

**INFLUENCE OF YOUTH PARTICIPATION TOWARDS THE SOCIAL-ECONOMIC
DEVELOPMENT OF THE COMMUNITY: ACASE STUDY OF KASHARI SUB-
COUNTY MBARARA DISTRICT IN WESTERN UGANDA**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES AND
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DECLARATION

I **Ashaba Kambesigye** hereby declare that the content of my study to the best of my knowledge is entirely my original work and has never been presented for any award of degree in any other institution of higher learning.

Signed:.....Date: 26/9/2016.....

APPROVAL

I hereby certify that this research report entitled to "*the influence of youth participation towards the development of the community a case study of Kashari sub county Mbarara district in western Uganda*" has been dully compiled by *Ashaba Kambesigye* under my academic guidance and supervision.

Signed: 

Date: 26/9/16

MR. ACHODA DENNIS

(UNIVERSITY SUPERVISOR)

DEDICATION

In the first place I would like to extend my sincere thanks to my dear parents for the financial support, care, love and guidance they have given me throughout my time in school. may the Lord reward them abundantly.

Secondly I would like to extend my sincere thanks to my supervisor Mr. *Achoda Dennis* for having been there for me during this academic struggle my almighty god reward you abundantly.

ACKNOWLEDGMENT

Am so grateful to the most high, the most gracious and the most merciful God for the love and care he puts on me that kept me safe and healthily all along and not only during this research report, the almighty God may your name be glorified forever and ever.

my sincere appreciation go to my beloved and caring brothers and sisters including all the family members for all their family and parental care and support starting from when I was at zero level up to where I am right now may the lord almighty be with you all.

I wouldn't forget my university supervisor *Mr. Achoda Dennis* for his tireless academic guidance during this exercise of writing this research report may the Lord of heaven reward you abundantly.

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ABSTRACT

The study was conducted within Kashari sub-county Mbarara district which was found being underdeveloped as far as socio-economic development was concerned in the study. The purpose of this study was to analyze the influence of youth participation in socio-economic development of the community in Kashari sub-county Mbarara district. Under this purpose of the study, the study was guarded by three major objectives these included, the roles of youths in socio-economic development, factors influencing youths participation in socio-economic development and finally the challenges that face youths during community development. The study used both quantitative and qualitative techniques in order to come-up with the correct data that were needed for the report in addition to this, the study used as ample size of 50 respondents of whom were the civil savants, Non-governmental organizations, youths and employers that were having the necessary information concerning the study in question. Findings revealed that there were different roles played by youths during community development including community policing, creation of awareness and sensitization among the community members, taking part in decision making and most importantly in resource mobilization. During the study it was found out that these youth face different challenges as the take direct and indirect participation in community development these included lack of active government, over population, unskilled labor force, low level of education, limited resources, health disparities, and lack of political will among others. The problem could be solved by providing credits, ensuring government commitment, access to resources, and provision of vocational training to attain practical skills. Basing on the findings of the study, it was concluded that community development among youth in Kashari sub-county Mbarara district supported by youth of this area through different stakeholder including government. It was recommended that there is need to address the issues that limits youths to actively remain part and partial in community development of Kashari sub-county Mbarara district by increasing personal income, controlling over population, provision of foreign aid, and government should provide basic needs of services, allow free youth participation, and even providing quality vocational training for the youth in order they can be able to acquire practical skills in the area of community development for the purpose of developing Kashari sub-county Mbarara district.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Across the world, young people face real and increasing difficulty in finding decent work with each passing day. Youth unemployment has become a threat to the social, economic and political stability of nations. (Fogel S. 2004). Over the course of the past years, those between the ages of 18 and 35 have probably either joined a protest or watched one unfold. The youth-led movement calling for “social justice, freedom and jobs” was ignited by a street vendor in Tunisia, picked up by young Egyptians in Tahrir Square, and spread to Europe, passing through Madrid and Greece, reaching Wall Street and becoming the “Occupy” movement. At the heart of these protests was the need for political freedom and a more secure economic future. The frustrations of young people and their anxiety about their future life. (International labor organization)

1.1 Historical perspectives

According to Andoline et al., (2002), Youth empowerment in the U.S. became an apparent movement in the late 1800s and early in the form of the Newsboys Strike. Mother Jones was an early advocate of youth empowerment, openly embracing the energy and ability of young people to change society during 1908 child laborer march on Washington, DC. In the 1920s educator John Dewey argued for the acknowledgment of “students’ power” over their own learning in schools.

Roosevelt took up their cause, fomenting the creation of the National Youth Administration, the first and only federal program to coordinate youth-oriented out-of-school services and funding provided by the national government. (AYC Report 1930)

During the Civil Rights era southern folk educator Myles Horton became a leading proponent of youth empowerment when his Highlander Folk School began training young people to participate in the Civil Rights movement. In addition to influencing Dr. Martin Luther King, Jr., Horton also encouraged the Freedom Riders and the South Carolina food counter boycotts of the 1950s.

Today youth involvement in community development is said to occur in homes, at schools, through youth organizations, government policy-making and community organizing campaigns. Major structural activities youth empowerment happens throughout society include community decision-making, organizational planning, and education reform (Fletcher et al., 2000).

Historically, youth input in decision making, problem solving, action, and evaluation in communities has received limited attention. However, recent trends suggest that youth are playing an increasingly important role in the development of their communities (Brennan, Barnett, & Lesmeister, 2006). As nonprofits, volunteer groups, youth programs, and nongovernmental organizations take on larger roles in contributing to local well-being, the active collaboration between youth and adults is vital to the long-term success of development efforts.

Globally, as community service activities become a more standardized component of high school programs, youth are being given opportunities to become long-term contributors to local development efforts. The merging of community building and youth development has been at the core of recent youth engagement literature (Nitzberg, 2005; Kubisch, 2005; Cahn & Gray, 2005; Lynn, 2005; Brennan, Barnett, & Lesmeister, 2006). It has identified that youth must be fully engaged and involved in change efforts at the community level if they are to learn to function as effective members of society (Nitzberg, 2005). Community building, for individuals, focuses on building the capacity and empowerment to identify opportunities for change within or outside of the community.

In Africa youth in the development of community is a dynamic process involving all segments of the locality, including the often-overlooked youth population. The key component to this process is found in the creation and maintenance of channels of interaction and communication among diverse local groups that are otherwise directed toward their more individual interests. By facilitating interaction and developing relationships, these diverse individuals interact and begin to mutually understand common needs. When relationships, consistent interaction, and channels of communication can be established and maintained, increases in local adaptive capacities materialize and community can emerge (Clary, E.2009).

1.1.1 Theoretical perspectives

The research on the role of youth in community development will be grounded in two theories: 1) youth development theory and 2) attachment theory (Brennan, Barnett, and Lesmeister 2007; Brennan, Barnett, and McGrath 2009). First, youth development theory is based on building resilient communities where youth are surrounded by adult support. The idea is that resilient communities will have the capacity to support youth in times of need whereas non-resilient communities may lack such a capacity. In addition, creating communities where youth are encouraged to be engaged allows youth to adapt to and overcome adversities. By developing positive relationships with adults in the community, youth will value the community and the relationships they have developed (Brennan, Barnett, and Lesmeister 2007).

1.1.2 Conceptual perspectives

Youth: is a transitional stage in life between childhood and adulthood. The definition of youth depends on a variety of cultural, socio-economic and opportunities contexts. The perceived age range of youth in Punt land is 14 — 33 years (Felix, A. 2003).

Community youth development, or CYD, is a philosophy emphasizing the symbiotic nature of youth development to community development by situating the two practices in a common framework. CYD combines the natural instincts of young people as they desire to create change in their surrounding environments by developing partnerships between youth-related organizations and community development agencies to create new opportunities for youth to serve their communities while developing their personal abilities (Chan and Elder, G. 2009).

According to Israel et al., (2008) Community development is a process where community members come together to take collective action and generate solutions to common problems. Community wellbeing (economic, social, environmental and cultural) often evolves from this type of collective action being taken at a grassroots level.

The United Nations defines community development as "a process where community members come together to take collective action and generate solutions to common problems." It is a broad term given to the practices of civic leaders, activists, involved citizens and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities.

Community development is a political process that seeks social change and redistribution of power to a community level from a central level through measures such as collective action. (DHSS 1996) There are many aspects to community development; however, they are not all the same. There are very general aspects such as consciousness raising, participation, and capacity building to name a few. There are also more specific community orientated aspects such as community education and community action.

