PARTICIPATION OF YOUTH WITH DISABILITIES IN THE YOUTH LIVELIHOOD PROGRAMME IN KOLE COUNTY, KOLE DISTRICT

BY
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A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTERS DEGREE IN SPECIAL NEEDS EDUCATION OF KYAMBOGO UNIVERSITY

OCTOBER 2018
DECLARATION

I, Okello Francis Macob, declare that this dissertation is my original work. The dissertation has not been submitted for any degree or examination at any other University.

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APPROVAL

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DEDICATION

This work is dedicated to all Youth with Disabilities who have had an opportunity to participate in the youth livelihood programme. May you be a role model in your various communities.
ACKNOWLEDGEMENT:

I wish to give glory, honor and thanks to the almighty God for the endless love, gift of life, protection, endurance, wisdom and knowledge in my academic endeavors.

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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ADA</td>
<td>American with Disabilities Act</td>
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<tr>
<td>CBR</td>
<td>Community Based Rehabilitation</td>
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<tr>
<td>CDO</td>
<td>Community Development Officer</td>
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<tr>
<td>DCDO</td>
<td>District Community Development Officer</td>
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<td>CRPD</td>
<td>Convention on the Rights of Persons with Disabilities</td>
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<td>CPWD</td>
<td>Chairpersons with Disabilities</td>
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<td>COPWD</td>
<td>Councilor for Persons with Disabilities</td>
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<td>CHG</td>
<td>Chairpersons Group</td>
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<td>ILO</td>
<td>International Labour Organization</td>
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<td>LC1</td>
<td>Local Council one</td>
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<td>MGLSD</td>
<td>Ministry of Gender Labour and Social Development</td>
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<td>MoES</td>
<td>Ministry of Education and Sport</td>
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<td>MoFPED</td>
<td>Ministry of Finance Planning and Economic Development</td>
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<tr>
<td>NUDIPU</td>
<td>National Union of Disabled Persons of Uganda</td>
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<td>NUSAF</td>
<td>Northern Uganda Social Action Plan</td>
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<td>PWDs</td>
<td>Persons with Disabilities</td>
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<td>SRHR</td>
<td>Sexual Reproductive health and Rights</td>
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<tr>
<td>UBOS</td>
<td>Uganda Bureau of Statistic</td>
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<tr>
<td>UN</td>
<td>United Nation</td>
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<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>UNESCO</td>
<td>United Nation Education Scientific and Cultural Organization</td>
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<td>WHO</td>
<td>World Health Organization</td>
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<td>YLF</td>
<td>Youth livelihood fund</td>
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<td>YLP</td>
<td>Youth livelihood Programme</td>
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<td>YWDs</td>
<td>Youth with disabilities</td>
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ABSTRACT

The purpose of the study was to examine the participation of youth with disabilities in YLP in Kole District. It adopted both qualitative and quantitative approach.

Forty participants were enrolled into the study, but only twenty eight (28) participated. They include YWDs (9), LC 1(3), CDO (9), DCDO (1), Councilor representing PWDs (6), chairperson of the group (3) and chairperson of the PWDs(3). The methods used for data collection were in-depth interview; questionnaire and observation. The researcher analyzed the data using the thematic analysis.

The study findings are as follow; YWDs disagreed with the statement as YLF is a political gift. The majority of the respondents agreed that YLF is not supposed to be paid back. It can be shared among members so that each can plan for his/her own share. The majority of YWDs are not involved in the YLP. No preparation was done before obtaining YLF. Only three executive members of the group had one day training. These are the chairperson, secretary and the treasurer of each group.

The challenges noted include; low self-esteem, discrimination, lack of information, political hindrance, corruption and marginalization. Participants reported that YWDs had a numbers of prospects for their joining in the YLP. These includes; raising awareness and attitude change regarding the potential of the YWDs, training all the YWDs in the group not the selected few and improving on the information dissemination among others.

The study made the following recommendations. The Government of the Republic of Uganda should carry out sensitization to demystify the perception that YLP is a government grant and campaign tools. Revisit group size because high numbers makes the per capita share of the YLF small and complicate group dynamics. Special grant for YWDs be given due to their nature, potentials, abilities, needs and interest which is sometime a challenge for others to accept them in their groups. Sanction mechanism be put in place for reduction of corruption among officials and youth leaders. This will promote transparency, accountability, and anti-corruption in the development.
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

This chapter presents the background to the study, statement of the problem, the research objectives, research questions, significance and scope of the study.

The study examines participation of youth with disabilities (YWDs) in the youth livelihood programme (YLP) in Kole District.

The origin and history of participation stems way back late 14c, from old French word participation (13c) and from Latin, participation meaning “Partaking”. The noun of action from past participle stem from Latin participare “participate in, share in, partake of, to make partaker, to share or impart” George (2010). Condom (2007) defines participation in social science to refer to different mechanism for the public to express opinion, exert influence regarding political, economic, management and other social decisions. Participation can be looked at as involvement of the beneficiaries in activities that affect them or influence their lives.

In this study, the concept that the study used from time to time is the ‘youth’. According to the National Youth Council Act Cap. 318 Section 2, youth is a person between the age of 18 and 30 years. Likewise, the Republic of Uganda (1995) constitution refers to youth as a person between the age of 18 and 30 years. Cambridge International Dictionary of English (2003), suggests that, youth is young people both male and female, considered as a group. Youth is best understood as a period of transition from the dependence of childhood to adulthood’s independence. There are 180-220 million YWDs worldwide and 80% live in developing countries. (Groce 2003, UN 1990). The population of Uganda was estimated to be 37,330,000 in 2014 of which 16% i.e 5,625,000 were estimated to be disabled. African disability Right (2014).
Macmillan Dictionary (2006) defines livelihood as something such as your work that provides the money you need to live. Tuker (2013), argues that livelihood is process of earning money to pay for food, clothing and shelter. Livelihood is part of training and work opportunity at community level (WHO 2010). Livelihood components include; skill development, self-employment, wage employment, Financial Service and Social Protection (WHO 2010). Livelihood not only refers to the ability to earn but also the opportunity to develop one’s full potential. Participation of YWDs in livelihood programme Community Based Rehabilitation (CBR) that ensure both youth and adults with disabilities have access can reduce the poverty among them. The YWDs have control over factors that shapes his/her life and contribute to society’s development (Venkatesh, 2010).

On the contrary, when YWDs are not given an opportunity to participate in YLP, they may be pushed into extreme poverty (UN, 2011). Furthermore, they may totally depend upon family members, charity organizations and significant others or on the government for basic needs. The syndrome of dependence may increase. These are major areas of intervention to improve the livelihood of YWD.

1.1.1 Global perspectives on participation of Youth with Disabilities (YWDs)

Having examined the concept, the researcher explores globally how YWDs participate in YLP. In USA, 43,000,000 (Forty-Three million) Americans have one or more disabilities. They are severely disadvantage, socially, vocationally, economically and educationally. They are discriminated against and denied the opportunity to compete on an equal basis and to peruse opportunity (Burke, 1995). In support to the congress statement, the (US Census Bureau 2008) noted that youth with disabilities are likely to live in poverty.
In a similar survey, in the United Kingdom, there are over 4 million people with mobility impairments (Morish 1993). Approximately 70,000 severely mentally handicapped adults.

In England and Wales, approximately 24500 of whom attended adult training Centre (Speak 1977). The training helped them to improve their social-economic status. They were able to meet their livelihood demands and contribute to the development of their society (Rahman, 1999). Capacity building through the formal and informal training increased their empowerment. They were able to take responsibility for changes to their community.

Looking at Asia-pacific regions, unemployment rate of People with Disabilities (PWDs) is reported to be over 80% (ILO 2002). Inequalities in education and skill development resources impact on their competitiveness in the labor market. Negative attitude about disability and discrimination are obstacles to the successful employment of PWDs. This means that YWDs grow up with low self-esteem and low status in society. They are taken to be useless, unproductive and a liability to their families and communities (WHO, 2010).

China has three approaches to disability employment to promote youth employment gradually (ILO, 2004). Thesis compulsory quota of 1.5% in government, agencies and encouraging private business to employ PWDs with tax reduction incentive. They are encouraged to support PWDs into self-employment. A national disabilities survey gave an official prevalence rate of 6.3% or just 80 million people (China National Disability Survey, 2006). 75% of PWDs in China lives in rural areas and there are different policies for rural and urban to reflect on different needs of the population (Chinese State Committee Reports to the UN Commission 2010). The PWDs in China have freedom of participation and employment in both government and other agencies. Government of India and Odisha in particular have enacted a law and extended specific provision to disabled people (Goi 2012). Study in Odisha revealed that 77.8% of the PWDs
survive as dependence (Mohapatra 2012). The experience in Odisha clearly shows that most disabled people in rural areas lack access to livelihood (the Census India, 2001). Negative attitudes make them more vulnerable and powerlessness.

In Sierra Leone there are disparity among (YWDs) and youth without disabilities. Young people with disabilities reported limited knowledge about Government or other programme for employment and job creation for PWDs (Peace Building Commission Seirra-Leone, 2007). There is no special provision for making employment information available to those living with disabilities in Sierra Leone (Peace Building Commission Sierra-Leone, 2007). On the other hand, other youth employment was a key component of work of the peace building. Youth were seen as one of the main factors in prolonging the conflict, and therefore re-engaging them in education and employment was considered crucial (Peace building commission Sierra-Leone, 2007). Youth have both the rights and duty to be involved in decisions that affect their daily lives (Rifkin, 1990). Engaging youth in education is considered to develop their skills, knowledge and experience that will aid them in their future participation in the community activities (Coleridge, 2007).

Youth with disabilities in South Africa, remain staggering due to the post-colonial economic focus (Simrie 2012). Youth perception on livelihood has shifted to include only labor rewarded by income with set wage or salary. Those fortunate enough to find employment are generally those who had training in a certain field and found jobs that are below their skills set. Youth that are not informal employment are perceived to be idle. Informal employment is also scarce and those unemployed rely heavily on their social and family network for support (Chigunda 2002).

In Kenya, there are some mainstream youth programs such as the youth fund initiated through the ministry of youth affair and the Kazi kwa Vijana (work for young people). Young people are
employed in community projects such as water harvesting, repairing borehole and re-forestation programme and have also made an attempt to include youth with disabilities (National Survey on PWDs Government of Kenya, 2008). The environment for PWDs is accommodative. They participate in community activities. Awareness level is extremely high. Respect of rights and human dignity is recognized. Youth with disabilities in this case were considered useful citizens that can contribute to the development and their needs were met.

