

**DRAWINGS FOR YOUTH ENGAGEMENT IN REALIZING A POSITIVE
MINDSET IN KAKATUNDA VILLAGE,
RUKIGA DISTRICT**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND
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DECLARATION

I declare that this research report titled **“DRAWINGS FOR YOUTH ENGAGEMENT IN REALIZING A POSITIVE MINDSET IN KAKATUNDA VILLAGE, RUKIGA DISTRICT”** is my original work and to the best of my knowledge, it has never been submitted to any other higher institution of learning for the similar award.

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APPROVAL

This is to certify that the work presented by Bushuurwa Johnbosco titled, “**DRAWINGS FOR YOUTH ENGAGEMENT IN REALIZING A POSITIVE MINDSET IN KAKATUNDA VILLAGE, RUKIGA DISTRICT**” has been done and compiled with my guidance and is now ready for submission to the department.

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DEDICATION

This work is dedicated to the youths of Kakatunda village in Bukinda parish, Muhanga town council in Rukiga district; whose welfare is poor and of great concern to the researcher, in terms of academic, economic and social status due to disengagement from work. The study was conducted so that total transformation takes place, for them to realize their full potential in case the recommendations of the study are given due attention by the Government of Uganda.

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LIST OF ACRONYMS USED

C/person-	Chair person.
FVE-	Free Vocational Education.
LCs-	Local Councils.
NDP 111-	National Development Plan 3.
NEET-	Not in Employment, Education or Training.
OC Station-	Officer-in-Charge of a police station/unit
RDC-	Resident District Commissioner.
SDGs-	Sustainable Development Goals.
TVET-	Technical and Vocational Education and Training.
UBOS-	Uganda National Bureau of Statistics.
UNFPA-	United Nations Population Fund.
UPE-	Universal Primary Education.
USE-	Universal Secondary Education.

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ABSTRACT

The purpose of this research was to support the youth of Kakatunda village in Rukiga district by encouraging them to shift their mindset towards engaging in productive activities instead of remaining disengaged. Despite the rights of these young individuals to education and skill acquisition, a growing number of them were neither employed nor in school (NEET). Government policy on UPE, USE and TVET programs had not catered for most youth in Kakatunda in addressing their needs thus; necessitating immediate intervention. The study aimed to assess the extent of youth disengagement in Kakatunda village, explore reasons behind their withdrawal through narratives, and visually depict the youths' ideas for creating a positive work-oriented mindset. Employing a participatory visual design methodology, the researcher collected primarily descriptive data, relying on interviews and drawings facilitated by the researcher. The study's significance lay in sensitizing youth to the adverse consequences of disengagement, prompting them to recognize their untapped potential and contribute constructive ideas for their own development. The findings, comprise thirty drawings in general; thirteen of which are recorded in this report about collected narratives, were intended to influence government policy and stakeholders, in highlighting on appropriate interventions to engage the youth in productive endeavors. The rest of the Seventeen drawings were made by the researcher for his final exhibition. The research revealed an alarming level of disengagement that demanded urgent attention. To address this issue, the study recommended the establishment of vocational skills training programs and centers in the village. These centers would offer free practical courses in areas such as agriculture, carpentry, plumbing, and information technology, providing the youth with hands-on experience and useful skills for meaningful employment or entrepreneurship. Entrepreneurship promotion emerged as a vital strategy. The study advocated for encouraging and supporting youth entrepreneurship through mentorship, business development training, and access to microcredit loans. Establishing a supportive ecosystem for young entrepreneurs, encompassing guidance and resources, was deemed crucial to effectively tackle the problem. Conclusively, the solution to youth disengagement in Kakatunda village will be the introduction and implementation of Free Vocational Education and Training.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background and youth context, problem statement, purpose, study objectives, research questions, scope, significance of the study and clarifies on key words used in the report. The study set out to investigate a research titled, “Drawings for youth engagement in realizing a positive mindset in Kakatunda village, Rukiga district”.

1.1 Background to the study

Globally, youth world over, are the cornerstone for every nation’s future when they are well prepared for by their governments. Youth are literally people whose age range is 15 to 24 years (United Nations, 2019). When youth are happy and successful, in education and in doing economic work, their communities are socially stable and community security is guaranteed. While the youth share the same traits like the global counterparts, African youth have their own challenges and aspirations. However, the issue of youth’s disengagement in valuable work is a great concern, not limited to Uganda only but a world phenomenon. In developing countries, youth disengagement is worsening, as majority of them spend most of the time committing crime by indulging in illicit behaviors; a good example is youth in Kakatunda village of Bukinda parish found in Rukiga district of south-western Uganda.