Community development can be defined as a way of working which is informed by certain principles which seek to encourage communities to tackle their problems themselves which they face in their area. It consists of a set of methods which can increase the capacity for social change, and approaches such as advocacy, consultation and relationships with local groups. Some of the main principles of community development are collective activity, participation, partnership and capacity building. These principles are used in order to ensure that all of the members of the community work together in the planning and decision making processes, which in turn will raise the opportunity of each member full potential being realized (Eccles, J. and barber, B. 2010).

Fletcher et al., (2000) shows that community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. These skills are often created through the formation of large social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions.

Community development is a process where community members come together to take collective action and generate solutions to common problems. Community wellbeing (economic, social, environmental and cultural) often evolves from this type of collective action being taken at a grassroots level. Community development ranges from small initiatives within a small group to large initiatives that involve the broader community.

Community development helps to build community capacity in order to address issues and take advantage of opportunities, find common ground and balance competing interests. It doesn't just

happen – capacity building requires both a conscious and a conscientious effort to do something (or many things) to improve the community.

Community can be defined by common cultural heritage, language, and beliefs or shared interests. These are sometimes called communities of interest. Even when community does refer to a geographic location, it doesn't always include everyone within the area. For example, many Aboriginal communities are part of a larger non-Aboriginal geography. In larger urban centres, communities are often defined in terms of particular neighborhoods (Cahn, E. and Gray, C.2005).

The term “development” often carries an assumption of growth and expansion. During the industrial era, development was strongly connected to increased speed, volume and size. However, many people are currently questioning the concept of growth for numerous reasons – a realization that more isn't always better, or an increasing respect for reducing outside dependencies and lowering levels of consumerism. So while the term “development” may not always mean growth, it always imply change, (World Bank Report 2010).

Community development is about community building as such, where the process is as important as the results. One of the primary challenges of community development is to balance the need for long-term solutions with the day-to-day realities that require immediate decision-making and short-term action (Camino, L. 2000).

1.1.3 Context perspective

In Uganda much of the attention given to building local capacities is often focused toward adults. youth are an increasingly visible and active component in community development efforts. Such involvement contributes to both the development of community and the social and psychological development of the youth involved. To encourage youth involvement in the community, it is vital to understand the influences, motivations, obstacles, and feedback that they receive from the community (Krannich and Humphrey 2009).

In Kashari sub-county Mbarara district, an understanding of youth motivations and efficacy to this kind of engagement are important so that Extension and other development professionals can

maximize these valuable resources. As youth are brought into community organizations and civic roles that they have traditionally been excluded from, they can participate in local decision-making at multiple levels. Therefore this study will help to improve the collaboration of youths that leads to skill enhancement, confidence building, and ownership that prepare them as they navigate toward adulthood (Isaac, S. and Michael W. 2008).

1.2 Statement of the problem

Despite the influence of government and non-governmental organizations in motivating, funding of youths in community development in Uganda at large, currently significant obstacles exist that inhibit, and often discourage, community activeness among youth in which the leading obstacles still exist in Kashari sub-county Mbarara district due to lack of creativity and innovativeness, poverty, inadequate skills, and low government response towards youth development in response to community development. This has resulted into drug abuses, high crime rates including rape, murder and gambling, poverty and hunger. Felix (2003) identified other challenges to youth involvement in communities, including a lack of communication and awareness of opportunities, serious issues among organizations competing for youth participants, youth fears of speaking out, lack of diversity, and adultism or the systematic mistreatment of young people simply because of their age.

There is a need for Extension program/policy developers to better understand the role of youth in the community development process, through active engagement, in order youth can take on ownership and become lifelong contributors to local well-being.

1.3 General objective

The general objective of the study was to examine the role of youths in socio-economic development of the community particularly in Kashari sub-county Mbarara district in Mbarara district city.

1.4. Objectives of the Study

To identify the roles of youth in the socio-economic development of Kashari sub-county Mbarara district.

To identify the factors influencing youth participation towards socio-economic development of the community.

To find out the challenges faced by youths in the community development of Kashari sub-county Mbarara district.

1.5. Research Questions

What are the roles of youth in community development of Kashari sub-county Mbarara district?

What are factors influencing youth participation towards socio-economic development of the community

What are the challenges faced by youths in the community development of Kashari sub-county Mbarara district?

1.6. Scope of the Study

1.6.1. Subject Scope

This study was focusing on the roles of youths in socio-economic development, the development activities done by youths, and then finally the challenges faced by youths in the community development of Kashari sub-county Mbarara district.

1.6.2. Time Scope

The actual field research was conducted in 4 months that is from may 2016 to September. During this period the researcher was collecting data concerning the topic in question.

1.6.3. Geographical Scope

The study was carried out within Kashari sub-county Mbarara district which. It is the main municipal, administrative, and commercial center of Mbarara District and the site of the district headquarters.

Mbarara district is about 290 kilometers (180 mi), by road, southwest of Kampala, Uganda's capital and largest city. Mbarara is an important transport hub, lying west of Masaka on the road to Kabale, near Lake Mbuho National Park. The coordinates of the Mbarara central business district are 00 36 48S, 30 39 30E (Latitude:-0.6132; Longitude: 30.6582).

1.7. Significance of the Study

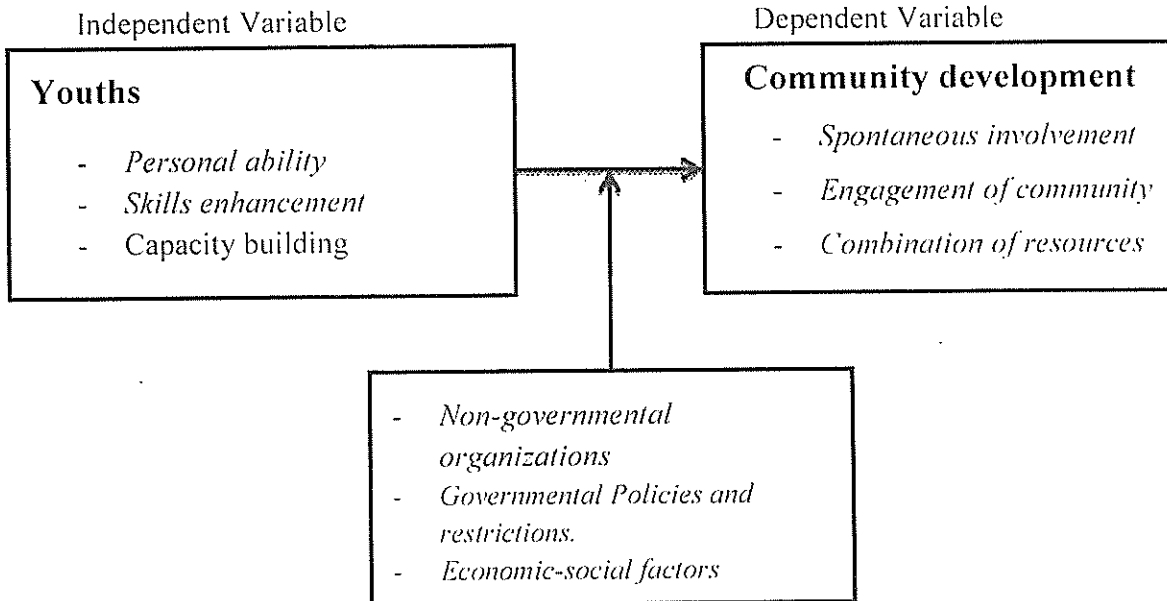
Academic Significance; This research may benefit people in the academic field who include students, scholars, academicians and researchers who are interested in understanding the role of youths in community development.

Policy Significance; This research will be beneficial to government officials, nongovernmental organizations and other key people in policy positions interested in understanding the needs of youths in community development.

The study is also instrumental to the researcher as it is a partial fulfillment of a ward for a bachelor's degree in social work and social administration of Kampala International University.

1.8 Conceptual Framework

Figure 1: The Conceptual Framework



Source: Adapted from Sandiers (2004).

From figure 1 of the conceptual framework above shows that if youth are actively part of the socio-economic development of the community activities, then development in kashari sub-county Mbarara district would be high. The youth involvement in the socio-economic development can help to reduce the rate of unemployment. Good cooperation of government, donor funding, private business stakeholders, the youth empowerment and reduction of youth unemployment will be good and high through youth participation in relation to personal ability, skills enhancement, capacity building, to realize the socio-economic development of the community among youth through spontaneous involvement, engagement of the community, and even combination of local resources are the key sources of socio-economic development within the community through youth participation.