Youth in Uganda on the other hand are estimated of 6.5 million representing 21.3% of the total population of the country with an annual average growth rate of 3.25 (1.3 million people). The youth population in the country was projected to hit 7.7 million by 2015 (source: UBOS, 2012). Youth Employment report (UBOS 2012), indicates that the total labor force in the country is about 32% of the estimated 6.5 million are under employed. 50% of the economically active youth are not engaged in income generating employment (Source: Ministry of Finance Planning and Economic Development 2011). From the given data, very few YWDs are participating in any kind of community work. The prevalence of those not participating in any kind of livelihood is extremely high.

In affordability of financial services, the major constraints of setting up an enterprise by young persons globally are startup and operating capital according to the UBOS 2016/2017. Youth unemployment in Uganda is a sectional concern. Unfortunately, (YWDs) in Uganda face a myriad of unjust marginalization and participation in decision-making process on matters concerning their lives (Disability Act 2006). The diverse social and physical barriers they encounter limit their participation in society on an equal basis with others WHO (2004). One of the major challenges that (YWDs) in Uganda experience is lack of employment, coupled with
poverty, (Ministry of Gender Labor and Social development MGLSD 2013). These make them vulnerable and have to depend on others for basic needs (Thomas, 2001).

The United Nations recognizes that participation is crucial both for the survival rights of an individual as well as for realizing other rights (United Nation, 2005). United Nations (1994) standard rules on equalization of opportunities for PWDs rule 6.7, clearly spells out that integrated community based programs should encourage participation of PWDs in using and developing their resources. The WHO (2008) framework of functioning, Disabilities and health reaffirm the importance of PWDs participation in society. This often embodies social integration, potential to return to work and subsequent work performance.

In Uganda, the Constitution (1995) Article 36, provides for a right of the minorities to participation in decision-making process.

1.1.2 Legislative, Policy and Institutional Frameworks Regarding Disability and Participation

Participation is a fundamental right for all including PWDs (UN, 1994). According to estimate by (WHO, 2011) at least 14% of the world population has a disability. Effort has been made to ensure PWDs exercise the rights to participation at the international, regional and national levels. The United Nation standard rules on equalization of opportunities for PWDs in 1993 advocates for every one irrespective of disability should have equal opportunities regarding the right to participation (UN, 1993). United Nation developed implementation measure such as policy making, planning and personal training all aimed at equalizing opportunities for persons with disabilities (UN, 1993)

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Persons with Disabilities Act 2006 objective is to develop and promote the participation of PWDs in all aspect of life as equal citizen of Uganda. It’s believed that PWDs experience significantly difficulties within their environment. The government of Uganda published its National policy on disability (2006). Its strategic objective is promoting equal opportunity and enhanced empowerment, participation and protection of rights of PWDs irrespective of gender, age and type of Disability

Furthermore, the Constitution of the Republic of Uganda of 1995 article 35 makes provision for the elimination of all forms of discrimination against PWDs towards equalization of opportunity and for related matter.

1.1.3 Legislation, policy and institutional frameworks regarding youth participation in the livelihood

In a similar way the United Nation Convention on the Rights of PWDs Article 4 further guide planning and budgeting national programme and plan of action on disabilities with the focus on livelihood, employment and capacity building among others. The livelihood program for youth mainly aimed at providing employment for the youth through skill development and empowerment.
African youth charter (2006) Article 11 states every young person shall have the right to participate in all spheres of society. It takes preparation for one to fully involved and participates as stated.

The charter Article 13 too gives provision for education and skill development to prepare young people for responsible life in free societies that promote peace and understanding across all grouping of people. Youth needs to be prepared to be able to have a sustainable livelihood. The charter article 15 further talks of sustainable livelihood and youth employment. It states parties shall address and ensure the availability of accurate data on youth unemployment so as to facilitate the prioritization of the issue to national development programs to address unemployment. Youth livelihood program has it main objective to address unemployment among youth.

1.1.4 Youth livelihood programs in Uganda

Government of Uganda in a bid to address Youth unemployment came up with (YLP), being implemented under the Ministry of Gender Labor and Social Development (MGLSD, 2013). It is intended to increase self-employment opportunities and income level among the unemployed and poor youth in the entire 112 district through vocational skills development and income generating activities.

The principle target beneficiaries of the programme are the unemployed and poor youth (18 to 38). The categories of youth include: drop out from school and training institution, YWDs among others (MGLSD, 2013).

The YLP has two components namely; Skill Development which includes Vocational Skills Training, Basic Start up Tool Kits and Life Skills Training. Other components include Livelihood, support which is financing viable income generating activities such as Productive

The YLP is a response to Uganda vision 2040 whose mission is realizing a transformed Uganda society from a peasant to a modern and prosperous country within 30 years. The program is in line with a second social development investment plan SDIP II 2011/12-2015/16 (MGLD, 2013). Part of SDIP II aim at promoting employment among marginalized group as a means of achieving social transformation.

High poverty and unemployment level among the youth in the country have persisted overtime. These have led to a feeling of marginalization and exclusion among the Youth (MOEs, 2015).

The government of Uganda has in the past undertaken a number of programs intended to address the problem of unemployment and poverty among the youth. The programme includes Northern Uganda Social Action Plan (NUSAF2), Skilling Uganda, Youth Enterprise Scheme, Youth Venture Capital Fund and various programs under different government ministries and development partner’s initiative.

Uganda Human Development Report (2015) noted that youth venture capital fund showed that youth in Northern Uganda accounted for only 6.3% of the beneficiaries of programme. The low access to the programme fund was attributed to lack of information on how to access the fund. Inability of the implementing bank to provide beneficiary with additional support inform of skills training in business and financial management among others.

### 1.2 Statement of the problem

The YWDs in Kole District Northern Uganda are more vulnerable due to low education level, high poverty and unemployment compared to their counter parts of the country (EPRC, 2015), MoFPED (2014) programme. The vulnerability of the youth with disabilities in Kole Northern
Uganda in further reflected in Poverty Report of (2014) which indicated that 4.3 percent of the population in Northern, are poor compared to 4.7 percent in central, 24.5 in Eastern, and 8.7 western (MoFPED, 2014). To date, very limited empirical research exists about the participation of YWDs in youth livelihood programme.

A recent study that investigated the effectiveness of the youth livelihood programme in reducing youth unemployment was a case study in Gulu and Oyam (Rebecca, 2016). The Researcher identified critical challenges affecting youth such as budget inadequacy, weak monitoring system and limited training for the groups. Despite the challenges, the study recommended strong and effective monitoring mechanism be instituted, adequate training is required for all the groups and operational fund be increased.

However, the study did not give the data on the participation of PWDs on livelihood. It was conducted in Oyam and Gulu not Kole. Among the recommendations cited was that adequate training in entrepreneurship and financial management are required. This provides a clear evidence of knowledge gap. To address this gap in knowledge, the present study focuses on establishing how youth with disabilities are involved in Youth livelihood programme in Kole District. It can be noted that there is some general report on youth involvement in youth livelihood programme. Little is known about participation of YWDs in Kole on the YLP. This lack of information creates a need to investigate the phenomenon.

1.3 Purpose of the study

The purpose of the study is to investigate how YWDs are involved in YLP in Kole District.

1.4 Objectives of the study

The objectives of the study are as follows;
1) To establish the attitude of YWDs towards the YLP.

2) To find out how YWDs have been prepared to participate in YLP

3) To examine the extent to which YWDs are involved in the YLP.

4) To identify the challenges faced by YWDs in participating in YLP.

1.5 Research question

The study is guided by the following research question:

1) What is the attitude of YWDs towards YLP?

2) How are YWDs been prepared to participate in YLP?

3) How are YWDs involved in the YLP?

4) What are the challenges faced by YWDs in participating in YLP?

1.6 Significance of the study

The major potential contribution of this study is that, it may help to clarify the level of the participation of YWDs in YLP Kole District. The findings of the study may serve as empirical evidence to guide the implementers of YLP in Kole district since it is a revolving fund.

At district level, policy implementers may use the information to enable them plan for participation of the YWDs in the YLP. The policy makers and practitioner may find the recommendation from this study useful to develop measure geared towards addressing barrier to participation in YLP by YWDs. The findings may be useful to other researchers who wish to conduct research on the related topic because it provides relevant literature on the participation YWDs on YLP
1.7 The scope of the study

This study took place in Kole District Northern Uganda. The study was restricted to only three sub-counties that is Aboke Sub-county, Kole Town Council and Ayer sub-county.

At a content level, the scope covers participation of YWDs in YLP. These includes establishing the attitude of the PWDs toward the YLP, the extent to which YWDs are involved in the YLP, how they have been prepared to participate in YLP and lastly the challenges faced by YWDs in participating in YLP. Participant was YWDs in the groups, DCDO, CDO and LC1.

1.7.1 Assumption

It is assumed that:

1) Youth with Disabilities are funded in the Youth Livelihood Programme to run their approved projects.

2) Rights to participation are guaranteed and respected.

3) Beneficiaries’ selection criteria are not compromised to the extent of putting youth with disability at risk or disadvantage.

4) Youth with Disabilities comply with programme guideline, norms and standard.

5) Youth Livelihood Programme is gender responsiveness and equity sensitivity.

1.8 Theoretical and Conceptual framework

1.8.1 Theoretical framework

This study is based on the social model of disability. This model defines disability as the restriction of activity resulting from contemporary social organization where society does not consider people with impairment, restricts their participation and marginalizes them from the mainstream of society (Barnes and Mercer, 2010). The strength of this model is that it looks
beyond impairment. It focuses on social, economic, cultural, legal and political dimension with a rights-based perspective (Turmusani 2003). This implies that the societies are willing to accept, empower and integrate PWDs in any livelihood programme. The model further considers disabled people’s unemployment as the outcome of development where faulty policies exclude them from work (Turmusani, 2004). Mon al Braithwaite (2003) noted that concepts of the social model of disability resemble Sen.’s (1999) ideology of poverty as deprivation of capability.

