LP2) mentioned that *“participatory techniques to engage more people in their work improve implementation of community development plans and policies”*

Participants LL2, LL3, LL4, LL5, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“participatory techniques to engage more people in their work improve implementation of community development plans and policies”*

Therefore, the expressions above show that participatory techniques to engage more people in their work improve implementation of community development plans and policies

Technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning

Participants of the study mentioned that technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning. This was affirmed by participant (LL1) who said that *“technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning”*

Additionally, study participant (LP1) said that *“technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning”*

Participants of the study (YH1) added that *“technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning”*

Study participant (YH2) mentioned that *“technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning”*

Participants LL2, LL3, LL4, LL5, LP2, LP3, LP4, LP5, YH3, YH4 and YH5 also said that *“technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning”*

Therefore, the expressions above show that technical, political, institutional, financial, and training constraint prevented young people from taking part in project planning

Youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender

Participants of the study mentioned that youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender. This was affirmed by participant (LP1) who said that *“youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender”*

Study participant (LP2) said that *“youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender”*

Participants of the study (YH1) added that *“youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender”*

Study participant (YH2) mentioned that *“youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender”*

Participants LL2, LL3, LL4, LL5, LP3, LP4, LP5, YH3, YH4 and YH5 also said that *“youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender”*

Therefore, the expressions above show that *youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender*

Quality participation shows some effect on outcomes, including its effect on community change

Participants of the study mentioned that quality participation shows some effect on outcomes, including its effect on community change. This was affirmed by participant (YH1) who said that *“quality participation shows some effect on outcomes, including its effect on community change”*

Study participant (YH2) said that *“quality participation shows some effect on outcomes, including its effect on community change”*

Participants of the study (LP1) added that *“quality participation shows some effect on outcomes,*

including its effect on community change”

Study participant (LL2) mentioned that *“quality participation shows some effect on outcomes, including its effect on community change”*

Additionally, participants LL1, LL3, LL4, LL5, LP2, LP3, LP4, LP5, YH3, YH4 and YH5 also said that *“quality participation shows some effect on outcomes, including its effect on community change”*

Therefore, the expressions above show that quality participation shows some effect on outcomes, including its effect on community change

4.2 THEME 3: Intervention to improve youth participation on economic empowerment of local communities

Participants of the research study were asked to intervention to improve youth participation on economic empowerment of local communities and their responses included; encourage education and skill development, foster mentoring relationships, create safe spaces for expression, promote youth leadership and engagement

Encourage education and skill development

Participants of the study mentioned that to improve youth participation on economic empowerment of local communities, encourage education and skill development is a good intervention. This was affirmed by participant (LL1) who said that *“to improve youth participation on economic empowerment of local communities encourage education and skill development is a good intervention”*

Participant (YH1) said that *“to improve youth participation on economic empowerment of local communities, encourage education and skill developmenis a good intervention”*

Another participant of the study (LP1) added that *“to improve youth participation on economic empowerment of local communities, encourage education and skill developments a good intervention”*

Study participant (LP2) mentioned that *“to improve youth participation on economic empowerment of local communities, encourage education and skill development is a good*

intervention”

Additionally, participants LL2, LL3, LL4, LL5, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“to improve youth participation on economic empowerment of local communities, encourage education and skill developments a good intervention”*

Therefore, the expressions above show that to improve youth participation on economic empowerment of local communities encourage education and skill developments a good intervention

Foster mentoring relationships

During the study, participants of the study mentioned that to improve youth participation on economic empowerment of local communities foster mentoring relationships. This was affirmed by participant (LP1) who said that *“to improve youth participation on economic empowerment of local communities, foster mentoring relationships”*

Study participant (YH1) said that *“to improve youth participation on economic empowerment of local communities, foster mentoring relationships n”*

Another participant of the study (YH1) added that *“to improve youth participation on economic empowerment of local communities, foster mentoring relationships”*

Study participant (YH3) mentioned that *“to improve youth participation on economic empowerment of local communities foster mentoring relationships”*

Participants LL1, LL2, LL3, LL4, LL5, LP2, LP3, LP4, LP5, YH4 and YH5 also said that *“to improve youth participation on economic empowerment of local communities, foster mentoring relationships”*