CHAPTER TWO

LITERATURE REVIEW

This heading comprises and focuses on the theoretical review on what other authors and scholars have written about the subject. It is the secondary analysis of available information that has already been published.

2.1 Review of the related literature

According to Kubisch, A. (2005), Youth is the stage of constructing the self-concept. The self-concept of youth is influenced by several variables such as peers, lifestyle, gender, and culture. It is the time of a person's life in which they make choices which will affect their future.

Fogel S. (2004), argues that, in much of sub-Saharan Africa, the term "youth" is associated with young men from 15 to 30 or even 35 years of age. Youth in Uganda includes all members of the Republic of Uganda aged 18–35. Many African girls experience youth as a brief interlude between the onset of puberty and marriage and motherhood. But in urban settings, poor women are often considered youth much longer, even if they bear children outside of marriage. Varying culturally, the gender constructions of youth in Latin America and Southeast Asia differ from those of sub-Saharan Africa. In Vietnam, widespread notions of youth are sociopolitical constructions for both sexes between the ages of 15 and 35.

In Brazil, the term *youth* refers to people of both sexes from 15 or 18 to 25 years old. This age bracket reflects the influence on Brazilian law of international organizations like the World Health Organization (WHO). It is also shaped by the notion of adolescence that has entered everyday life in Brazil through a discourse on children's rights.

Young people spend much of their lives in educational settings, and their experiences in schools, colleges and universities can shape much of their subsequent lives. Research shows that poverty and income affect the likelihood for the incompleteness of high school. These factors also increase the likelihood for the youth to not go to a college or university.

Community development is a process where community members come together to take collective action and generate solutions to common problems. Community wellbeing (economic, social, environmental and cultural) often evolves from this type of collective action being taken

at a grassroots level. The United Nations defines community development as "a process where community members come together to take collective action and generate solutions to common problems." It is a broad term given to the practices of civic leaders, activists, involved citizens and professionals to improve various aspects of communities, typically aiming to build stronger and more resilient local communities.

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The concept of community Development occupies a pivot position around which all the socio political thought of twentieth century revolves. The term is so vast, in its scopes and application that, it is quite difficult to put it within the framework of a comprehensive and adequate logical definition. Again, the changes in emphasis on different aspects of it, at various point of time have complicated it for a text book definition. Several thinkers, committees, committees, international organization have defined it in varying ways (Fletcher et al., 2000).

The conference on Colonial Administration in 1948 held at Cambridge defined Community Development, "as a movement designed to promote better living in whole community with the active participation and if possible, on the initiative of the community but if this initiative is not forthcoming spontaneously then by use of techniques for arousing and stimulating it in order to serve its active and enthusiastic response to movement."

According to United Nations Report, Community Development is a "process designed to create condition of economic and social progress for the whole community with its active participation and the fullest possible reliance upon community's initiative."

Some of the main principles of community development are collective activity, participation, partnership and capacity building. These principles are used in order to ensure that all of the members of the community work together in the planning and decision making processes, which

in turn will raise the opportunity of each members full potential being realized. Community development seeks to empower individuals and groups of people with the skills they need to effect change within their communities. These skills are often created through the formation of large social groups working for a common agenda. Community developers must understand both how to work with individuals and how to affect communities' positions within the context of larger social institutions.

Community can be defined by common cultural heritage, language, and beliefs or shared interests. These are sometimes called communities of interest. Even when community does refer to a geographic location, it doesn't always include everyone within the area. For example, many Aboriginal communities are part of a larger non-Aboriginal geography. In larger urban centres, communities are often defined in terms of particular neighborhoods, (independent sector 2001).

The term "development" often carries an assumption of growth and expansion. During the industrial era, development was strongly connected to increased speed, volume and size. However, many people are currently questioning the concept of growth for numerous reasons -- a realization that more isn't always better, or an increasing respect for reducing outside dependencies and lowering levels of consumerism. So while the term "development" may not always mean growth, it always imply change. (Brennan et al., 2006).

2.2 The role of youth in community development

The views and opinions of others, namely authority figures, can greatly influence youth community involvement. Youth report a greater likelihood of becoming involved if their participation is valued by parents, teachers, community leaders, etc. (Camino, 2000; Fogel, 2004; Jarrett, Sullivan, & Watkins, 2005). The receptivity of authority figures can play a central role in youth efficacy, their engagement, and their continued involvement in the community.

Historically, previously held negative beliefs by both youth and adults (Jarrett, Sullivan, & Watkins, 2005; Zeldin, 2004) have created a disconnection between youth involvement and youth-adult partnerships in the community. Often, youth have not been viewed as essential contributors to society, mainly due to stereotypical images and misconceptions of their age and developmental capacity. The period of intense emotional changes during adolescence helps

contribute to the lower expectations of youth from adults and subsequent decreased opportunity for youth to participate in community activities (Camino & Zeldin, 2002). Such conditions have led to a lack of recognition and receptivity by adults, and often, the wider community.

The increasing presence of youth in the development process and the establishment of youth-adult partnerships have created an environment where communities are more receptive. The active involvement of youth highlights their value and provides an opportunity to erase negative stereotypes. Recent research has focused on such positively held adult notions of youth and their relationship to encouraging youth involvement. Zeldin (2002) reported that many adults perceive adolescents as being capable of contributing to their communities, performing well in community positions, and taking proactive approaches to their life development. This receptiveness opens the door to long-term youth involvement, while also facilitating greater appreciation for the youth contribution to the community by adults (Camino, 2000).

Empowering youth and allowing them the opportunity to participate in the community has shown to benefit their development greatly (Brennan and Barnett 2009; Brennan, Barnett, and Baugh 2007; Brennan, Brennan, Barnett, McGrath 2009; Crooks, Chiodo, Thomas, and Hughes 2009; Ludden 2011; Pearrow 2008; Wilson, Minkler, Dasho, Wallerstein, and Martin 2008). When youth become engaged in community activities they develop the skills needed to be an effective leader. When youth realize they have the power to influence decisions at a community or school level they will rise amongst their peers and begin to show signs of leadership. Youth feel as if they have an obligation and set of skills needed to represent a certain sub-section of the community population (i.e., youth) in the larger community context.

Brennan and Barnett (2009) concluded that youth who are engaged in community efforts at a young age show better problem-solving and decision-making skills when compared to those youth who are not engaged. Similarly, Brennan, Barnett, and Lesmeister (2007) reported that youth who have been empowered by the community are likely to be future leaders. The development of such vital skills (e.g. problem solving and decision-making) at a young age will serve the youth well in a variety of life endeavors. Empowering youth and engaging them in community activities allows them to interact with adults and have guidance as they develop the skills needed to make decisions and solve complex issues (Brennan and Barnett 2009).

In addition to building leadership skills, engaging youth in the community also creates a sense of belonging and purpose for youth (Brennan, Barnett, and McGrath, 2009). When youth realize their voices and opinions are being considered, they will feel that they are a true part of the community. The community then becomes a place where youth and adults share the common interest of making their shared space a better place. Youth will increasingly become more comfortable with sharing ideas and suggestions because they now see themselves as vital members of the community (Brennan, Barnett, and Lesmeister 2007). Overall, youth internalize the idea that they are making a meaningful contribution to the community and have done so by working productively with other members of the society (Pearrow, 2008).

Finally, empowering youth to be engaged in the community has shown to decrease traditional problem behaviors. Youth who are engaged in their communities are less likely to use drugs and alcohol, less likely to drop out of high school, and less likely to be involved in criminal behavior. Specifically, Crooks, Chiodo, Thomas, and Hughes (2010) concluded that youth community engagement is connected to a wide range of positive outcomes such as higher academic performance, lower rates of pregnancy, and lower rates of marijuana use. Some programs have even begun to incorporate youth engagement aspects into intervention/prevention efforts (Altman and Feighery 2004; Wilson, Minkler, Dasho, Wallerstein, and Martin 2008). These interventions are based on making youth feel their status and well-being matter to the community. These youth tend to shy away from anti-social activities (e.g., drug use and criminal behavior), and more towards pro-social behaviors because of the relationship that have with the community (Altman and Feighery 2004). Youth internalize responsibility for their actions and will not only be held accountable by their family, but also the community and school as a whole (Ludden, 2011).

Noting the benefits of engaging youth, communities should look for meaningful ways to include youth in programs/activities. Often the engagement of youth in the community can be incorporated in the school environment. Ultimately, the involvement of youth will facilitate stronger communities and future leaders.

2.3 Factors Influencing Youth Involvement in the Community development

Youth typically spend a substantial amount of time in activities extracurricular to school, including involvement in community-based organizations, school and local sports teams, and school-based clubs. All of these, and the interaction with individuals within them, directly influence youth involvement in their communities.