Social model recognizes the need for participation of PWDs which is a core element in this study. It further puts power and information within the control of disabled people at their organization. YWDs can now make decision, access resource and be accountable as per this model. Barron and Amerena (2007) further add that the model is based on a human rights approach and focuses on meaningful determinant of social inclusion including access to education, employment and community facilities. The CBR concept which is based on the twin track approach that facilitate access for PWDs and their family to learn livelihood skills opportunities and enhanced participation of community life (WHO,2010b).YWDs has the opportunity to access the livelihood skills necessary to run the YLP should it be necessary with their family member. Twin approaches recognize specific issue to be initiated for empowerment of PWDs and disability issues to be included in all area of work (DFID 2000). The YLP is the program to empower YWDs.

1.8.2 Conceptual framework

The conceptual framework is a result of putting together related concepts to explain or predict a given event.
Garriga (2004) define conceptual framework as a written or visual presentation that explain either graphically or in a narrative form, the main thing to be studied, the key factors, concepts or variables and the presumed relationship among them.

![Diagram showing a triangle with 'Challenges' at the top, 'Capacity' at the bottom right, and 'Connection' at the bottom left, with a circle labeled 'Participation' at the center.]

**Source: De Backer and Jans (2002) Triangle of Youth Participation**

Jans and De Backer believe that young people will actively participate in society when there is a balance between the three dimension of their triangular model, namely challenges, connection and capacity,

In the first place, there has to be a question of challenge which incites one to participate. This can be a personal or social theme to which he or she wants to devote him or herself to. It is not imposed on but comes from within. The YWDs will peruse activities for the inherent satisfaction that activity gives them. In other words YWDs will actively strive towards doing the things they find interesting or enjoyable (Ryan 2000). This is because the activity will improve their livelihood and meet their satisfaction.

Secondly, young people need to feel that they can have a grasp on the challenge and can make difference through their efforts. Their capacity to make a difference will to a great extent incite to participatory action. YWDs need to have the confidence and self-high esteem on the
livelihood programme. This will necessitate empowerment and skill training to be able to address
the challenge at hand. The dimension of challenges and capacity relate to each other in a specific
way participation requires. On the other hand, there is need to do something to change.

Similarly, the necessary competences have to be present. Both dimensions are best in dynamic
balances that are independent variable.

A lack of capacity may lead to feelings of powerlessness and frustration. A lack of capacity can
lead to routine behavior and feeling of meaninglessness. A chain of incentive and initiatives
which lead to a failure is undesirable and can lead to embedded feelings of powerlessness or
senselessness. This can affect the YWDs’ participation if not taken into account. The chain of
successes can be an extra incentive for youth work as well as for young people. This may result
to self-employment, self-reliance independent living which are dependent variable.

Finally, young people have to feel connected with and supported by humans, communities, ideas,
movement, and range of thoughts organization in order to work together on the challenge. YWDs
need financial support to be socially accepted and politically motivated in order to participate in
the YLP. However for the participation to flourish, the social environment must mature it. Social
context exert influence on the motivation by affecting perceived autonomy and competence.
Autonomy here refers to the person’s experience of having free choice to engage in an activity.
In most cases the PWDs are stereotype, streamlined, neglected and marginalized due to the
nature of their disabilities. Ryan (1985) argues that what motivate people is the degree of control
they can have on other people, external object, themselves and the amount of effective
interaction. YWDs feels they are deprived when not involved in the decision that affect them.

They know what is best for them and become responsible for their decision taken.
The extraneous variable in the study includes; timely release of the fund, mechanism for checking corruption, monitoring and evaluation.

1.8.3 Definitions of key terms

Youth with Disability: A youth with disability is a person who has a physical or mental impairment that is substantially limits one more life activity, Persons with Disability Act, 2006


Participation: Refers to different mechanism for public to express opinion, exert influence regarding political, economic management and other social decision. (Condom 2007)

Livelihood: Is a process of earning money to pay for food, clothing and shelter. (Tuker 2013)

Youth livelihood programme: Is a Government of Uganda Rolling Program being implemented under the ministry of Gender and Social Development,(MGLSD 2013-2014)

Sustainable rural livelihood: These are people’s capability and equitable distribution of resources.

Marginalization; Is the process in which individuals or entire communities of people systematically blocked from or denied full access to various rights, opportunities and resource that are normally available to members of different group, and which are fundamental to social integration within that particular group.( Burnet 2007)

Accessibility: Refers to the design of products device, services, or environments for people who experience disabilities, (Freeman 2009)
**Social modal of disability:** This modal defines disability as a restriction of activity resulting from contemporary social organization where society does not consider people with impairment, restricts their participation and marginalizes them the mainstream of society. (Mercer 2010)

**Attitudes:** attitudes are predisposition of an individuals to evaluate some symbol or object or aspect in favorable or unfavorable manner (Green, 2003)

**Skills development:** These are activities which includes basic education, home base training, apprenticeship, business development skills, life skills training and vocational training in both mainstream and institution (Coleridge, 2007)

**Livelihood support:** The livelihood support youth in the area of productive assets/critical inputs for income generating enterprises, entrepreneurship and business skills and life skills training.

**Youth interest group:** These are group of youth who have express interest, passed beneficiary selection criteria and generated viable project that are approved by District technical planning committee.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The literature reviews research on the participation of YWDs. This section establishes the attitude of YWDs towards the YLP, the extent to which YWDs are involved in YLP, the preparation of YWDs to participate in the YLP and the challenges faced by YWDs in participating in YLP. The literature is drawn from different studies globally so as to understand the general participation of YWDs in YLP.

2.1 The Attitudes of Youth with Disabilities towards Youth Livelihood programme

The concept of attitude does not refer to any one specific act or response of an individual, but it is an abstraction from a large number of related act or responses. They are ideas charged with emotion either positive or negative which pre-deposes a class of action to a particular social situation (Law 2000). Attitude is very often linked to the concept of motivation. Negative societal response or attitudinal barrier towards PWDs has been identified as the greatest obstacle for participation (Shonk 2001).

According to Devine (1997) this barrier is salient because it relates to societal limitation experienced by PWDs making them shy away and not participating.

Attitudinal barrier can take many forms of stigma, stereotype, unequal treatment, lack of social acceptance and lower expectation (Ciccheth, 2000). The factors which contribute to negative attitude to participation are disapproval of PWDs against activity, low status; unpopularity of activity, high motive to avoid failure is attributed to not taking part in any participation by PWDs (Sherill 2004). Negative self-concept, perceived low ability, fear of failure and personal
constraint makes the PWDs having no interest to participate in any livelihood program (Fahey, 2004).

In a related view on the concept of attitude, (Katz, 1960) defines attitudes as the predisposition of an individual to evaluate some symbol or object or aspect of the world in favorable or unfavorable manner. He further asserts that, at the psychological level the reasons for holding onto or for changing attitudes are found in the functions they perform for the individual. It is true that the individual holds an attitude because it explains phenomena (Daniel, 1954). Therefore, in a very real way Katz’s assertion is to give meaning to what would otherwise be meaningless and chaotic.

In the most general terms it can be said that attitude is formed by the excitation of need in the individual. This need may arise within the individual or be triggered by the relevant cue in the environment (Arthur, 1964). YWDs have an attitude towards the participation in any livelihood programme as long as environmental barriers are removed. Article 29 of CRPD raises the importance of ensuring the PWDs have political rights and can exercise those rights on equal basis with others as well as have equal opportunities often experience rejection and isolation due to peer’s misconception. Feelings of loneliness and isolated are reinforced by an environment inaccessible to individuals with different disabilities (Despouy, 1991). Since the attitudes rises within the individuals or environment, the prevailing condition makes YWDs have low self-esteem and feels not part of the programme.

As a social creature, human beings desire a sense of identity and belonging to be part of a community that respects and appreciates every individual regardless of their difference. Unlike YWDs societal prejudice, other youth awkwardness, discomfort in their presence, and environmental barrier largely prevent them from being accepted (Green, 2003). The greatest
impediments continue to be discrimination, prejudice and social isolation (Despony, 1991). This is clearly reflected in the general election of 1987 in Britain and found that many PWDs did not even appear on the electoral register. Others, particularly the blind and the deaf were denied access to all the information necessary to make informed choice. Problem of transport and physical access to polling station was too difficult to allow them participate and exercise their rights to vote (Fry, 1987). Such mistreatment makes PWDs loose moral in attempting to participate and exercise his/her rights in any government programme.

The programme guideline necessitates group formation. YWDs should be in groups to be able to benefit from the programme. This is another transition from being lonely to association. For YWDs excluded from community participation and interaction in their formal years, transition into adult independence in the real world can be particularly challenging as they face discrimination and attitudinal barriers (National Council on Disability, 2000). The World Youth Report(2007), focused on transition into adulthood. It states that lack of an enabling environment that support youth development in all aspect, is a critical constraint to successful transition into adulthood (UN-DESA, 2007). If the environments are not conducive, the group formation may not be realized as guideline stipulates.

Many research finding shows that members of a group resist communication that run counter to the norms, value of the group and accept those sectional by interpreted in terms of social approval or disapproval (Arthur, 1964). YWDs will develop positive attitudes towards YLP only if there is freedom of expression, respect of views, opinion and the friendly environment without interference.
The YLP is a conditional grant with a requirement of paying back. Youth feel now a high degree of responsibility. This makes them invest in productive venture to generate money for improving their welfare and paying back (MGLSD, 2013).

The arrangement in the youth interest groups keep youth concerned about their enterprise. It’s an indication that all group members feel accountable for the loss or the profit. This further encourages all members to fulfill their responsibilities as stipulated in the project frame work.

Youth develop the attitudes and sense of responsibility in the project they engage in. The YLP encourages participation of the youth in development programme. Youth being encouraged to engage fully in the formulation of their own groups, choosing their own enterprise and managing them. The freedom for the youth to decide their own groups has potential to ensuring group cohesiveness (Duncan, 1998). The feeling of ownership of the enterprise by the youth enhances sustainability of the programme in the long run.

The YLP empower youth economically and socially leading to independent living while contributing to the society development (Ncube, 2010). This changes their attitude and prevents them from engaging in negative behaviors.

In the absence of any opportunities YWDs will have to depend upon their families for their livelihood, who mostly rely on agriculture and daily labor for their survival. However, dependence on the mercy and charity of families for welfare has made PWDs people helpless victims (Barness, 2005).