Therefore, the expressions above show that to improve youth participation on economic empowerment of local communities, foster mentoring relationships

Create safe spaces for expression

During the study, participants of the study mentioned that to improve youth participation on economic empowerment of local communities create safe spaces for expression. This was affirmed

by participant (DS1) who said that *“to improve youth participation on economic empowerment of local communities, create safe spaces for expression”*

Participant (DS2) said that *“to improve youth participation on economic empowerment of local communities, create safe spaces for expression”*

Another participant of the study (LP1) added that *“to improve youth participation on economic empowerment of local communities, create safe spaces for expression”*

Study participant (LL1) mentioned that *“to improve youth participation on economic empowerment of local communities, create safe spaces for expression”*

Other participants who included LL2, LL3, LL4, LL5, LP2, LP3, LP4, LP5, DS3, DS4 and DS5 also said that *“to improve youth participation on economic empowerment of local communities, create safe spaces for expression”*

Therefore, the expressions above show that to improve youth participation on economic empowerment of local communities, create safe spaces for expression

Promote youth leadership and engagement

Participants of the study also mentioned that promoting youth leadership and engagement can help improve youth participation on economic empowerment of local communities. This was affirmed by participant (LL1) who said that *“promoting youth leadership and engagement can help improve youth participation on economic empowerment of local communities”*

Another study participant (LP1) said that *“promoting youth leadership and engagement can help improve youth participation on economic empowerment of local communities”*

Participant of the study (LP2) added that *“promoting youth leadership and engagement can help improve youth participation on economic empowerment of local communities”*

Even participant (YH1) mentioned that *“promoting youth leadership and engagement can help improve youth participation on economic empowerment of local communities”*

Other participants who included LL2, LL3, LL4, LL5, LP3, LP4, LP5, YH2, YH3, YH4 and YH5 also said that *“promoting youth leadership and engagement can help improve youth participation on*

economic empowerment of local communities”

Therefore, the expressions above show that promoting youth leadership and engagement can help improve youth participation on economic empowerment of local communities

4.3 Chapter Summary

The Data Analysis chapter above presents and interprets the findings of a study, bridging the gap between methodology and conclusions. It provided a logical interpretation of the data, not just raw numbers or qualitative responses. The chapter has demonstrate how the collected data supports or challenges the research questions or hypotheses thought to address

4.4 Conclusions

The chapter's primary goal is to make sense of the data and demonstrate how it relates to the research objectives. It typically includes: Presentation of findings: This section summarizes the data using descriptive statistics, charts, tables, and other visuals. Interpretation of findings: This section explains the meaning and implications of the data, connecting it to existing literature and research questions. Analysis of relationships: This section explores relationships between youth participation and economic empowerment of local communities variables and analyzes the patterns and trends in the data. The next chapter presents discusses findings of the study.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study further determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study used qualitative research approach and a case study design of 25 participants who include local leaders, women and local government staffs were interviewed. Data was collected from participants using interview method. The study findings are in line with a range of past studies (see chapter Two) where authors presented an extended exposition of historical antecedents of the present situation regarding the effect of family size on educational support given to children.

The study found that youth can participate in economic empowerment of local communities through youth development, community service, youth leadership, full participation in community decision making and civic activism. Findings also revealed that the participatory planning paradigm promotes making community development programmes centered on the needs of the community, participatory techniques to engage more people in their work improve implementation of community development plans and policies, technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning, youth participation in local community empowerment projects was influenced by factors such as education, experience, and gender and quality participation shows some effect on outcomes, including its effect on community change. Further, study findings show that several interventions are need to enhance youth can participation in economic empowerment of local communities such as encouraging education and skill development, foster mentoring relationships, create safe spaces for expression, promote youth leadership and engagement

This chapter presents the discussions of the study findings in line with the study findings identified earlier in chapter four and the discussions have been done in line with the three specific objectives

of the study. The purpose of this chapter is to present the findings of data analysis in a systematic way and to give all evidence related to research objectives and questions as seen below:

5.1 Discussion of findings

The discussion of the findings is presented as below:

5.1.1 Ways through which youth can participate in economic empowerment of local communities

Study participants were asked to mention the ways through which youth can participate in economic empowerment of local communities and their responses were: youth development, community service, youth leadership, full participation in community decision making and civic activism.