Previous research supports the premise that participation in community activities is associated with behavioral well-being among adolescents. Influences on youth becoming involved, such as increasing academic performance during high school, increasing the likelihood of college attendance (Eccles & Barber, 1999), greater school engagement (Lamborn, Brown, Mounts, & Steinberg, 1992), and reinforcing positive social values or setting an example (Youniss & Yates, 1997), have been found to affect involvement.

Other factors have been reported by youth as influencing their need for and willingness to be a part of a greater good through involvement. These include: feelings of efficacy (Sherrod, Flanagan, & Youniss, 2002), the need to be valued and taken seriously by others in the community (Flanagan & Van Horn, 2001), increasing their own self-esteem, and having a responsibility toward society by performing a public duty (Independent Sector, 2001). Recognition by the community at large is part of feeling valued (Scales & Leffert, 1999).

Finally, other factors, such as parental involvement, can facilitate influences on youth involvement. Youth whose parents are actively involved in the community are more likely to become active themselves (Chan & Elder, 1999). Youth whose parents do not participate in civic activities may still become active in their communities; however, a supportive and reinforcing parental relationship may have a greater contribution to civic engagement than parental modeling (Fletcher & Van Horn, 2000). Perhaps as a result of an increased awareness of the advantages for adolescents, parents play an important role in linking their children to the world around them (Parke & Ladd, 1992).

Youth and adults have identified a variety of motivators for volunteering or becoming active in their communities. These have included practical assessments of their activities, such as: to meet school requirements; hopes of getting higher grades in a particular class; improving their chances

of getting into college; or as an entry to a desired job (Andolina, Jenkins, Keeter, & Zukin, 2002). Motivations can also be the result of more practical conditions, such as a need to develop job contacts and enhance existing skills. In geographic areas where employment opportunities are limited, voluntary activities can offer a valuable alternative to paid employment (Clary, Snyder, & Ridge, 1992; Independent Sector, 2001).

Youth also report becoming active for self-actualization (recognition, raise self-esteem) and social responsibility (setting an example, public duty) (Clary, Snyder, & Ridge, 1992; Independent Sector, 2001). Feelings of efficacy (Clary, Snyder, & Ridge, 1992; Sherrod, Flanagan, & Youniss, 2002), having responsibility/leadership (Kubisch, 2005), and the need to be taken seriously (Flanagan & Van Horn, 2001) have all emerged as important reasons why youth pursue community involvement.

Finally, activeness in the community is facilitated by youth participation in community-based groups. Interaction between social groups promotes awareness of needs and helps identify volunteer opportunities (Wilkinson, 1991; Luloff & Swanson, 1995). Overall, a variety of motivations are present that shape civic behavior. Included are traditional factors (motivations and socio-demographics), but also the extent to which people interact with each other.

2.4 Challenges faced by youths while taking part in socio-economic development of the community

Inadequate Capital

Many experience practical difficulties in accessing capital either for start up or for expansion of rural development has become a problem for development. Even with the introduction of Government Enterprise Finance scheme, this group still experiences difficulties. The current financial climate makes it more difficult to raise money directly from banks especially when collaterals are not available. Traditionally raising business finance from friends and family members has never been strong with the African rural communities. In times past availability of government and local authorities' enterprise grants provided limited access to business start up and expansion capital of capital to improve rural development, (Kubisch, 2005).

Poor information on availability of opportunities

Information on what rural development opportunities are available is not readily available to this group, especially for those contemplating engaging in international trade with their homeland. This has killed morale and interests of many Thinkers who could have become Doers of rural development (Wilkinson, 1991; Luloff & Swanson, 1995).

Vulnerable Populations

Poverty among rural communities is a continuing issue within the world especially in the developing countries. Although rural living can be challenging for any population, there are several groups in which are considered more vulnerable to poverty. Several contributing factors such as employment, education, geographical location, cost of living and low income are definite issues among these specific groups. With that being said, many of these populations are finding themselves struggling to keep above the poverty line, Cahn & Gray (2005).

Health Disparities

Poor health of rural communities has negative extensive influence on the quality of many aspects of life for rural citizens towards rural development. With social determinants of health in mind, poverty in rural areas can cause out-migration and population decline, poorer education outcomes, poorer employment opportunities due to transportation costs and child care costs, poorer living and eating conditions. All of which directly affect health as far as rural development is concerned, Felix (2003).

Ineffective technical capacity

Andoline et al., (2002) argues that due to the lack of formal education, employment and then income levels affect a rural development ability to travel for work, or afford groceries. When the necessary social determinants of health are not being met, it has a direct effect on health outcomes for rural communities, and creates a strain on the few social supports available within

rural communities to sustain rural development because of lack of technical capacity to come up with constructive idea to develop the community.

Education and social service inadequacies

In many rural societies, a lack of access to education and limited opportunities to increase and improve one's skill set inhibit social mobility and rural development. Low levels of education and few skills result in much of the rural poor working as subsistence farmers or in insecure, informal employment, perpetuating the state of rural poverty. Inadequate education regarding health and nutritional needs often results in under-nutrition or malnutrition among the rural poor. Social isolation due to inadequate roads and poor access to information makes acquiring health care (and affording it) particularly difficult for the rural poor, resulting in worse health and higher rates of infant mortality. There have been noted disparities in both Asia and Africa between rural and urban areas in terms of the allocation of public education and health services (world Education report 2002).

Lack of political will

Scales &Leffert (1999) the lack of political will in governments towards rural development is often the main obstacle to programs for growth and poverty reduction in rural areas for rural development. It is clear that we need to give a higher priority to capacity-building. We need more resources for technical assistance, and we need to make existing technical assistance more efficient.

War and displacement

Across the globe, conflicts consistently disrupt farming and food production which hinders rural development. Fighting also forces millions of people to flee their homes, leading to hunger emergencies and rural depopulation hence rural under-development as the displaced find themselves without the means to feed themselves and continuously participate in rural development. The conflict in south Sudan is a recent example where rural development has remained low in affected rural areas. (UNDP 2009).

Other factors such as lack of transportation (Scales &Leffert, 1999), lack of time (Sherrod, Flanagan, &Youniss, 2002), and not being sure of the benefits of their contributions (Israel, Coleman, &Ilvento, 1993) can limit the active involvement of youth. Scales &Leffert (1999) identified four key barriers that keep youth from participating in activities: lack of interesting programs, transportation problems, lack of knowledge about programs, and cost. Similarly, community organizations may be uncertain of the role or impact that youth may have in their efforts (Israel, Coleman, &Ilvento, 1993). Viewing young people as transient, participating in too many other activities, and having less predictable schedules, community organizations may exclude youth. Last, the extent to which youth can contribute to the decision making process of organizations and play an active role in program/policy development is important in shaping youth involvement.

In Conclusion thereforesocio-economic development of the community is facilitated by the ability of local people to mobilize resources to address local needs. Youth are in a position to be among the stable and long-term contributors that help guide this process. Youth represent a vast and often untapped resource for immediate and long-term community development efforts. They also provide an invaluable resource for program planning and effective evaluation. As youth are brought into and connected with organizations and civic roles that they have traditionally been excluded from, they can participate in active and equal decision-making at multiple levels. As youth engage in more sustained positive relationships with adults, other youth, and community organizations, they will learn that they are valued citizens of their communities. Such collaborations will lead to skill enhancement and confidence-building traits, which will help prepare them for navigating toward adulthood (Cahn, E. and gray, C. 2005).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter tackled the research design, research population, sample size, sampling procedures, research instruments, and data gathering procedures, ethical considerations and the limitations of the study.

3.1 Research Design

This study used qualitative statistics and quantitative approach in order to come up with valid information. The choice of this design was made because it provided intensive investigation of youth involvement in community development in Kashari sub-county Mbarara district Mbarara district-Uganda.

3.2 Research Population

The study targeted the population of all youths aged between 18-34 years. within Kashari sub-county Mbarara district in western Uganda was estimated at about one hundred and forty people that helped the researcher to come up with valid information. However out of this total population only a total of 50 respondents were sampled.

3.3 Sample Size

The sample size was made-up of fifty (50) of whom were the youth between 18-34 years. The data was collected from the selected sample of (50) respondents out of the estimated one hundred and forty (140) that comprised youths, NGOs and employees.