Furthermore, social stigma that PWDs are the objects of pity and charity creates a barrier to any opportunities for livelihood (Nhlapo, 2010). This makes the YWDs feel isolated and failed to look for any opportunity due to low self-esteem. The end result will lead to extreme poverty and a burden to the family and the community at large.
Disability and poverty can be traced from the deeply rooted negative culture; this is where a child with disability is looked at as a curse and denied Education and health care. Hence, lacking skills, which are requirement to accessing exclusion of PWDs, has constrained them from participation in job market and other IGAs, (NUDIPU, 2008).

2.2 The preparation of Youth with Disabilities to participate in the Youth Livelihood Program (YLP)

Livelihood is part of the community Base Rehabilitation (CBR) that ensure both youth and adult with disabilities have access to training and work opportunity at community level (WHO, 2010). Its component includes; skill development, self-employment, wage employment, financial services and social protection. The YLP is being implemented under ministry of Gender Labour and Social Development (MGLSD, 2013). It provides support and financing viable income generating enterprise. Being a revolving fund, members are expected to pay back the principle for other beneficiaries to benefit. A serious concern is how they have been prepared to participate in the YLP. Whether youth possess the skills and knowledge to run the YLP. Uganda Human Development Report (2015) noted that youth venture capital fund showed youth in Northern Uganda accounted for only 6.3% of the beneficiaries of programme. Low access to the programme fund was attributed to lack of information on how to access the fund. The inability of the implementing bank to provide beneficiary with additional support, skills training in business and financial management among other. Management skills and knowledge is a prior for any successful business enterprise.

In a related study on the approaches to examine the Grameen Bank (GB) report Bangladesh focusing on woman in the programme investment loan, loan recovering rates and profit margin. It was found that 78% of the total loan in the village was used for different purpose than those
approved by (GB) 305 were used to meet the household needs. The situation created debt burden for women forcing them to borrow from other lenders, appeal for men to pay off the loan installment or sell household produce that their family would have consume (Chowdhury, 1996).

Nevertheless, participation might build beneficial capacity either through planning and implementation or through formal and informal training and consciousness raising activities. (Bamereger, 1986) state that capacity building increases empowerment and the control of the underprivileged sector of society over the resources and decision affecting their lives. People can develop skills knowledge and experience that will aid them in their future|(World Bank, 1966) People become committed to activities that they have helped develop. If the poor are provided credit on reasonable term they themselves best know how to increase their income. The people participate in the loan programme by forming groups and attending purposeful meeting (Chowshuru, 1996).

Many international organizations emphasize skill development, self-employment, wage employment, financial and social protection. These are major area of intervention to improve the livelihood of disabled people (WHO, 2010). Skill development activities includes basic education, home based training, apprenticeship and vocational training in both mainstream and institution (Coleridge, 2007).

There was a peace and recovery programme put in place by government but PWDs were not included such as Northern Uganda Rehabilitation Action Fund.

In Kole is part of Northern Uganda region, that experience insurgency for more than 20 years. PWDs were not included in the peace and recovery programme which resulted into additional lack of opportunity (MGLSD, 2013). For example, government resettlement plan, there were
stipulation that for the government to provide iron sheet for roofing, one has to set up a wall of newly built home first. It was a difficult condition for those with physical impairment and the visual impairment to meet this condition (Nudipu, 2008).

2.3 The extent of involvement of youth with Disabilities in the Youth Livelihood Programme

Involvement depends on people’s legitimate interest in the project or development activities. Therefore, involvement needs to be considered as an active process meaning that the person or group in question takes initiative and assert an independent role (Chowdhury, 1996). No matter how good policies or government program put in place for PWDs, they will be supportive if they have been involved in decision about how service are delivered thus promoting sustainability (Rifkin, 2009). This therefore calls for removal of barriers to participation for the PWDs and embrace inclusion in all aspect.

Davis (2003) urges that inclusion is welcoming and accommodating people with diverse needs. He focuses on removing environmental, attitudinal and institutional barriers to access participation. The kind of participation wanted by the individual is most beneficial to him/her, participation according to needs (Arnstein, 1969). All that the authors pointed out is likely to be true as far as Kole is concern. Many people still hold negative attitude towards PWDs. They are seen as an object of pity and charity, less productive and have to depend on others for support. They are not involved in the decision that affects them. This makes it extremely difficult to get involved in the YLP.

Participation in decision making is likely to contribute to participation in benefit. The more there is of any one kind, the more participation there is in total (Uphoff, 1997). One cannot benefit unless he/she is informed and equipped with required skills to make him/her compete with
others. UN (1994) guarantee states to initiate and promote programme aim at raising the level of awareness of PWDs concerning their rights and potential. Increased self-reliance and employment will assist PWDs take advantages of the opportunity available for them. PWDs Act (2006), clearly spell out the Government Commitment to take vocational rehabilitation measures to develop the skills and potential of PWDs to enable them compete favorably for available productive employment opportunity in the labor market. Blanch (1994) praise American with Disabilities Act (ADA) has played a formative role in increasing the employment opportunity of Disabled people and reduced their dependence on Government entitlement. It has been anticipated that similar changes in the attitude of both employer and wide society emerged from Disability Discrimination Act (1995) in the United Kingdom (Gooding, 2000).

The UN charter (1948), guarantee state to initiate and promote programme aim at raising level of awareness of PWDs concerning their rights and potential. The PWDs Act (2006) spelt out the government commitment to take vocational rehabilitation measure to develop the skills and potential of PWDs. YWDs in Kole are shy to take up the opportunity. This is evident in the recent study report of Uganda Human Development Report (UBOS, 2015). Hence, increase dependency on government entitlement promoting self-pity and charity that in turn reflect negative image on the youth with disabilities. Article 27 of the CRPD address employment concerns by stipulating that PWDs have the right to work as everyone else in an open, inclusive and accessible labor market, without discrimination and with access to reasonable accommodation in the workplace. This therefore, implies YWDs should receive accommodation support such as assistive technologies, as well as appropriate training and skills development to obtain the livelihood of this choice without discrimination on the basis of their disabilities.
Advance in assistive technology have significantly reduce barriers to participations on the livelihood (Rodgers 2007).

**2.4 Challenges faced by youth with Disabilities in participation of YLP**

Survey from related literature revealed challenges PWDs go through which hindered their participation. In this context the study would like to look at some on record that surface most socio-economic and political framework within the given country proven highest. If the political and other structures do not allow participation to take place, it will never be achieved. This means that giving people greater power to participate in decision making is a political decision (Rifkin, 2001). The women who were elected in Panchayati Raj Institution India allege that they are not always treated with due respect. Many elected women complained that their suggestion were not considered seriously nor were they consulted while their decisions were ‘ignored ‘only because they are women (Sahni, 1993). If ideology of the country does not aim at meeting people’s needs and generation of wealth to distribute to all equally as priority number one participation will be very difficult to achieve (Sherry, 1969). The YLP is meant to address the unemployment for the youth. If there is a different motive for some selfish gain, it will be hard to register good participant of the beneficiaries. There are problems that many people do not have the basic skills/tools for participation expertise and experience (Glass 1979).

However good the program may be, if people who talk about participation are not committed to its methodology, it will be extremely hard to realize it (Arkins, 2003). Low self-esteem, lack of skills in planning problem solving, lack of experience in working with groups sense of powerlessness are major constraint in participation (Lyra, 1993). It is evident that without sharing the benefit of the project, participation is a frustrating process for the poorer people (Zachariah, 1994). There should be a fair and equitable distribution of resources and benefits as
well redistribution of goods and services to enable poor people get fair share of society’s wealth and participate fully in development process.

In order to suggest strategies or approaches that will increase participation rate, the environment, social psychological and personnel factors that increase and decrease barrier of participation by PWDs must be identified (Kerry, 2000).

Lack of awareness of opportunities and doubt about the value of consultation and not understanding YLP cited as barrier to participation in the YLP (Hoe king 2005). This put the PWDs in a state of confusion and liable to take any option confronted with, some YWD. Misinterpret the YLP programme as a political gift for supporting the ruling government. This was partially reinforced by the timing for the lunch of the YLP that conceded with the build up to the 2016. Presidential election consequently some group channeled the YLP resources into unproductive activities as they did not expect to pay it back youth livelihood evaluation report (2016/17).

The YLP place a lot of responsibilities on politicians to make the programme youth centered. It identified youth council structure as the fulcrum for running programme. Some politicians passed on false information that the YLP was free government grant rather than a revolving fund that had not to be paid back (MGLSD, 2013).

Lack of access to saving credit and social security limit YWD access to the programme. For one to become a group member, you have to pay certain fees to facilitate the process like opening bank account, typesetting, renting among others. Finken Fugel (2008) asserted that lack of social capital due to non-involvement in any community saving group or network affect them working relationship. As a group, there is need for teamwork in order to reap a positive result. In a related
study, it was found that most disabled in Haraspade lack education and income have lesser
saving and lack control over any capital assets (Opins 2010)
CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter presents the methodological approach which includes; research design, population, and sample, sampling methods, data collection procedure, data analysis and ethical consideration.

3.1 Research design

The study used both qualitative and quantitative research approaches. Qualitative research methods are a set of procedures designed to describe and interpret the experience of participant in a context-specific setting (Mertens, 2010). Qualitative research methods are most appropriate to use where little is known about the study phenomenon and detailed insights are required from individual participants (Chadwick, 2008). It has also been seen as having the potential to inform practitioners in the relevant field by creating better understanding of the phenomenon under inquiry (Killeen, 2002). Qualitative research can be further conducted by non-disabled a person that focuses on a social model of disability. It tries to remove the barriers and empower disabled people (Barnes, 2003). Shakespeare (1997) emphasizes the commitment of the researcher to ensure full participation PWDs in qualitative research. In this study, youth with disabilities and other respondents are the key informants. They were involved in the entire research process. The approach can be used to explain what is going on in complex situation involving individuals in institution or communities (Killen, 2002). In Kole, very little is known about the participation of youth with disabilities in youth livelihood. The qualitative design enabled an in-depth understanding of the subject understudy. This approach was used to analyses information on the YWDs involvement, preparation and the challenges faced by YWDs in participating in the YLP.
Quantitative research approach refers to the systematic empirical investigation of social phenomena via statistical, mathematical or numerical data or computational techniques (Given & Lisa 2008). This addressed the research question about the attitudes of YWDs towards YLP.