The findings of the study revealed that youth participate in economic empowerment of local communities through youth development. This is accordance with Birch, Parnell and Šorn (2016) who reported that youth participate in economic empowerment of local communities through youth development.

Findings also revealed that youth can also participate through community service. This is in line with World Bank. (2019) who reported that youth can also participate through community service

Additionally, study findings revealed that youth can also participate through youth leadership. This is in line with Salman, Simon and Gillette (2017) who also pointed out that youth can also participate through youth leadership.

Lastly, the study found out that youth can also participate through full participation in community decision making. This is in line with the study findings of the Birch, Parnell and Šorn (2016) where it was revealed that youth can also participate through full participation in community decision making

5.1.2 Impact of youth participation on economic empowerment of local communities

Participants of the study were asked to mention the impact of youth participation on economic empowerment of local communities and their responses: the participatory planning paradigm promotes making community development programmes centered on the needs of the community, participatory techniques to engage more people in their work improve implementation of community development plans and policies, technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning, youth participation in local community empowerment projects was influenced by factors such as education, experience and gender.

The findings of the study revealed that the participatory planning paradigm promotes making community development programmes centered on the needs of the community. This is in line with Salman, Simon and Gillette (2017) who reported that the participatory planning paradigm promotes making community development programmes centered on the needs of the community

The study findings also revealed that participatory techniques to engage more people in their work improve implementation of community development plans.. This was in line with the study conducted by Salman, Simon and Gillette (2017) who reported that participatory techniques to engage more people in their work improve implementation of community development plans.

Additionally, findings also show that policies, technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning. In support of this finding, World Bank. (2019) argued that policies, technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning.

Lastly, the study findings revealed that youth participation in local community empowerment projects was influenced by factors such as education, experience. This is in agreement with the findings of Salman, Simon and Gillette (2017) who reported that youth participation in local community empowerment projects was influenced by factors such as education, experience

5.1.3 Intervention to improve youth participation on economic empowerment of local communities

Participants of the research study were identify Intervention to improve youth participation on economic empowerment of local communities and their responses included; youth can participation in economic empowerment of local communities such as encouraging education and skill development, foster mentoring relationships, create safe spaces for expression, promote youth leadership and engagement

The findings of the study revealed that to improve youth participation on economic empowerment of local communities, encourage education and skill development is a good intervention. This revelation is in line with the findings of World Bank. (2019) who argued that to improve youth participation on economic empowerment of local communities encourage education and skill development is a good intervention.

Besides the above, the study findings show that to improve youth participation on economic empowerment of local communities foster mentoring relationships. In support of this finding, Salman, Simon and Gillette (2017) pointed out that to improve youth participation on economic empowerment of local communities foster mentoring relationships.

Further, findings show that youth can also participate through youth leadership. This is in agreement with World Bank. (2019) who also said that youth can also participate through youth leadership.

Study findings further show that youth can also participate through full participation in community decision making. This is in line with the findings of Kgari,(2019) study which reported that youth can also participate through full participation in community decision making

5.3 Conclusion

To convey the meaning of the findings, this chapter has systematically presented the discussion of the findings. These finding are in line with the literature review and the conceptual framework. The next chapter presents the conclusions and recommendations of the research study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The study determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. Specifically, the study explored various ways through which youth can participate economic empowerment of local communities and determined the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District. The study further determined favorable interventions to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District. This chapter looks at the summary and recommendation about the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

6.2 Conclusions

From the findings of the study, the following conclusions are drawn:

Youth participate in economic empowerment of local communities through youth development and this was revealed in the findings of the study

As study findings revealed, youth can also participate through community service.

It is true youth can also participate through youth leadership as mentioned by study participants during data collection

It is also true that youth can also participate through full participation in community decision making.

Participatory planning paradigm promotes making community development programmes centered on the needs of the community and this was revealed in the findings of the bstudy

As findings shows, participatory techniques to engage more people in their work improve implementation of community development plans.

Policies, technical, political, institutional, financial, and training constraints prevented young people from taking part in project planning and this was discovered during data collection

According to the findings, youth participation in local community empowerment projects was influenced by factors such as education, experience.

To improve youth participation on economic empowerment of local communities, encourage education and skill development is a good intervention as this was suggested by study participants during data collection

As study findings show, youth can also participate through full participation in community decision making.