3.4 Sampling Procedure

The purposive sampling was utilized to select the respondents based on these criteria:

Male or female respondents in any of the companies included in the study. Administrators of the companies under study from the list of qualified respondents were chosen based on the inclusion criteria; the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

3.5 Research Instruments

The researcher used standardized questionnaires to collect data. The selection of this tool was guided by the nature of data to be collected, the time available as well as by the objectives of the study.

3.6 Data Gathering Procedures

Before the administration of the questionnaires

An introduction letter was obtained from the faculty of arts and social sciences for the researcher to ask for approval to conduct the study from the area of research.

After approving the letter, the researcher secured a list of the qualified respondents from the company authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size. Reproduce more than enough questionnaires for distribution.

Selected research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.

The researcher and assistants were emphasized to retrieve questionnaires within five days from the date of distribution.

On retrieval, all returned questionnaires were checked if all were answered.

3.7 Ethical Considerations

To ensure confidentiality of the information provided by the respondents and to ascertain the practice of ethics in this study.

3.8 Limitations of the Study

In view of the following threats to validity, the researcher argues an allowable 5% margin of error at 0.05 level of significance. Measures were also being indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

The study was hampered by inadequate funds to facilitate its smooth running making the researcher unable to reach as many respondents as intended by the research design. However, the researcher looked for financial assistance from relatives, friends and budgeted well for the funds so as to overcome the problem of inadequate funds.

Some respondents were hesitant to give information as asked in the questionnaires. The researcher however informed them of the objectives of the research and confidentiality of the information that may be provided.

Scheduling problems, especially with respondents to be interviewed: some employees were too busy to be interviewed. The researcher kept in touch with all the respondents to harmonize schedules

Loss of questionnaires by some respondents occurred which led to delays in the research process. The researcher collected questionnaires from respondents on the same day of filling them.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND ANALYSIS OF THE FINDINGS

4.0 Introduction

This chapter mainly deals with presentation, discussion and analysis of findings from the study entitled demographic characteristics, the roles and the challenges faced by the youth in Kashari sub-county Mbarara district. It mainly summarizes key issues from the theoretical and empirical literature, compares and contrasts findings systematically and possible relationships in the process of fulfilling the overall objectives and variables of the study. The analysis was done in accordance with the research objectives and variables of the study. The variables under studies were youths and community development.

Therefore, the researcher used various tools to analyze the data collected including, pie charts and percentages, frequency distribution tables. A descriptive analysis has also been given to enable easy understanding of the information given by various respondents.

4.1 Demographic characteristics of the respondents

The respondents were also asked to indicate their Gender. The data is presented in

Table 1: Category by sex of the respondents

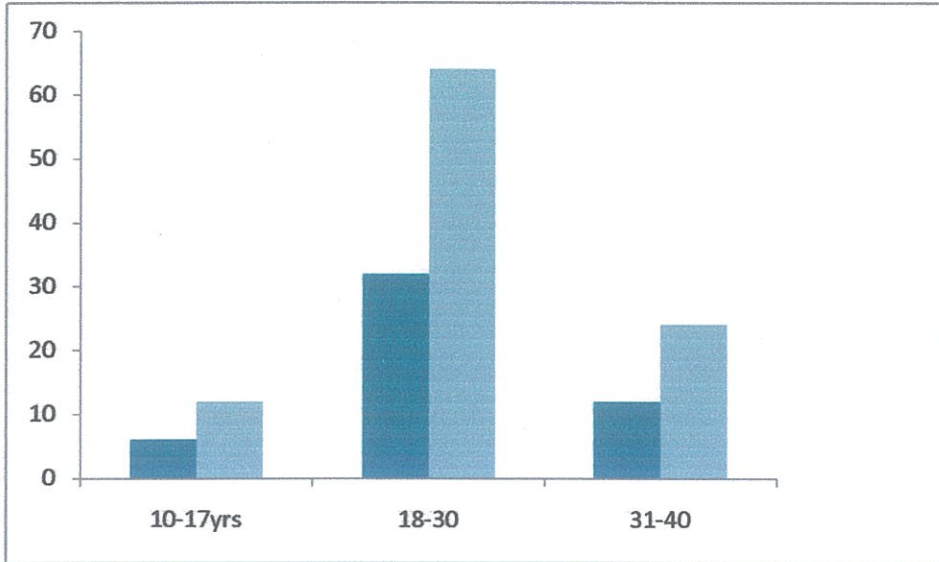
N = 50

Sex	Frequency	Percentage
Male	31	62
Female	19	38
Total	50	100

Source: primary data 2016

The table 1, above indicates that more males than females were involved in the study. There were more male respondents in the study than females because most of the female respondents were active in other tasks, most especially at the market areas, selling small items such as tomatoes and at home doing domestic work. The male respondents were found either idle or gambling.

Figure 1: Respondents categorized by age



Source: field study 2016

The above bar graph indicates that the age group of 18-30 had majority response because it was the idlest age group and it was easy to access them for information. This was followed by those in the age group of 30-40 who are mostly in the adult age group. Those in the age bracket of 18-30 had a fair response since most youths also tend to be idle at times and some still in school and lastly those in the age bracket of 10-17 had the least number of respondents due the fact that most of them lack knowledge of such information.

Table 2: Marital status

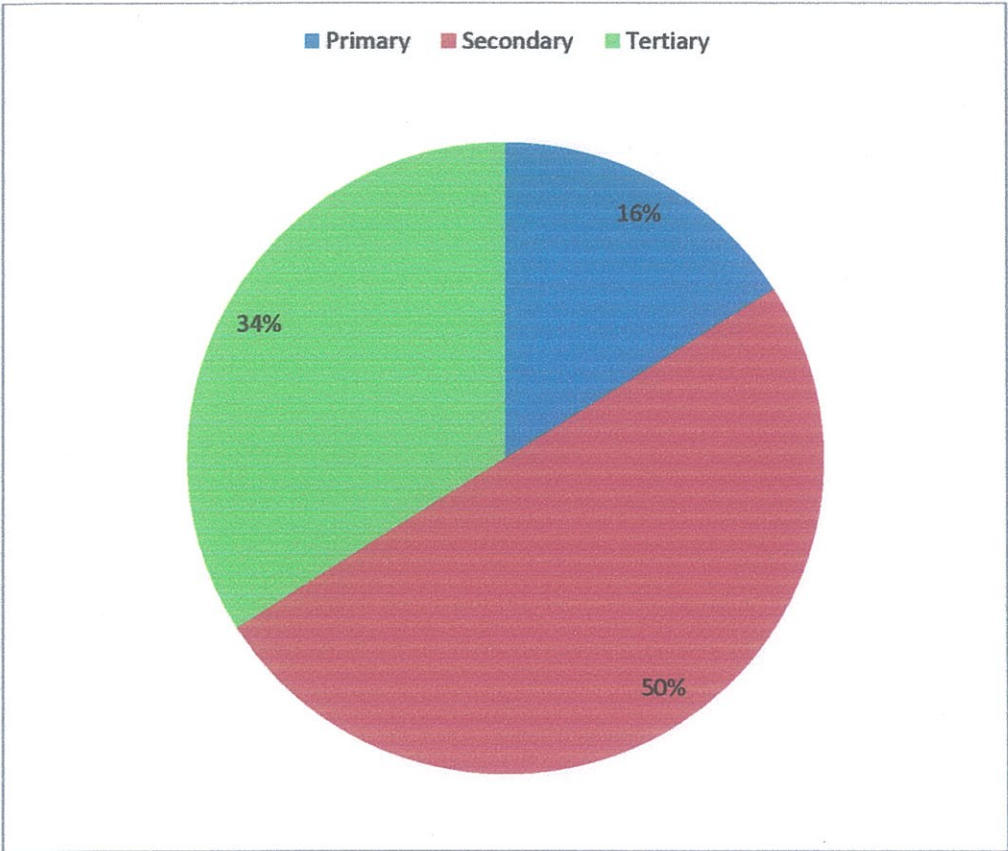
N = 50

Marital status	Frequency	Percentage
Married	21	42
Single	28	56
Divorced	1	2
Total	50	100

Source: primary data 2016

The above table indicate that majority of the respondents were single of these males were more than females. Those who were married had a least response, in this case, males constituted the biggest category of the married and lastly those who were divorced had the poorest response.