Choosing this approach is based on the fact that quantitative data can provide the researcher with data subjected to vigorous statistical analyses. The approach further aimed at not understanding problem but providing an answer to predetermine the problem.

3.2 Area of study

The study was done in Kole district northern Uganda. The case study covered three sub-counties namely; Aboke sub-county, Ayer sub-county and Kole town council. These areas are situated in Kole district northern Uganda where the insurgency has been for more than 20 years. Youth with disabilities suffer double, being disabled and the situation around him/her. Education was not a priority and in their families he/she is the last to be considered when needs has to be addressed.

Aboke sub-county has been selected because it was the worst affected by insurgents. It has a catholic mission and a seminary by white fathers’ missionary. PWDs could come and be given gifts, wheelchairs hence many PWDs opted to live around. The School for physical impairment Wigua in Aboke primary school provides educational intervention for learners with special needs. This can provide the researcher with records available in the office for follow up.

Ayer sub-county is surrounded by a very big swamp called Okole. Accessing school is very difficult because of poor roads. Children who are capable of learning mainly engage in fishing activities and selling fruits. Most youth prefer economic activities since is near a big commercial center along tarmac road called Konar Mwolem. Many YWDs in Ayer sub-county are unable to engage in such activities. The only option is to depend on their family for the support.
Kole Town Council is where the District headquarter is situated. This is where District Community Development Officer who deal directly with youth and other stakeholder’s technical committee. They are importantly useful towards this study. Above all funds are sent direct to the District headquarter to be given to the beneficiary. It is much easier to access records, monitor and get necessary support.

3.3 Target population

According to Patton (2002) the term population refers to the general unit from where a sample is drawn. The target population for this study was comprised of YWDs age 18-30yrs as mention in the area of study. Merten (2010) acknowledges the importance of selecting participants who can provide information that is relevant to the study. For this reason, YWDs are targeted because they have the legal obligation under domestic and international disability rights law to participate in the matter that concerns them includes the DCDO, CDO LC I, Chairperson of the group and councilor representing PWDs at the Sub county and the District level.

3.4 Sampling technique and sample size

3.4.1 Sampling procedure

Sampling is a process of selecting a number of individuals for a study in such a way that the individual selected represent the large group from which they were selected (Ogula, 2005 and Rudolph, 2005). In this case, the researcher used purposeful sampling procedure and simple random sampling (Bloch, 2004). In purposeful sampling procedure, the researcher chose the sample based on who he thought would be appropriate for the study. The main objective of the researcher using purposive sampling was to arrive at a sample that would adequately provide information on the research objective. In this study each group with YWDs were purposively
selected. It was the most effective and the participants were selected because of same characteristics (Patton, 1990).

The researcher used Random sampling to generate findings numerically to the entire population of the unit (Robert 2011). These includes YWDs whose level of their participation in YLP was being investigated. They were the right people to give their views and challenges faced in the participation of YLP.

### 3.4.2 Sample size

Sample size is the number of participant drawn from the target population and used in the study to give information required. Bentler (1987) suggest that a measure of ten responses per free parameter is required to obtain trustworthy estimate 10:1. Others suggested a rule of Thumb of ten subjects per item in scale development is prudent (Dawn 2001). This particular study was meant to take 40 respondents (N=40).

#### Table 1: Showing the respondents;

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Community Development Officer</td>
<td>1</td>
</tr>
<tr>
<td>Community Development Officer</td>
<td>3</td>
</tr>
<tr>
<td>Local Council 1</td>
<td>3</td>
</tr>
<tr>
<td>Chairpersons PWDs in the Sub County</td>
<td>3</td>
</tr>
<tr>
<td>Councilor representing PWDs at the District</td>
<td>6</td>
</tr>
<tr>
<td>Chairperson of groups</td>
<td>3</td>
</tr>
<tr>
<td>Youth With Disabilities</td>
<td>21</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

### 3.5. Data collection methods:

The methods used for collecting data consist of the following:
3.5.1 Interview

The semi-structured interview guide was used as tool to collect data for the study. A semi-structured interview refers to a series of questions that are in the general form of an interview schedule but the researcher is able to vary the sequence of the question (Bryman, 2008). The choice for the semi-structured interview guide for the study is based on it’s being flexible systematic and ability to save time (Gill 2008). Using the semi-structured interview guides enabled both the researcher and the interviewee to clarify meaning and explore fully the issue raised during the interview process (Barnes, 1992). The interview tool not only provided varying information and participant’s interpretation on the issue but also reduces my personal bias. The semi-structured interview guide comprising of open - ended questions which allow the participant express their views freely. Probing question was built into the guide to help follow-up on interesting information. This method helped the researcher identify the challengers YWDs face in YLP and how YWDs been prepared to participate in YLP.

3.5.2 Observation

The observation guide was made to establish the kind of livelihood project YWDs engage in. The interactions of the members of the group were observed. The observation was meant to take note of what cannot be expressed verbally but can only be observed. It was used to address the objective that seeks to find out the extent of involvement of YWDs in YLP.

3.5.3 Questionnaire

Questionnaire is a form containing a set of printed question submitted personally by the researcher to respondents to gain statistical information (Trochim, 2006). The questionnaire was used to help the researcher collect data on attitudes of YWDs towards the YLP. This instrument
was used because it is appropriate, affordable and does not require much time and skills and helps the researcher to collect much information in a small period. Close ended questions was be formulated using a 5-likert scale mainly; Strongly agree, Agree, Not sure, Disagree, strongly disagree to collect data from respondents.

3.6. Pilot study

A pilot study carried out in one of the YWDs group beneficiaries of youth livelihood program in Loro Sub-county Oyam District. This was done so as to ensure the reliability and validity of the instruments and ensure data collected was relevant to the objective. Feedback from the pilot interview was used to make necessary adjustments to the interview guide.

Loro is along the high way from Lira to Gulu. It bordered Kole District. It is expected that the selected groups provided the five participants i.e. 3 PWDs, ICDO and LCI of the area. Reasons for the choice being nearby District save time, money and availability of good means of transport.

3.7 Data collection procedure

First of all, a semi-structured interview guide was developed. The guide was made of mostly open ended question with some probing question geared towards clarifying themes of interest. The use of open- ended question enable both the researcher and interviewee to freely explore issue into depth and detail as well as making sense of non-verbal information.

The researcher makes an appointment with the participant on the time and the date of interview. The choice of the time and date are majorly left to participants in order to carter for their interests and convenience.
Before the session begins, self-introduction, welcoming the members was done. This further acted as a rapport. After brief welcome remarks from the group leader, fears and expectations then address before the actual interview session

After this session, the interviews commenced while the researcher record the interviews session. He then noted the important issues on a note book for fear of difficulty in recalling what was said. This goes hand in hand with observation

Questionnaire was answered by the YWDs on their attitudes towards YLP they were provided with option to suit their answer. The close ended questions formulated using a 5-likert scale mainly; Strongly agree, Agree, Not sure, Disagree, Strongly disagree.

Every interview lasted for about one hour. At the end of every interview, the researcher checked to make sure the interview was fully recorded, summarized and thanks the participant.

3.7.1 Validity of research instrument

Validity is the extent to which an instrument measures what is supposed to measure (Merriam, 1998). It seeks to ensure the study measures what is wanted to measure. The researcher tries to achieve a high degree of validity by carefully beforehand classifying and defining the research entities he wants to examine. Its attention is given on the accuracy and truth of the data collected (Kaahwa, 2008).

For this study, a number of measures to test what actually intended was put in place as indicated below;

First and foremost, through triangulation this involves the use of different methods. The researcher used observation, individual interview and questionnaire for data collection.

Secondly, participants feedback. The feedback and discussion of the researcher’s interpretation and conclusions with actual participant for verification and insight.
Thirdly, the researcher used of theory triangulation where multiple theories and perspective was used to help interpret and explain data. Last but not the least, through member checks. The results and interpretation taken back to the participants in order to confirm the validity.

3.7.2 Reliability of research instruments

Reliability refers to degree of consistency or accuracy with which an instrument measure the attribute designed to measure (Polit 1997:296). This means the same results would be obtained if the study were to be replicable by other researcher using the same method.

Determination of the reliability in quantitative investigation where the data is compared mathematically, and typically a very high degree of standardization aimed at in data gathering phase.

In qualitative investigation, through re-interviews the researcher is able to discuss both the result and interpretation of the first interview with the subjects.

3.8 Data analysis

In qualitative research, the process of data analysis is continuous and starts with taking and making sense of field notes (Mertens, 2010). The data analysis tends to be an ongoing and iterative (nonlinear) process in qualitative research. The interim analysis continues until the process or topic the researcher was interested in is understood. The analysis remains grounded in the data. The analytic ideas and concepts that are developed rooted within the data, rather than simply super imposed.

Data analysis involves interview transcription coding, data reduction and interpretation using thematic analysis. In thematic analysis, data was systematically searched for in order to identify
patterns that describe the topic of study (Tesch, 1990). This was done by engaging in memos (i.e. recording reflective notes about what you are learning from your data).

The researcher personally transcribed all observation notes, memos and verbatim i.e. word for word. Later, analyzed by hand using some form of filling. Coding and developing category system is where you carefully read your transcribe data, line by line and divide the data into meaningful analytical unit (i.e. segmenting the data) when you locate meaning segment, you code them. Coding is making the segments of data with symbols, descriptive words or category name. During coding the researcher kept a master list (i.e. a list of all the codes that are developed and used in the research study) then, the codes were reapplied to new segments of data each time an appropriate segment was encountered.

The quantitative data was analyzed by the use of Statistical Package for Social Scientists (SPSS) and results were reported in the tables showing percentages, frequency distributions, and average means but also correlation analysis and regression analysis were used.

### 3.9 Ethical procedures

First, approval to conduct this study was obtained from the relevant authorities at Kyambogo University. Then the permission from both the Sub county Chief and the Chairperson LC111 Loro Sub County. Since the case study was done in Kole district, permission to carry out study was given from the District Authority i.e. Chief Administrative Officer (CAO), District Community Development Officer. Lastly the researcher proceeded in the selection and obtaining participant voluntarily consent from every individual who was willing to participate in the study. During data collection, permission was sought from each participant before recording the interview session. Equally important to explain to the participant the purpose of the research, maintaining anonymity and confidentiality.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

The purpose of the current study was to examine participation of youth with disabilities on Youth Livelihood Programme a case study of Kole district.