The United Nations Population Fund (UNFPA, 2014), analyzed the impact of 1.8 billion youths represent a third of the global population. To UNFPA, this number is a potential for economic and social progress, as long as young people can secure access to health, education, jobs and as long as their voices are counted for in policy making and governance. Reacting to the above analysis by UNFPA, Das Gupta et al. (2014) observed that, this statement suggests in the case the young people cannot access these opportunities, the country and the world as a whole loses financially and in terms of human capital.

According to Pacheco (2014), Youth disengagement refers to the withdrawal or lack of active involvement of young people, typically in the age group of adolescence to early adulthood, from various social, educational, economic, and civic activities within a society. It can manifest as disinterest, apathy, or a sense of detachment, impacting their participation in education, employment, community engagement, and other aspects of societal life.

On the larger perspective, Africa continent has the youngest population in the world, with 70% of sub-Saharan Africa under the age of 30 (UN, 2022). Such high number of young people was an opportunity for the continent's growth, but only if these new generations are fully empowered to realize their best potential. It would be especially important that young people are included in decision making and given appropriate opportunities for work and to innovate. Involving young people in politics and society is not merely a question of inclusion, but one that is vital for economic growth, innovation, peace and security (Mulikita, 2022).

In addition, according to the United Nations, it is predicted that by 2030, the number of youths in Africa will have increased by 42%. On average, 11 million young people join the African labor market each year, yet the continent generates only 3.7 million jobs annually. For many youths, the informal sector is the default rather than the exception. In Sub-Saharan Africa, informal employment as a percentage of total employment is 89% and as a result, many youths lack access to social safety nets or any form of workers' rights (Kariba, 2020).

Yet the socioeconomic conditions of young Africans have improved in recent years, but not considerably. There has been an increase in school enrolment over the past 20 years, and the gender gap in education has narrowed, however, young Africans continue to face major difficulties in the realms of higher education, employment, health, and participation in decision-making processes (El Habti, 2023).

According to Kabwena and Mwangi, (2013, p.23), "African youth have the potential for Africa's development, provided that appropriate investments in health and human capital are made. However, if youth issues are not addressed, and if high rates of youth unemployment and under-employment persist, Africa's development could be negatively affected."

In Uganda, Youth are the majority in numbers and hence, a major concern to the researcher. The most recent population census carried out in Uganda was in 2014; under the theme "Counting for Planning and Improved Service Delivery". According to UBOS (2014), this census put youths at 58% of the total national population. UBOS (2016) released another update where 64% of the unemployed population in Uganda was young people. This is an indicator that Uganda as a country is among other countries in the world with the issue of youth disengagement. Furthermore, UBOS (2018) gives us the employment status as; those receiving income through employment 34.5%, ones with specific accounts to deposit whatever money they earn 52.85%,

contributing to the well-being of their families is 9.8% and giving out jobs to the jobless is 3.0%. Lack of jobs by youths in Uganda is in the range of 64% - 70% which relates well with UBOS (2016) report release.

In his research study, Ainomugisha, (2018, p11), states that “the problem of continued unemployment may trigger the birth of any type of crime, by dissatisfied and distressed young people for mere survival as their last resort.” She further argues that, “not everyone can be employed by the government hence, the reason as to why the youth are struggling to engage in any type of activity in order to get some livelihood by all possible means.” She further argues that disengagement in work has worsened drug abuse and gambling in Uganda. She recommended that, there is need to make situation analysis by the government about the type of employment to offer to youth according to individual capabilities, to enable them initiate simple businesses that they can manage rather than fixing people into some jobs that they may not be qualified for.

Furthermore, youths should be availed an opportunity to get manageable loans with little interest and ease the process of acquiring such loans, backed by mandatory sensitization on how to use the same loans, the pros and cons of such loans obtained. Kwabena, (2013), further recommends that since not all youths are at the same level of formal education, those lacking should be catered for too, to avoid favoring one group. He stressed the necessity to overhaul the national education curriculum to suit the real needs of its recipients as far as various competences are concerned. He also stresses that business knowledge should be given to youth in its entirety, thriftily and all this should be incorporated into the national budget, which should be designed in such a manner also of following up and tracking employment.

The researcher’s personal observation was that, good as the Government of Uganda started UPE in 1997 and USE in 2007, it was expected to create more programs meant for skills’ development among the youth but, used guidelines that do sideline youths who are not engaged in any recognizable work in a community as was the case at the time of this study. The disengaged youth were, majorly sidelined in Kakatunda village because no one trusted them with finances. Notable is that not all youth can excel in academics hence, the need for provision of skills’ training such as sensitizing and teaching them through illustrative drawing to utilize their undiscovered talents. It was against this background that the researcher was inspired to engage

youths in drawing lessons to ensure that their mindset and self-attitude are transformed through art as a medium of social transformation geared towards skills' acquisition and self-reliance for sustainability.