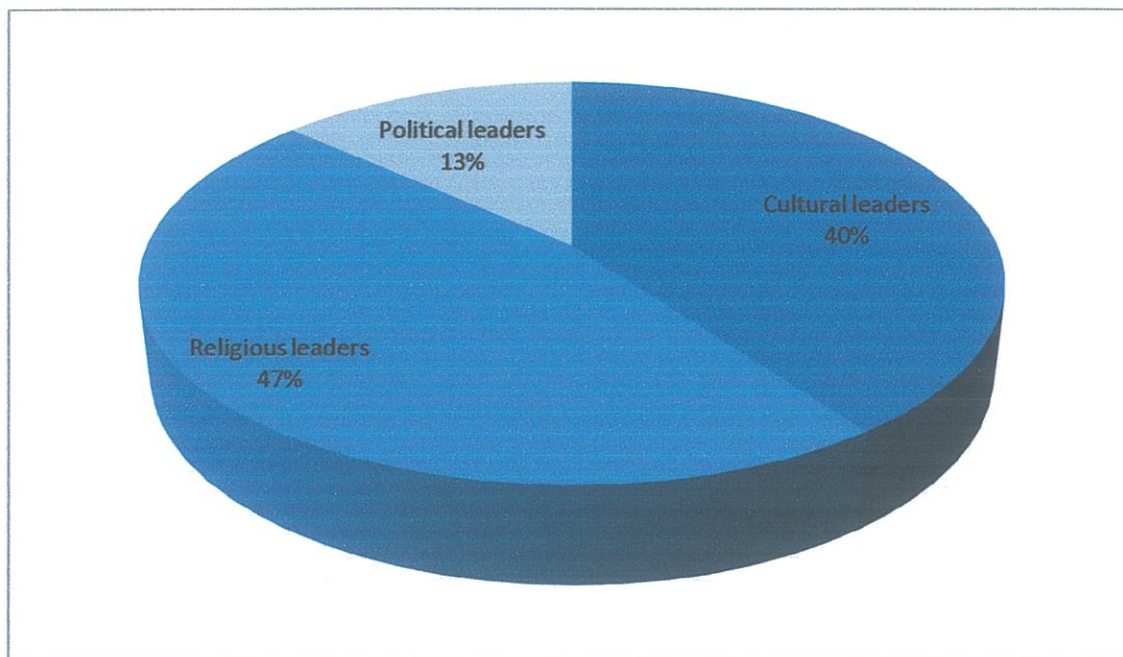
Figure 2: Educational level of the respondents



Source: Primary data 2016

The pie chart above shows that most of the respondents' had attended secondary and tertiary education whereas very few of the respondents had primary education. These were all summarized with figures as shown in table 3 below:

Figure 3: showing the Position of the respondents in the community



Source: primary data 2016

Data revealed that majority were cultural leaders, followed by religious leaders, while political leaders had the least response among all. This implies that all the categories of respondents were well represented in the sample as demonstrated in figure3.

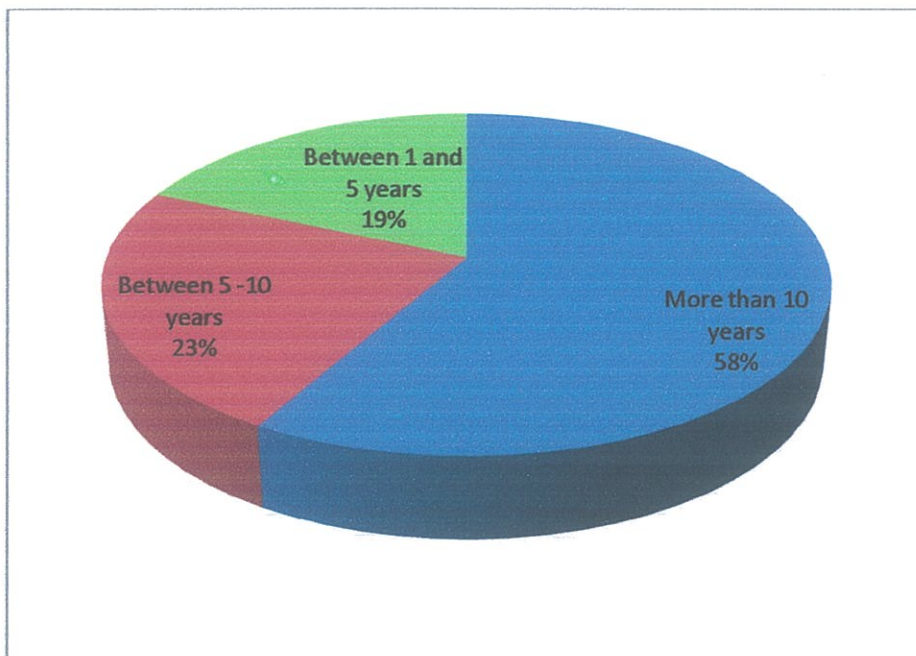
Table 3: Occupation of the respondents

Occupation	Frequency	Percentage %
Business	23	46
Agriculture	12	24
Rearing animals	15	30
Total	50	100

Source: primary data, 2016

Data showed in table 3 that majority of the respondents reared animals as shown by 41.7, 38.3 percent of the respondents were business owners, where 20 percent of the respondents were Agriculture.

Figure 4. Showing the Duration in community development in Kashari sub-county Mbarara district.



Source: primary data 2016

Figure 4: Showing the Duration of time of the respondents in Kashari sub-county Mbarara district.

The respondents were also asked to indicate the duration of time they had been in Kashari Sub County. The data is presented in Figure 2 above and Findings showed that most of them had been living in the area for more than 10 years as since they were able to adapt to the economic situation of the area plus some related factors. This was followed by those who had been living there for between 5 - 10 years while those living in the area for between 1 and 5 years who the least. This implies that the respondents had been in the area for a considerable duration which puts them in a position to provide valid information on the issue of community development in Kashari sub-county Mbarara district.

4.2 Findings on understanding the role of youths in socio-economic development of the community

Table 4: Understanding the role of youths in socio-economic development of the community

N=50

Role of youths	Frequencies	Percentages
Participation in decision making	14	28
Community policing	5	10
Resource mobilization	11	22
Provision of labor	1	2
Provision of community awareness	2	4
Not sure	17	34
Total	50	100

Source: primary data 2016

The above table indicates that most of the respondents were not sure of the roles of youths towards community development were the majority since most of them were illiterate due to the fact most of them lack education, followed by those who understood the role of youths in community development as they were supposed to take part in decision making that affects the area in collaboration with the elders, followed by those who said that youths take part in resource mobilization from different supporting organization towards socio-economic development of the community, Some respondents also argued that youths do participate in community policing such as crime preventers to prevent increased crime rates in Kashari sub county Mbarara district. Some respondents also understood the role of youths in community development that they take part in community sensitization and creation of awareness among the people of Kashari sub-county Mbarara district and finally some of the respondents reported that youths provide voluntary workforce during community rehabilitation.

4.3 The challenges facing youths during socio-economic development of the community

Table 5: Showing challenges facing youths during socio-economic development of the community

N = 50

Challenges	Frequency	Percentage
Lack of adequate skills	20	40
Low levels of Education	11	22
Health disparities	8	16
Corruption	2	4
Lack of political will	4	8
Limited resources	5	10
Total	50	100

Source: primary data, 2016

4.3. Lack of adequate skills

From the above, the majority of the respondents (40%) sighted the lack of adequate skills as a challenge affecting youth during community development due to the fact that there is inexperienced youth even though they are educated but they lack skills which has greatly made most youths lack a sense of innovativeness and business oriented minds to develop their community they live in.

4.3.2 Low levels of education

The majority of the respondents sighted low levels of education as another challenge facing youth as they try to take part in community development due the fact that there is high level of illiteracy in the division since most of them are school dropouts from rural areas which has greatly made most youths lack a sense of innovativeness and business oriented minds to develop their own community.

4.3.3 Health disparities

There were also responses on health disparities as another challenge affecting youth during community development where 16% of the respondents reported that most youths are affected by different diseases such as HIV/AIDS which weakness their immune systems and in the long run affects them to take part in community development.

4.3.4 Lack of political will

Some respondents (8%) also reported that youths fail to take part in community development due to lack of political will. The respondents who were questioned, the majority blamed it on the heavy taxes imposed on goods and services, license fees which stopped very many of them from working or running small enterprises in order to promote community development

4.3.5 Limited resources

The respondents in Kashari sub-county Mbarara district also claimed that the scarcity of resources in the division has also contributed on the failure of youths to promote community development such as setting recreational services needs good capital to attract tourists in the division as a result of poor location and localization of industries in the division.

4.3.6 Corruption

Corruption refers where some people or individuals uses the money of the country their own interest, so poor community development which exist in Kashari sub-county Mbarara district especially in government offices has led to scarcity of personal income within the economy. This is so because money got from taxes paid by the citizens is greatly diverted into personal interest of government officials. Uganda is a weak state which cannot fulfill their duties because there is no strong watch dogs that can control these issues so that the community can develop through youths by using government and donor funds to strongly take part in community development.