In this chapter, participant’s demographic data is presented first and the findings from the investigation. The findings from qualitative data analysis are presented under the relevant research objectives verbal and tabular forms.

The study had intended to use 40 participants but during the time of actual data collection, the researcher noted only 9 out of 21 YWD were in groups. The rest of the YWDs did not join any group and not involved in the YLP. The findings reveals why they were not participating in the YLP. The rest of the respondents were selected from different senior position and capacities that were able to provide knowledge on the youth participation on the YLP.

The study also revealed that male respondents were more than female respondents as shown in table 2 for 21 respondents for male as compared to only 7 respondents which were female. This implies that views of male participants dominated the study findings, this could be of the reason that women are marginalized and the traditional norms in Kole district have not favored girl-child education.

The study used both the PWDs and those without disability in order to get the view from both categories of people. They were drawn from Kole town council, Ayer Sub county and Aboke Sub county in Kole district.
4.1 Findings of the Study

Youth with Disabilities opinion and responses pertaining Youth Livelihood in Kole district were generated using interview guide. The responses were subjected to both quantitative and qualitative data analysis. Frequencies of the opinion were observed. The findings are hereby presented in verbal and tabular forms under the relevant research objectives.

4.1.1 Data Analysis and Presentation on the attitudes of Youth with disabilities towards YLP

Objective one aimed at finding respondents ideas on the attitude of YWDs towards the YLP.

YWDs (N=18) were interviewed and their opinion express ranged from 1-5 points of Likerts scale where, 1-Strongly Disagree, 2-Disagress, 3-Uncertain, 4-Agree, 5-Strongly Agree and these are presented table 4 expressed in terms of mean value.

Table 2: To establish the attitude of YWDs towards YLP

<table>
<thead>
<tr>
<th>Factors</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>YLF is to empower target youth</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>4.56</td>
<td>.705</td>
</tr>
<tr>
<td>YLF is from the president of Uganda thanking Youth for their Vote</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>3.56</td>
<td>.984</td>
</tr>
<tr>
<td>YLF is a political gift</td>
<td>18</td>
<td>1</td>
<td>3</td>
<td>1.89</td>
<td>.676</td>
</tr>
<tr>
<td>YLF is not supposed to be paid back</td>
<td>18</td>
<td>2</td>
<td>5</td>
<td>4.28</td>
<td>1.018</td>
</tr>
<tr>
<td>YLF can be shared among members so that each can plan his/her share</td>
<td>18</td>
<td>3</td>
<td>5</td>
<td>4.61</td>
<td>.698</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Data
The result from the table 2 above shows different response in terms of mean and standard deviation. The response on respondents' attitude of YWDs towards YLP, on if YLF is to empower target youth, it accumulated a Mean value of 4.56 and Standard deviation of 0.705. This means that on average majority of respondents were in agreement with the statement implying that their attitude on YLF is to empower target youth and there is a small variance in respondents’ responses since the standard deviation is less than 1 (one) at 0.705 which means that responses were concentrated around the mean.

On whether YLF is from the president of Uganda thanking Youth for their Vote, it had attracted a Mean value of 3.69 which means that on average majority of respondents were uncertain implying that they did not know whether YLF is from the president of Uganda thanking Youth for their Vote or not. However, the standard deviation at 0.984 implies a small variation in the respondents’ responses since it’s less than 1 (one).

On whether YLF is a political gift, it attracted a Mean value of 1.89 which means that on average majority of respondents disagreed with the statement, which means they know that YLF is not a political gift. The standard deviation of 0.676 implies that respondents’ responses were concentrated around the mean since the Standard deviation is less 1 (one).

On whether YLF is not supposed to be paid back, it attracted a Mean value of 4.28 and Standard deviation of 1.018. This means that on average majority of respondents agreed that YLF is not supposed to be paid back. The standard deviation of 1.018 implies that the responses were not concentrated around the mean since it is greater than 1(one).
Lastly, on whether YLF can be shared among members so that each can plan his/her share; it attracted a Mean value 4.61 and Standard Deviation of 0.98. This means that on average majority of respondents agreed with the statement implying that YLF can be shared among members so that each can plan his/her own share. The standard deviation 0.698 implies that the respondents’ responses concentrated around the mean since the value is less than 1 (one).

4.2 Data Analysis and Interpretation on how Youth with disabilities have been prepared to participate in YLP

Objective two seeks to find out how YWDs have been prepared to participate in YLP.

The presentation of the findings on this objective is shown in table 5

<table>
<thead>
<tr>
<th>Factors</th>
<th>Responses</th>
<th>Frequency</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation YWDs received before obtaining YLF</td>
<td>Had nothing</td>
<td>19</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Sensitization</td>
<td>9</td>
<td>32</td>
</tr>
<tr>
<td>Training of any kind</td>
<td>Yes</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td>Content of the training</td>
<td>Procurement and financial management</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>No idea</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td>Training session</td>
<td>Once</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Not even one</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td>Approaches used during the training</td>
<td>Lecture</td>
<td>10</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>No idea</td>
<td>18</td>
<td>64</td>
</tr>
</tbody>
</table>
Responses, on this objective varied regarding the preparation of YWDs to participate in YLP. Majority of the respondents N=19 representing 68%. Indicates no preparation done before obtaining youth livelihood fund.

While other respondents N=9 representing 32% noted preparation obtained with some kind of training.

Other respondent reported no training of any kind N=18 representing 64%. The researcher acknowledges training to only 3 executive members of the group. These are chairperson, treasurer, and secretary who received the training and yet the majority of the members were not trained. YWDs are not on the sectorial committees and were not trained.

The content covered from the training was procurement process and financial management reported by the respondents N=10 representing 36%. Majority N=18 representing 64% did not receive any kind of training.

Approaches used during the training as noted by the respondent N=10 representing 36% was lecture methods. This gives little attention to individual needs of YWDs.

4.3 Data Analysis and Interpretation on the extent to which Youth with Disabilities are involved in YLP

The objective three aimed at finding respondents ideas on the extent to which YWDs are involved in the YLP.

The presentation of the finding on this objective is shown in table
Table 4: To examine the extent to which YWDs are involved in the YLP N=28

<table>
<thead>
<tr>
<th>Factors</th>
<th>Responds</th>
<th>Frequency</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>YWDs involvement in the YLP</td>
<td>No</td>
<td>25</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Very few</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Roles played in enhancing the livelihood of YWDs</td>
<td>Monitoring</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Advisory services</td>
<td>13</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Procurement</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Livelihood activities put in place PWDs</td>
<td>Nothing</td>
<td>28</td>
<td>100</td>
</tr>
<tr>
<td>YWDs in the sectorial committee</td>
<td>Not at all</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

The involvement of YWDs in YLP in Kole district.

Most respondents N=25 representing 89% reveal YWDs are not involved in the YLP. Only N=3 representing 11% said they were involved. Even the few who are involved are not on the sectorial committee.

This means that they cannot influence any decision which affects them. They are not part of decision making process hence it’s to their disadvantage.

Roles played by the technical officer reported mostly advisory services N=13 representing 46% followed by monitoring N=8 representing 29% and lastly procurement n=7 representing 25%.

Livelihood activities for YWDs were lacking, respondents n=28 representing 100% said there is no enterprise in place meant for YWDs to carter for their individual needs and differences. This stem back from the selection of the group committee to address the needs for YWDs. YWDs are conditioned to go by the majority, which sometime become non-participant to the group.
4.4 Data Analysis and Interpretation on the challenges faced by Youth with disabilities in participating in YLP

Objective four is meant to identify the challenges faced by YWDs in participating in YLP. The presentation of the findings on this objective is shown in table 9 N=28.
Table 5: The challenges faced by YWDs in participating in YLP

<table>
<thead>
<tr>
<th>Factors</th>
<th>Responses</th>
<th>Frequency</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic challenges</td>
<td>Low self-esteem</td>
<td>18</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Low level of education</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Nature of impairment</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Extrinsic challenges</td>
<td>Negative attitude</td>
<td>20</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Discrimination</td>
<td>6</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>Marginalization</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Challenges YWDs face in the YLP</td>
<td>Lack of information</td>
<td>12</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Corruption</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>High cost sharing</td>
<td>8</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Political hindrance</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Lack of cooperation</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Ways to improve the livelihood for YWD in YLP</td>
<td>Sensitization</td>
<td>20</td>
<td>71</td>
</tr>
<tr>
<td></td>
<td>Training</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Reduce group members</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Services should be at every sub-county</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

In the table above, the findings are categorized into three major areas. These are intrinsic and extrinsic challenges, then challenges in the YLP; intrinsic challenges are experience by an individual within self. A greater number of respondent N=18 representing 64% noted the biggest challenge is low self-esteem. They feel they are not worthy, capable of running activity and cannot express their interest.

Nature of impairment and its severity n=7, representing 25% was recorded by the respondent.
This is a serious challenge that limits one from participation. Level of education n=3 representing 11% pose a serious threat since it requires decision making and confident in taking such decision.

Extrinsic challenge is outwardly experience from the society or community. Negative attitudes towards PWDs N=20 representing 71% was noted by the respondents. The community looks at PWDs as they are hopeless and cannot be trusted with any resource. They are discriminated (N=6) representing 21%. Marginalization constituting n=2 representing 7% was recorded as a challenge to participation.

Other challenges YWDs face in the YLP s was lack of information n=12 recorded 43%. High cost sharing n=8 representing 29% limits YWDs accessing group as members. Lack of cooperation n=3 representing 11% was noted by respondents. Political hindrance was noted to represent 4%. This was the least challenge YWDs face in the YLP among others.

Ways to improve the livelihood for PWDs to give easy access by YWDs were noted by the respondent sensitization being the lead eye opener n=20 constituting 71% followed by capacity building, knowledge be given to YWDs. This was recorded n=5 respondent representing 18%. Group members to be reduced from 15 to only 07 people were noted by 02 respondents representing 7%. This created effectiveness at trust among members.

Services to reach PWDs should be at the sub county level rather than the district level. N=1 representing 4%. This will bridge the gap of information lacking and mobility problem.
4.5 Discussion of findings

4.5.1 Discussion on the attitudes of youth with disabilities towards YLP

Objective one aimed at finding respondents’ ideas on the attitudes of YWDs towards the YLP. The finding related to this objective revealed that YWDs are aware of the YLP. They know the YLP is to empower the target youth in Uganda to harness their socio-employment opportunities and income level.