1.2 Statement of the problem.

Most youths that are not in schools in Bukinda Parish, Kakatunda village are not engaged in any recognized work. They are seen as a general problem to the community both economically and socially, and this is likely to pose a security concern due to the crimes they at times commit. This would also be true to any other community in the world, in Africa and Uganda when the youth are not purposely engaged in constructive production. Disengagement is basically due to lack of education and training for work; leading youths to commit crimes. Consequently, if this issue is not addressed with the attention it deserves, on finding the broader and real causes of disengagement, they are going to be a great danger to society by being involved in even more illicit behaviors than it has been. As a result, the government programs of eradicating illiteracy are likely not to succeed. On the other hand, the government's effort of skilling the youth will also not succeed hence, this will be a wastage of national resources and it will necessarily hinder social and economic development. It was for this reason that the researcher was inspired to conduct a study, by engaging the youths in drawing lessons to ensure that their mindset and self-attitude were transformed through art as a medium of social transformation geared towards skills' acquisition and self-reliance for sustainability.

1.3 Purpose of the study

It was initially intended that through this study, participation by disengaged youths in interacting with the researcher would make them to reflect on their mental and physical abilities in transforming their society. This was done by the researcher, through demonstrations to them, how drawing was done to pass out information. Through practice, respondents drew out their responses, used it in the study as they developed the skills of drawing. As a consequence, they assessed the time they had wasted in disengagement and their abilities to work through drawing, was a key point to decision making for a positive mindset change. Through interviews, drawing sessions and data analysis, the researcher was able to make recommendations to the government and other stakeholders for follow up of research findings on this issue with appropriate interventions. Ultimately, it was anticipated that youth transformation in Kakatunda village was possible through engaging the youth in productive work.

1.4 Objectives of the study

1. To establish the level of youths' disengagement in Kakatunda village.
2. To make an analysis from the narratives of the majority youths in Kakatunda village as to why they were withdrawn.
3. To develop and produce drawings that reflect youths' ideas about what should be done, for them to develop a positive mindset through skilling and doing profitable work.

1.5 Research questions

1. What was the current level of youth disengagement in Kakatunda village?
2. What analysis can we adduce from the narratives of the youths in Kakatunda village as to why they were withdrawn?
3. What visual interventions can be developed and implemented to highlight youth disengagement in Kakatunda village effectively?

1.6 Significance of the study

This research study intended to highlight on the current state of affairs of youth who are disengaged all the time in Kakatunda village. Being of a young and energetic age, the youth would be expected to be in schools studying or, having completed studies and engaged in productive work for social and economic development, but some were not. The study therefore was done to find out the reasons behind this scenario and after a thorough analysis, recommendations were made to the government and relevant stakeholders in the education system so that, viable interventions are sought to address this anomaly among the youth. Consequently, it was hoped that the youth in Kakatunda village would be brought on board with the rest of the community in nation building, by becoming resourceful through participation and usage of various skills as they get engaged in various careers. Their engagement in work would contribute to national development as opposed to today, when they are a stumbling block to development. This would partly fulfill one of the Sustainable Development Goals (SDGs); goal number Nine on industry, innovation and infrastructure; and goal number Four, on Inclusive Education for All (Assembly, G. (2015). As a result of youth involvement in productive work, there would be a tremendous reduction in crime making. Furthermore, when the recommendations of the researcher are objectively followed, the government of Uganda will

benefit especially in fulfilling the NDP 3 objectives which are to enhance human capital development; and strengthen mechanisms for quality, effective and efficient service delivery.

1.7 Scope of the study

1.7.1 Geographical scope:

Four cells of Kakatunda village; whose main trading center is Kakatunda- Bukinda parish, Rukiga district (SW. Uganda). The villages were Kayoreero, Ibaso, Rwakimuri and Rwanyamutare.

1.7.2 Content scope:

The study focused on disengaged youths who were not employed and not in any education and training (NEET). In this group, not all were involved in the study and therefore, the researcher used purposive sampling to identify the respondents in Kakatunda village- Bukinda parish. The study was conducted on twenty (20) respondents; six females and fourteen males and took nine months from December 2022 to August 2023.

1.7.3 Time scope: Nine months (December 2022- August 2023).

1.8 Conceptual framework:

This research study lies under the Structuralism concept which stresses that in order for society to function effectively, there are key elements that combine together for it to operate and progress which must be studied critically and analyzed individually because, each has its own contribution for the whole to function. It emphasizes a thing must be defined and only makes sense once you understand the structure it is part of. Waterman (1956) states that structuralism was the work of the Swiss linguist as its forerunner, Ferdinand de Saussure (1857- 1913). Structuralism is a proven mental creation that studies realism and relationships in social development and behavioral patterns of individual elements of which it is made of.