4.5 The main strategies for improving youth involvement in community development

Table 6: The main strategies for improving youth involvement in community development

Solution	Frequency	Percentage (%)
Government commitment	7	14
Vocational training	7	14
Encourage youth decision making	5	10
Ease access to resources	2	4
Creation of employment opportunities	8	16
Introduction of free education i.e. UPE and USE	5	10
Provision of farm implements like fertilizers and seeds to rural farmers	16	32
Total	50	100

Source: primary data 2016

4.5.1 Government commitment

Of the 14% respondents, (8% males and 6% females) argued that if the government can put all its efforts on funding youths to make the active like in job creation, provision of education among others, the youth involvement in community development in the area can increase by 50% compared to the current situation the community is in now.

4.5.2 Vocational training

62% of the respondents suggested that there should be creation of vocational training institutions where youth can go and acquire skills in various areas ranging from entrepreneurship, professional skills in farming, carpentry, metal work among others that can help to improve on community development.

4.5.3 encourage youth in decision making

20% of the respondents argued that unless they allow youth in decision making process that is when community development can be seen in this division. This was on the view that youths are

not considered by the policy formulators and implementers even when the future of the county is on youths.

4.5.4 Ease access to resources

Four percent of the respondent's demanded easier access to resources such as land, money among others in the youth can actively plan and think on what can be done in order to improve the social, economic and cultural development of the area.

Table 7 Government responses towards community development.

Government responses towards youth involvement in community development	Frequency	Percentage %
Very effective	06	10
Effective	09	15
In effective	45	75
Total	60	100

Source: primary data 2016

The respondents were further asked to describe the government response towards youth involvement in community development in Kashari sub-county Mbarara district, as presented table 7 (10) percent of the respondents described government response as effective. while (15) percent of the respondents described government response as effective. (75) percent of the respondents described government response as in effective towards youth involvement in community development, so according to data presented in above table most of the respondents described the government reaction in the area as in effective towards community development which means that government is blamed for low level of community development.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter presents the summary of the findings, conclusions and recommendations on the issues raised in the discussion paper, especially on the role of youths in community development.

5.1 Summary of findings

5.1.1 Demographic profile of respondents

This study sought to establish the role of youths in community development in Kashari sub-county Mbarara district. The study revealed that there were different roles played by youths in community development. The findings most prevalent roles included taking part in decision making concerning the societal needs as rated by 14 (22%), resource mobilization as shown by 11 (22%). Other roles of youths towards community development included community policing such as the crime preventers as rated by 5 (10%) of the respondents, provision of community awareness as rated 2 (4%), provision of labor force 1(2%), Findings also revealed factor was lack of adequate skills which represented 40%, meaning that skills of youths were that government response towards community development was counterproductive.

The findings also revealed that there were challenges that do limit youths to take direct and indirect active participation in community development indicating that the most challenging less to make them be part of the community development process, it was also found out that most youths has low level of education with 22% which affects youths to have more ideas on issues concerning community development this was found out that most of the youths are school dropout from rural areas to urban. it was also found out that most of the youth are affected by poor health and disparities where most of the youths were found suffering from HIV/AIDS, which affects them so much to take part in community development, in addition to this, the lack of political will and limited resources were found also being an obstacle among youth to take part in community development.

Findings also showed that there were several ways that could be used in solving the issues that limit youths to take part in community development. This involved need for controlling over

population as indicated by 20 (33.3%), increasing personnel income as shown by 16 (283%). Government to provide basic needs as indicated by 18 (300/c) while 5 (8.4%) indicated that there was need to provide foreign aid properly.

5.1.2 The roles of youths in community development in Kashari sub-county Mbarara district

This study sought to establish the role of youths in community development in Kashari sub-county Mbarara district. The study revealed that there were different roles played by youths in community development. The Findings most prevalent roles included taking part in decision making concerning the societal needs, resource mobilization, and other roles of youths towards community development included community policing such as the crime preventers, provision of community awareness, provision of labor force. This was in line with (Cahn, E. and gray, C. 2005) where they reported that Community development is facilitated by the ability of local people to mobilize resources to address local needs. Youth are in a position to be among the stable and long-term contributors that help guide this process. Youth represent a vast and often untapped resource for immediate and long-term community development efforts. They also provide an invaluable resource for program planning and effective evaluation. As youth are brought into and connected with organizations and civic roles that they have traditionally been excluded from, they can participate in active and equal decision-making at multiple levels. As youth engage in more sustained positive relationships with adults, other youth, and community organizations, they will learn that they are valued citizens of their communities. Such collaborations will lead to skill enhancement and confidence-building traits, which will help prepare them for navigating toward adulthood.

5.1.3 Challenges faced by youths during community development

On the completion of the study, most of the respondents argued that low levels of education were the main challenge facing youths during community development. This view is supported by a Commonwealth Youth Program report (1996) that the youth, coupled with little schooling, are too frequently subjected to a disproportionate burden of underdevelopment. Those in Commonwealth countries, youth illiteracy rates are at 30-50 percent or more of the total of uneducated. This view is also in agreement with OgolaSoti's (Oct 1994) view that large proportions of persons with secondary school education also tend to shun low level of community

development because of their high expectations of well-paying white collar jobs and employers are often reluctant to accept low levels of education, hence remaining totally down in terms of community development.

Respondents argued that lack of adequate skills was another major challenge affecting youth during community development. Their argument is in line with Trevor Hamilton and Associates (1995) view that even vocational courses do not create jobs; but they simply allocate existing jobs to those with training. That there is a strong possibility that increasingly, young people will be faced with credential inflation because as more people become qualified, the value of those qualifications declines. This argument is also in agreement with Calloway's (1962) view that the rapid extension of formal education leaves many youth with lack or no skills to do anything at the time of completion of their education.

Respondents also claimed that poor community development was due to the limited access to resources. Their argument is in line with the New Vision's (19th May 2010) view that the government should seize opportunities for youths in factories, industries, agricultural projects among others. Their argument also concurs with the CYF's (2007) view that Uganda requires creating 600,000 jobs every year and that there is need for awareness and building an adequate understanding of issues by the government to enhance youth opportunities if community development is to be seen on ground. That this can be done through entrepreneurial skills development increased investment in industries, as well as curriculum.

Respondents also argued that the lack of political will by the government result into youth redaction towards community development. That the government tends to impose heavy taxes on goods and services license fees. Their argument is also supported by ILOs suggestions that the major problem of youth underdevelopment were heavy taxes imposed on goods and services and other barriers such as license fees. This argument is also in agreement with Lincoln's (2007) idea that identified that policies like structural adjustment which involves cutting costs, shading labor or freezing public sector wages and cutting employment through cutting public services affects youths so much as they try to take part in community development. He added that governments tend to be excessively bureaucratic which cause unnecessary delay for youths to at least start their own private organizations in order they can boost community development but the

government delays the process due to strings attached on the process of opening such organizations.

5.1.4 Possible solutions to out the challenges of youths to increase community development

Program and policy planners need to better understand the role and impact of youth in the community development process. Historically, youth input in decision making, problem solving, action, and evaluation in communities has received limited attention. However, recent trends suggest that youth are playing an increasingly important role in the development of their communities (Brennan, Barnett, & Lesmeister, 2006).

As nonprofits, volunteer groups, youth programs, and nongovernmental organizations take on larger roles in contributing to local well-being, the active collaboration between youth and adults is vital to the long-term success of development efforts. Similarly, as community service activities become a more standardized component of high school programs, youth are being given opportunities to become long-term contributors to local development efforts (Felix A. 2003).

Andoline et al., (2002) also argues that there is a need to provide youth opportunities to contribute. Consider new ways to involve youth and allow them to offer input during decision-making, problem-solving, and action-taking activities. Active collaboration with youth will engage them in ways that will open doors for them to contribute. Clary, E (2007) also suggests the increasing involvement of youth. Present opportunities for personal self-growth, skill enhancement, and leadership development. Allow youth to work with adults in active collaboration toward local community development. Integrating youth into committees with adults as mentors and guides will enable them to build the leadership skills and personal characteristics necessary for their future adult involvement.

Partner with youth. Adults must partner with youth to develop the capacity to serve in organizations and become community leaders. In order to make this a successful venture, adults must first recognize and develop their own existing capacities, motivations, and barriers to partnering with youth. Once existing capacities are determined, adult outreach to youth through schools, youth organizations, and youth groups can connect adults to youth in order to increase

community attachment. Adults can and should inform youth of their value and the need for their service, (Flanagan, C. and Van, B. 2010).