The YLP is intended to increase self-employment opportunities and income level among the unemployed and poor youth (MGLSD 2013-1014). This is in support of the World Health Organization WHO (2016) suggestion secured access to livelihoods can reduce poverty among PWDS. Livelihood opportunities develop one’s full potential with control over factors that shape him/her and contribute to society development.

Much as YWDs are informed about the YLP, they are not aware it is a Government of Uganda rolling program implemented under MGLSD. They believed the YLP is from the president of Uganda meant to thank youths for their vote not to be paid back. Hence a political gift to youth as finding revealed.

It is noted that politician misinterpret the programme as political gift for supporting the ruling government and has misguided some youth. This was partially reinforced by the timing of the launch of the YLP that coincided with the build up to the 2016 presidential election. Consequentially some group channeled the YLP resources into unproductive activities as they did not expect to pay it back.

This is reflected in one of the monitoring report at Kole district, where one group in the sample area got the money and divided it among themselves.
The finding agrees with the above reports and majority of the respondents believed the fund received for the group could be shared among members. This is due to many factors such as lack of trust, cooperation and easy way of recovering their money injected in the processes. Many felt they can run their enterprise better. This does not conform to the guideline.

Other findings show that YWDs are aware of how YLP fund has to be administered inform of interest-free revolving fund to youth interest groups. YWDs fear getting this fund due to lack of collateral as a security to loan. Most of YWDs feel they have no backup resource incase the enterprise fails to take off because of poverty.

Elde (2004) agrees with the state of fear held by YWDs describing household with members with disability. They generally have lower income than other household members and are at high risk of living below the poverty line.

4.5.2 Discussion on how PWDs have been prepared to participate in YLP

Objective two sought to find out how YWDs have been prepared to participate in YLP. The findings to this objective reveal higher percentage of youth did not have any preparation in the YLP. They represent members who are not on the executive committee of the group.

It is only the executive members who received one day training at the District HQ. They include chairperson, secretary and treasurer for all the 24 (twenty four) groups.

In Kole District only 72 (seventy two) executive members had one day training on the basic skills in financial management and community procurement. Roles, responsibilities, record keeping and general aspect of the group, project management were not discussed as guideline stipulate (MGLSD 2013-2014). The findings further revealed a greater number of beneficiaries 237 (two hundred thirty seven) were not given any training or preparation to run the YLP. Only the three executive members had some little knowledge to run the YLP. This in the long run
creates a lot of suspicion and lack of trust among members. This further puts YWDs at a
disadvantage due to lack of skills to run YLP. Expectations are not addressed, there is ignorance
on the YLP guideline, and funds are channeled to unproductive enterprises.

WHO (2010) urges that livelihood being a part of Community Based Rehabilitation ensure
YWDs have access to training and work opportunity at community level. Its component includes
skills development, self-employed, social protection and financial services.

Lack of training in this context has a serious setback as one informant said

_The absence of sectorial specific training was a major factor in explaining why some group
collapsed after receiving YLP support._

Another respondent at the sub-county agreed with the previous informant. He said, _there were
people with no experience and we did not support them very well. How do you ask the youth to
take care of pigs without first training them? They did not have supportive services like inputs
and feeds or even veterinary doctor on hand to help them when they got into problem no wonder
they failed._

It is important to note that failure to make adequate preparation for youth had far reaching
implications in terms of their ability to identify, plan and implementing enterprise. This may
result further affect in selecting enterprise with low production, less profitable which has no
sustainability

UN (1994) urges that sensitization, awareness raising and capacity building programme are
important to prepare PWDs. Lack of which often result in the exclusion of YWDs from certain
activities. These have been the reason for lack of participation of YWDs in the YLP.
4.5.3 Discussion on the extent to which Youth with disabilities are involved in YLP

The objectives three sought to examine the extent to which YWDs are involved in the YLP.

One of the key findings reveals that majority constituting 89% YWDs are not involved in the YLP. Only 11% percentages are integrated into the existing group mainly youth with physical impairment and hard of hearing. There are 24 projects in the sample area, a total of 309 (three hundred nine) beneficiary of the project (monitoring and evaluation of YLP report as on 10-12 May 2016 see attached appendix).

Looking deeper as to why many YWDs are not involved, the finding further reveals lack of information contributed highly. A respondent told the researcher how he got the information about YLP.

He said he was one of those being trained as crime preventers to ensure peace prevails during campaign and election period 2016. The youth leader wanted votes so he came and briefed them the process. They mobilized themselves to start the process which was costly. They have to contribute for proposal writing, typing/registering the group at the sub county at district level among others. This puts the YWDs at a disadvantage state simply because where information on YLP disseminated during a rally campaign of which few or more attend such gathering due to mobility problem and transport.

Uganda Government (2006) assert that the responsibility to the Government is to promote the rights of PWDs to access information

The process as noted above proved to be costly and this could have been major factors leading to none or few involved into YLP.

On a similar note another informant said,
The process before getting money was very frustrating and costly everywhere we went at all level. People wanted something before they could stamp into your form. Bank charge, transport and meals for the CDO, sub-county chiefs, sub accountant equally expensive since they are the signatory.

Other factors researcher got from respondent that emerge as hindrance was the way group selection was done. It was not very easy for YWDs. The requirement such as birth certificate and immunization card to ascertain the age within the youth bracket made many YWDS to fall back. According to the (MGLSD 2013-1014) guideline, YLP was to be delivered through youth interest group (YIG) of (10-15) members. Members thereafter come up with the project proposal with a budget and business plan including the cash flow projection. From the above statement, there is need for one to be in a group. This means there must be people of the same need, interest, abilities and potential to come with one voice. For YWDs, many did not meet the requirement demanded of the group and they were left out.

There is a need for technical people when it comes to writing project proposal coming and up with budget for business plan and cash flow projection. For this to happen, there must be contribution from members as membership fees. With reference to contribution by YWDs, he said, *I don’t have money, they wanted it to be free which may not be accepted by group members* said by respondent.

One informant who is a CDO said this *the youth cannot fill these forms by themselves. They all come here to be helped. They are ignorant about where to go and whom to approach,. Therefore, we are over worked. There is no single group that has filled these forms correctly on its own. You guide them but the make mistakes, some of them even gave up.*
Other respondent however, said marginalization possess a serious hindrance to YWDs. This is the process in which individuals or entire communities of people are systematically blocked from or denied full access to various rights, opportunities and resources. That is normally available to members of different group, which are fundamental to social integration within the particular group (Burnelt 2007).

One of the informants said, they had their group formed, filled the form but denied that these programme are for other youth. PWDs have special grant for PWDs. For them they will be considered later, no one can make a follow up for them since they are few they cannot influence the vote, so politicians tend to under look them.

Disability issues are not viewed as very important but as only affecting a small percentage of the population.

Justification is found for not allocating financial and other resources to them, even where resources would be available.

This is a concern that I personally witnessed during pilot study. Senior officer from the sub county told me PWDs has special grant for disabilities, which is sent quarterly not YLF. It’s absolutely not true as per the principle target beneficiaries of YLP.

United Nations (2006 Article 27 Para 1) the CRPD prohibit discrimination on the basis of disability with regards to all matter concerning participation employment in government programme.

Rights to equal access to participation is demanded by almost every citizen of a community and much be equally enjoyed and exercise by all person (Slak, 1995)
4.5.4 Discussion on the challenges faced by youth with disabilities in participating in the YLP

Objective four focused on the challenges faced by YWDs in participating in the YLP.

The key findings on the challenges YWDs face within themselves is the low self-esteem. This was due to the negative perception of YWDs and misconception held by the community. They look at them as less productive, than their peers, require too much assistance, and this affect their image for social integration and participation (blank 2006). Ignorant of disability result into the needs of YWDs unrealized, leading to a low self-esteem, self-worthy and isolation. All these painted on YWDs, make them feel less competent and believe to have no confidence of themselves hence inferiority complex. For YWDs, exclusion, isolation and abuse of opportunities are daily experience (Elde 2006). It has been observed that exclusion can lead to feeling of helplessness and low morale.

Other findings within an individual, is disability itself. The nature of impairment also poses further a big challenge.

Those persons with severe disabilities are always limited by their disabilities. Their needs and interests are always ignored, regarded as hopeless unfit to do any task. This does not agree with the UNESCO and WHO (2004), looking at the need to raise awareness on the constraints faced by PWDs, to get access to livelihood opportunity and increase access to sustainability livelihood opportunities for higher numbers of YWDs.

Negative attitude was among the challenges YWDs faced as finding reveals.

This negative situation does not only disempower disabled people but also deny them to livelihood choice.
The attitude toward PWDs in Uganda ranges from sympathy to outright rejection (Muyinde 1992).

PWDs are expected to be dependent on the non-disabled and always satisfied whatever is done for them, feeling of dependency is a major problem because it hinders the growth of sense of self-sufficiency.

Marginalization was further identified as a challenge for YWDs to access livelihood. YWDs often face marginalization and severe social, economic and civic disparities and compared with those without disabilities.

The study revealed how the information on YLP was being received differently. Others were from Local Media Radio Station. Higher percentage of information disseminated where rally/campaign was going on. Accessing its place sometimes was difficult for YWDs considering their nature of disabilities, corruption and high cost sharing. This was, noted a challenge. Allegations of corruption among government officials were common. Youth explained that this is likely to impact on their ability to effectively manage their enterprise.

Respondents said,

*In the records reflected 5 million shillings one group received. Actual money group received is 4.5 million shillings not as reflected in the record.*

This is evidence upon interdiction of an official who was trusted with the duty to register all youth groups in the District. He is out of office since investigation is going on, fearing he may destroy evidence because of registering 3 (three) ghost groups. See appendix report attached.
High cost sharing was registered by the group members. Members had to contribute towards the YLP process. This was to cover membership fees, transport cost, writing projects proposal, typesetting cost among others. Those who could not afford group decision to contribute were either left out or dismissed from the group. Most the YWDs quit the group, Hougeven (2005) in many household, family members take care-giving role prefer to give up sustainable livelihood activities due to high cost always incurred in the process.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction
This chapter includes Summary, conclusions and recommendation on the study findings. These are all based on the research objectives.