6.3 Recommendations

From the study findings and conclusions of the research study, the following recommendations have been made:

Government and stakeholders should sensitize the community on the need to promote youth participation in economic empowerment of their communities

Government in conjunction with local leaders should put in place measures that enhance youth participation in economic empowerment of their communities

Through implementing a range of mechanisms and strategies, there is need to strengthen youth participation in economic empowerment of their communities

6.3 Areas for further research

- a) Culture and youth participation in economic empowerment of local communities
- b) Social demographic factors and youth participation in economic empowerment of local communities
- c) Level of education and youth participation in economic empowerment of local communities

6.4 Chapter summary

This chapter looked at the conclusions and recommendations of the research study. In this chapter, the researcher has the opportunity to summarize, conclude and make recommendations based on the study findings.

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APPENDIX 1: CONSENT LETTER

Bachelor of Social Work and Social Administration (Candidate)

RESEARCH PROJECT-UGANDA CHRISTIAN UNIVERSITY, MBALE

I am Mutonyi Judith, a student of Uganda Christian University, currently undertaking a research on a topic 'youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District'. You are privileged to participate in this research and your selection has been based on random sampling. Please feel free as you respond because the information you give will only be used for academics purposes, treated confidential and will be held anonymous before publication.

Thank you



.....
(Researcher)

APPENDIX 2-CONFIRMATION OF ACCEPTANCE FORM

This is to confirm that I have read and understood the purpose of this study and hereby consent that I have accepted to take part in it.

Thank you

Sign.....

Date:.....27th - JUNE - 2025.....

APPENDIX 3: BIO – DATA

Instructions

Please fill in the blank spaces or tick (✓) in the boxes provided where necessary.

- I. Name: (optional)
- II. Age: 10 – 15 15 – 25 25 – 35 35 +
- III. Gender: Male Female
- IV. Marital status: Single Married Divorced Separated Widowed
- V. Location:
Cell Ward
- VI. Levels of Education:
None Primary Public primary Tertiary and above
Other (please specify)
.....
.....
- VII. Religion: Protestant Catholics Muslims Born again
Others (please specify).....

APPENDIX 3: UNSTRUCTURED INTERVIEW GUIDE FOR PARTICIPANTS

Section A: Background information

1) Self-Introduction

2) Gender participants Male Female

Questions

- I. What are various ways through which youth can participate economic empowerment of local communities in Kocheke Sub-County, Bukedea District
- II. What is the effect of youth participation on economic empowerment of local communities in Kocheke Sub-County, Bukedea District
- III. What favorable interventions are in place to improve youth participation in economic empowerment of local communities in Kocheke Sub-County, Bukedea District

APPENDIX VIII: WORK PLAN SCHEDULE

Duration Activity	J	F	M	A	M	J	J	A	S	O	N	D
Developing Questionnaires												
Data collection												
Data processing and analysis												
Writing Draft and Final Report												
Submission of Report												

APPENDIX IX: BUDGET ESTIMATES

Item	Quantity	Unit Cost	Total Cost
Stationary			
Ruled paper	2 reams	10,000/=	20,000/=
Note book	4	3,000/=	12,000/=
Printing	37 pages	500/=	18,500/=
Photocopying	74 pages	150/=	11,100/=
Pens	10	500/=	5,000/=
Bag	1 bag	35,000/=	35,000/=
Sub Total			101,600/=
Date collection			
Transport	5 days	20,000/=	100,000/=
Sub Total			201,600/=
Report writing			
Secretarial services			
Typing	64 pages	500 per page	32,000/=
Printing	64 pages	150 per page	9,600/=
Photocopying	150 pages	150per page	22,500/=
Binding	3books	20,000/= each	60,000/=
Sub Total			124,100/=
TOTAL SUM			325,700/=



UGANDA CHRISTIAN
UNIVERSITY

A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To SACAO
KOCHEKA SUB-COUNTY



05/05/2025

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. MUTONYI JUDITH

Of Registration Number; 523/muc/BSW/046 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

PARTICIPATION OF YOUTH IN THE ECONOMIC EMPLOYMENT OF LOCAL COMMUNITIES IN KOCHEKA SUBCOUNTY, BUKEDEA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,



Mr. Akampurira Timothy

Academic Registrar