Engage youth actively. Youth provide new ideas and voices that will stimulate enthusiasm and investment in community structures. In order to engage youth, adults must understand the invaluable impact of youth involvement. This includes respecting youth culture, getting youth involved on all levels, and respecting their invaluable contribution to society. Instead of youth involvement that is strictly limited to task-oriented volunteerism, youth should be empowered to become full partners in the community development process. Doing so allows them to establish a vested interest in long-term participation and contribution to their community. Brennan et al., 2006).

Link youth to planning and policy efforts. This can be accomplished by involving youth in the examination of existing policies as well as determining and evaluating potential policy alternatives. By considering youth input into exploration of policy impact, policy alternative criteria for evaluation, and analysis of policy alternative feasibility, youth will move from their role of inactive citizens to fully engaged stakeholders. This powerful connection to real community issues will involve youth not only in present decisions, but in future outcomes, leading them to investments that will provide potential ties toward future commitments as adults. (Fletcher et al., 2000).

Allow youth to identify their own interests, within the greater social framework of community development and policy making; youth may have expertise or interests in a specific topic. As youth are brought into and connected with organizations and civic roles that they have traditionally been excluded from, they can participate in active and equal decision making at multiple levels. An increased exposure to shared norms and values through discussion on community issues and concerns will engage youth to consider where their interests lie, and encourage them to seek activities where they can create positive change for greater good. Luloff, A. and Bridger J. (2003).

Involve youth in confronting more serious social problems. This will allow them to see themselves as community development agents capable of transforming their environments. By

taking passive citizens waiting for adulthood before they become involved in systemic change and allowing them to be active citizens engaged in the process, youth will have a voice in decisions that transform policies, make institutions more accountable, and affect their lives. This may be reinforced by adult partnerships that value youth and let them know of the importance of their contributions while providing opportunities that build community attachment in order to create a better community in which to live (Brenan, M. 2005).

5.3 Conclusion

The study concluded that there were different roles played by youths in community development such as taking part in decision making concerning the societal needs, resource mobilization .Other roles of youths towards community development included community policing such as the crime preventers, provision of community awareness, and provision of labor force.

Based on the findings of the study, it was concluded that youths faced different challenges during community development which included, lack of adequate managerial skills, low level of education, health disparities vulnerable population, lack of political will, and finally limited resources to sustain their activities as far as community development was concerned.

The study also concluded that the problems affecting youth during community development could be solved by increasing government commitment, government to provide vocational training, encouraging youth in decision making, and ease access to resources. It was also concluded that the government had made some effort in promoting community development in the area but most of these efforts were found ineffective and had less output to the society particularly in Kashari Sub County.

5.4 Recommendations

Following the conclusions drawn from the study, the researcher makes the following recommendations:

Program and policy planners need to better understand the role and impact of youth in the community development process. Historically, youth input in decision making, problem solving, action, and evaluation in communities has received limited attention. However, recent trends

suggest that youth are playing an increasingly important role in the development of their communities.

As nonprofits, volunteer groups, youth programs, and nongovernmental organizations take on larger roles in contributing to local well-being, the active collaboration between youth and adults is vital to the long-term success of development efforts. Similarly, as community service activities become a more standardized component of high school programs, youth should be given opportunities to become long-term contributors to local development efforts.

Andoline et al., (2002) also argues that there is a need to provide youth opportunities to contribute. Consider new ways to involve youth and allow them to offer input during decision-making, problem-solving, and action-taking activities. Active collaboration with youth will engage them in ways that will open doors for them to contribute. Clary, E (2007) also suggests the increasing involvement of youth. Present opportunities for personal self-growth, skill enhancement, and leadership development. Allow youth to work with adults in active collaboration toward local community development. Integrating youth into committees with adults as mentors and guides will enable them to build the leadership skills and personal characteristics necessary for their future adult involvement.

Partner with youth, Adults must partner with youth to develop the capacity to serve in organizations and become community leaders. In order to make this a successful venture, adults must first recognize and develop their own existing capacities, motivations, and barriers to partnering with youth. Once existing capacities are determined, adult outreach to youth through schools, youth organizations, and youth groups can connect adults to youth in order to increase community attachment. Adults can and should inform youth of their value and the need for their service, (Flanagan, C. and Van, B. 2010).

Engage youth actively, Youth provide new ideas and voices that will stimulate enthusiasm and investment in community structures. In order to engage youth, adults must understand the invaluable impact of youth involvement. This includes respecting youth culture, getting youth involved on all levels, and respecting their invaluable contribution to society. Instead of youth involvement that is strictly limited to task-oriented volunteerism, youth should be empowered to

become full partners in the community development process. Doing so allows them to establish a vested interest in long-term participation and contribution to their community. Brennan et al., 2006).

Link youth to planning and policy efforts. This can be accomplished by involving youth in the examination of existing policies as well as determining and evaluating potential policy alternatives. By considering youth input into exploration of policy impact, policy alternative criteria for evaluation, and analysis of policy alternative feasibility, youth will move from their role of inactive citizens to fully engaged stakeholders. This powerful connection to real community issues will involve youth not only in present decisions, but in future outcomes, leading them to investments that will provide potential ties toward future commitments as adults.

Allow youth to identify their own interests, within the greater social framework of community development and policy making; youth may have expertise or interests in a specific topic. As youth are brought into and connected with organizations and civic roles that they have traditionally been excluded from, they can participate in active and equal decision making at multiple levels. An increased exposure to shared norms and values through discussion on community issues and concerns will engage youth to consider where their interests lie, and encourage them to seek activities where they can create positive change for greater good.

Involve youth in confronting more serious social problems. This will allow them to see themselves as community development agents capable of transforming their environments. By taking passive citizens waiting for adulthood before they become involved in systemic change and allowing them to be active citizens engaged in the process, youth will have a voice in decisions that transform policies, make institutions more accountable, and affect their lives. This may be reinforced by adult partnerships that value youth and let them know of the importance of their contributions while providing opportunities that build community attachment in order to create a better community in which to live.

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APPENDIX 1: QUESTIONNAIRE

I am Ashaba Kambesigyea student of Kampala International University offering a Bachelors Degree in Social Work and Social Administration caring out a research on the topic entitled on the influence of youths in community development in Kashari sub-county Mbarara district. You have been identified as a key player towards the success of this research study, I kindly request you to answer the following questions.

N/B the information given is for academic purposes and will be treated with high confidentiality.

Read the instructions carefully before you answer these questions

Please tick the correct answer given in the box

SECTION A

Name [Optional]

1 Gender

Male	
Female	

2 Age bracket

15-19	
20-24	
25- 29	
30- 34	
35- 39	
40 and above	

3 Have you ever been at school?

Yes	
No	

4 If yes what is your level of education

Primary	
Secondary	
University	

5 Are you employed?

Yes	
No	

6 if yes what type of employment

.....

.....

.....

7 Are all your friends and relatives taken part in community development?

Yes	
No	

8 if yes what type of community development

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

9 What problems do youth face in your community during community development?

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.....

10 What are the roles of youth in community development?

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11 What are the effects of youth towards community development?

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13 What strategies have been put in place to control the problem hindering youth during community development?

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14 What advice would you give to youth in your community in order to take part in community development?

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15 What do you think can be the immediate solution to the problem of youth unemployment among youth in your community?

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16. Do you have any suggestion on how youth can improve on their role to boost and improve community development?

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GOOD LUCK

APPENDIX II: ACTIVITY PLAN

ACTIVITY PLAN	TIME/MONTHS
Corrections to proposal from supervisor	April 2016
Field data collection	May 2016
Data collection and analysis	June 2016
Writing of chapter 2 and 3 plus typing	June 2016
Correction of errors and editing of proposal	August 2016
Printing of final copy and binding	September 2016

APPENDIX III: BUDGET

ACTIVITY	REQUIREMENT	BUDGET (UgShs)
Hand in proposal to supervisor	Transport	10,000
Corrections to proposal from supervisor	Typing and printing	20,000
Field data collection	Transport, accommodation, printing, typing , photocopying of questionnaires	200,000
Data collecting and analysis	Desk work	10,000
Writing of chapter 4 and 5	Typing and printing	150,000
Handing of chapter 4 and 5 to supervisor	Airtime and transport	20,000
Correction from supervisor on chapter 4 and 5	Typing and printing	30,000
Printing of final dissertations copies and binding	Binding and photocopying	60,000
Total		500,000