5.1 Summary.
The findings were discovered by adopted qualitative and quantitative approach using survey design. Qualitative research methods are most appropriate to use where little is known about the study phenomenon and detailed insights are required from individual participants (Chadwick, 2008). It has also been seen as having the potential to inform practitioners in the relevant field by creating better understanding of the phenomenon under inquiry (Killeen, 2002).

Quantitative data can provide the researcher with data subjected to vigorous statistical analyzes. The approach further aim at not understanding problem but providing an answer to predetermine the problem. Purposive sampling was used for selecting respondents knowledgeable and can provide the information researcher wanted. Random sampling used for YWDs because of having the same characteristic.

The data was collected using interview guides, observation and questionnaire. The finding revealed that YWDs disagreed with the statement of the YLP is a political gift. The majority of the respondent agreed that YLF is not supposed to be paid back. It can be shared among members so that each can plan his/ her own share. There was no preparation done before obtaining YLF. YWDs were not involved in the YLP. Challenges noted includes; low self-esteem, discrimination, marginalization, lack of information among others.
5.2 Conclusion

The responses given by participants especially YWDs show that the rights are guaranteed in legislation but not realized. The policy and legislation, UN 2006, PWDs Act are all established in Uganda law policies but not yet implemented fully which hinders participation of YWDs in the YLP. Youth in Kole District were involved in YLP with few YWDs participating in the YLP. Higher percentages of YWDs were not involved in YLP. Many factors contributed to their not being involved. Among others includes lack of information, high cost sharing and selection criteria. Their attitude towards the YLP was very positive and they were much informed about the YLP. YWDs had a preconceived idea about YLP as a president of Uganda, gift to youth for supporting the ruling government. Although it is a revolving fund inform of a loan, their fears was how they were going to refund the money since they lack resources. There was inadequate training given to the members making it hard for group to succeed and group cohesion. Quite a number of challengers experienced such as corruption among the leaders and technical official, at the district and sub county, negative attitude marginalization among others.

5.3 Recommendation

Sensitization: There is need for massive sensitization to demystify the perception that the YLP is a government grant and a campaign tool. The YWDs should be sensitized to change their attitude, appreciate their potential and capacity. This will help to raise their low self-esteem.

Awareness raising campaigns: The government should therefore intensify its education and awareness raising campaigns about the aims, objectives and implementation progress of the YLP using all available channels of communication. There was inadequate knowledge and skills to run the YLP as the studies revealed.
**Revisiting group size:** The required group size of 10-15 people as per YLP programme document helps one to get more members for one group enterprise. However this comes at the expense of quality and group cohesion as large groups were found to be difficult to manage. Additionally some key informant argued that high numbers makes the per capita share of YLP fund small and complicates group dynamics.

**Special grant for YWDs:** The government need further to reconsider giving YWDs grant due to the difference in their nature, ability potentials needs and interest which is sometimes a challenge for others to accept them in their groups.

**Group preparation:** Youth interest group needs to be adequately prepared in terms of selection, training, specialized enterprise skills and monitoring. All groups had only three members trained. They were inadequately prepared for the tasks needed to be success. Adequate preparations facilitate success and sustainability of YLP.

**Corruption:** Allegation of corruption among official and youth leaders was common. An effective sanction mechanism should be put in place to promote transparency, accountability and anti-corruption in development programme. Youth explained that it is likely to impact on their ability to effectively manage their enterprise. The chief administrative officer, (CDO) and other official from the CID were evidently investigating a case of corruption officials trusted with the responsibility of registering youth interest groups. Unfortunately, he registered youth interest group with other ghost group which was then funded. (See an extract from the appendix)

**5.4 Areas for further studies.**
Most research should be done by studying participation of PWDs in the Government programme in exercising their rights to participation.

There is needs to further research on the challenges undermine YWD’s participation in the Government programme as it is their rights.

Further study could focus on the attitudes of PWDs towards Government program as a way to enhance their livelihood.

Other study could also focus on the factors affecting youth participation or roles youth play in the Government programme.
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APPENDICES

APPENDIX I: QUESTIONNAIRE USING THE FIVE LIKERTS FOR YWDs.

The attitudes of YWDs towards the YLP.

Strongly agree (5) agrees (4) uncertain (3) disagrees (2) strongly disagree (1) toward YLP

1. Youth livelihood programme is to empower the target youth in Uganda to harness their social-economic potential and increase self-employment

   Strongly agree □
   Agree □
   Uncertain □
   Disagree □
   Strongly disagree □

2. Youth livelihood programme is the money from president Yoweri Museveni thanking youth for their votes and not for paying back

   Strongly agree □
   Agree □
   Uncertain □
   Disagree □
   Strongly disagree □

3. Youth livelihood fund is a political gift for supporting ruling government

   Strongly agree □
   Agree □
   Uncertain □
   Disagree □
   Strongly disagree □
4. The youth livelihood fund is not supposed to be paid back as a loan. The money has been given to us (the youth)

   Strongly agree  
   Agree  
   Uncertain  
   Disagree  
   Strongly disagree  

5. The youth livelihood fund can be shared among members so that each can plan his/her

   Strongly agree  
   Agree  
   Uncertain  
   Disagree  
   Strongly disagree  

APPENDIX II: SEMI-STRUCTURED INTERVIEW WITH THE DCDO, CDO, LC 1

A To examine the extent to which YWDs are involved in the YLP

1 How are you involved in the YLP? Probe for their actual roles

2 How is your office involved in enhancing the livelihoods of YWDs

3 What livelihood activities has your office put in place for YWDs

4 How many youth interest groups have you registered in your area? And in what way?

5 How many YWDs have benefited the YLP? And in what way?

B How are YWDs been prepared in participating in YLP?

5 Have youth with disabilities been prepared to run the livelihood program? If yes

6 What preparation did YWDs receive before obtaining fund...

7 Was there any kind of training? If yes, mention the content...

8 How many training session/workshop did the YWDs receive before getting the YLP fund?

C The challenges faced by YWDs in participating in YLP

9 What do you see as the major achievement of the YLP

10 What are the challenges YWDs face in the YLP

11 In your opinion what, can be done to secure livelihood of YWDs

12 How can your office improve the livelihood for YWD
APPENDIX III: SEMI-STRUCTURED INTERVIEW.

The chairperson PWDs at the sub county and the councilor representing PWDs at the District.

Background information

May please tell me about yourself, Probe for the highest levels of your education and occupation?

A: To examine the extent to which YWDs are involved in the YLP

1. How are you involved in the YLP? Probe for their actual roles

2. How is your office involved in enhancing the livelihoods of YWDs

3. What livelihood activities has your office put in place for YWDs

4. How many youth interest groups have you registered in your area? And in what way?

5. How many YWDs have benefited the YLP,? And in what way?

B: How are YWDs been prepared in participating in YLP?

6. Have youth with disabilities been prepared to run the livelihood program? If yes

How

7. What preparation did YWDs receive before obtaining fund

8. Was there any kind of training? If yes, mention the content

9. How many training session/workshop did the YWDs receive before getting the YLP fund

.................................................................
Challenges faced by YWDs in participating in YLP

10 What are the intrinsic challenges YWDs have that limit them accessing the YLP?

11 What are the extrinsic challenges YWDs encounters in the YLP?

12 Are there challenges in the YLP that make it hard for YWDs to access?

13 What should be done to enhance the income of YWDs like you?

14 Suggest ways to resolve the challenges mention above
### APPENDIX IV REPORTS ON YLP KOLE DISTRICT

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
<th>Notes</th>
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<td>Te-lela community youth piggery group</td>
<td>4,700</td>
<td>-started repayment loan -need support to pay fast. -members not united -politicians misleading youth -guidelines not followed group shared money @314,000= -members are lazy</td>
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APPENDIX V: REPORTS ON THE GROUPS OF YLP IN KOLE DISTRICT

### MINISTRY OF GENDER, LABOUR AND SOCIAL DEVELOPMENT

**YOUTH LIVELIHOOD PROGRAMME**

**CONSOLIDATED DETAILS OF PROJECTS APPROVED FOR FUNDING AS AT FEBRUARY 12, 2016**

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<th>S.NO</th>
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<th>PROJECT NAME</th>
<th>COMP</th>
<th>SECTOR</th>
<th>TYPE</th>
<th>AMOUNT LSH</th>
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<td>Misip</td>
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<td>Trade</td>
<td>Agric</td>
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### APPENDIX VI: GROUPS IN ABOKE SUB COUNTY

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<tr>
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<td>11/05/16</td>
<td>Ogwangacuma youth dev'tpdc buying</td>
<td>8,095</td>
<td>- executives/members not met - need close attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- group not functional - not started repayment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- members need to do more</td>
</tr>
<tr>
<td>2</td>
<td>11/05/16</td>
<td>Adyangepiro &quot;A’ youth dev’t pdc buying</td>
<td>8,100</td>
<td>-不忍 execution - enforcement needed</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>- do not report</td>
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<td>11/05/16</td>
<td>Owatulwak youth group</td>
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<td></td>
<td></td>
<td>- need to follow up</td>
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<td>Can oleo youth pdc group</td>
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**AYERS SUB-COUNTY**

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<td>-started repayment - put effort to pay back</td>
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<td>- members not committed to group - no record presented</td>
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### APPENDIX VII: GHOST GROUPS

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</table>

Note: LS: Local Shilling; Employment: Number of Jobs; Income: Annual Income.
APPENDIX VIII: INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY
P. O. BOX 1, KAMPALA
FACULTY OF SPECIAL NEEDS & REHABILITATION
Tel: 0414-286237/285001/2 Fax: 0414-220464
DEPARTMENT OF SPECIAL NEEDS STUDIES

15th January, 2018

The DEO/DIS/Head teacher/Teacher/Community/Opinion Leader/Church Leader

Dear Sir/Madam,

RE: INTRODUCTION OF RESEARCH STUDENT ON DATA COLLECTION

This is to introduce the bearer Rev/Dr/Sr/Mr/Mrs/Ms..., who is a bonafide student of Kyambogo University in the Faculty of Special Needs and Rehabilitation, Department of Special Needs Studies. As partial fulfillment of the requirement for the award of the Diploma/Degree, he/she is required to undertake a research on the approved area of study.

The purpose of this letter is to request you to allow him/her have access to information from your office, school or area of operation necessary for the study.

Kyambogo University will be grateful for any assistance rendered to the student.

Yours faithfully,

[Signature]
Dr. Okwaput Stacekus
HEAD OF DEPARTMENT

OS/aj