As argued by Glucksmann (2014), the term 'structure' is as old as social analysis itself. It stands with other such terms as organization, function, institution, norm, value, as one of the key words used by sociologists to describe the characteristics of human life. The same theory was further expounded on by Claude Levi-Strauss. To him, emphasis was on understanding the efficacy of whatever is created in the world, looking deep into individual contribution of unit factors to its

ultimate creation, that finally lead to its functionality. He stresses that the way culture is practiced by its members, being an agreed trend of exercising how they apply societal norms for their existence and sustenance, is a clear manifestation of other key covert instincts that shape and model human thinking. Other philosophers used this theory in their studies as given by the following example;

Chomsky (2006) cites Leonard Bloom (1887- 1949) another philosopher who demonstrated by assessing that whatever makes up language competences has a direct relationship with application of individual minute portions which come up together and deliver messages which he termed Morphemes. After clarifying how morphemes are recognized, the next level was to illustrate how smaller groupings such as phonemes and bigger ones such as combined letters that make meaning, different meanings out of unique letters and well-organized sayings to convey messages.

However, Hirsch (2006) explains that structuralism had opponents such as William James, who played a key role in the development of functionalism. He explains this in his book, “Reality’s revenge”. He emphasized the total value and function of a social activity or behavior but not individual units that make it. He called it cash value.

My research was guided by structuralism theoretical framework because of the clarity it gives in the relationships between independent and dependent variables of my study. Youth idleness was alarmingly increasing out of proportion in Kakatunda village and I suspected, there were strong underlying causes for this. My research study intended to critically relate and analyze the issue of youth disengagement relating it with structural units such as UPE and USE programs set up by the government, and finally deduce the way forward as an immediate intervention.

I intended to use and rely on this theory due to the four basic ideologies onto which it is firmly recognized. In the first aspect, every system in society has basic blocks onto which it is built, secondly, the complete mechanism of the system specifies the role of each block of that very system. In aspect number three, system rules and guidelines emphasize unity as opposed to independence and last but not least, blocks are the foundations onto which systems stand in order to be identified and recognized by their general functions as progress takes place.

1.9 Definition of terms

Boda-boda- Motorcycle -transport operators.

Retrench- Terminate an employee due to their incapacity of matching to the company's education qualification requirements and performance standards.

Robots- Automated machines that do work that ought to be done by humans.

The Maghreb- The western part of North Africa and the Arab world. The region includes Algeria, Libya, Mauritania, Morocco and Tunisia.

The orient- Middle East (Arab) countries.

UPE- Education for all in primary schools as an acronym for Universal Primary Education.

USE- Education for all in secondary schools as an acronym for Universal Secondary Education.

Disengagement- The process of withdrawing, distancing, or disconnecting oneself or something from a particular situation, activity, relationship, or commitment. It involves reducing or ending one's involvement, participation, or emotional attachment to a certain context.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Here in, the researcher brings out different views concerning the youth by various scholars world over, who took time to study the youth in different setups under different topics but which all address their plight as major contributors to national development. All the given citations relate to this study about youth disengagement; either directly or indirectly, as the major bridging point is looking at, and analyzing the reasons that lead to youth becoming disengaged and idle in communities and the suggestions on how to overcome such challenges.

2.1 Youth Inactivity and Behavior Change

Cornish (1977), argued that every action and creation done now, impacts and will have consequences on our future for a long unspecified period. This statement means that a well prepared today will lead to a stable society economically and socially in the future. To me, the scenario of youth not engaged in any meaningful work in Kakatunda village, may have greatly come from our leaders in government who never planned properly for the current generation of youth. Had appropriate prior planning been done in the past, disengaged youths would to a large extent be unheard of today in Kakatunda.

According to Bricker (2017), the rampant demonstrations that started in the orient a few years ago to date, have triggered interests as to what have caused medium and complex administrative wrangles? These have caused violence due to the youth bulge and upsurge. He looks into this youth bulge creating violence but then goes on to look for the root causes of this violence in bits, thus following the theoretical framework of structuralism, looking at the relationships between different factors. He goes on to argue that the stress youth exert on society must lead to policy adjustments if violence is to be contained or reduced. Such policies, argues Bricker; should look into increased educational access.

In their study, Ibrahim et al., (2017) observed that lack of jobs by youths in Malaysia statistically shot to 10.7% in 2015, approximately three-fold of 3.1% employment capacity of the government. They further established by articulating the fact, youth are greatly prone to unemployment; mostly if possible- only employed as a last resort and quickly retrenched because of inadequacy in experience. The duo recommended that the problem of youth unemployment

must be addressed as a concrete long lasting national program where comparative education must be put at the fore front to source human assets. My interpretation of this recommendation in line with my research study was that, the government must create an environment where the education policies formulated cater for holistic development of learners and youth in general. It further implies that skills development is the most effective way to go in order to address unemployment and the effects of idleness. The youths must be made to have a hands-on experience for sustainable development.

In their research studies, Neil and Gareth (2011) observed that lack of jobs by youth in South Africa surpasses those of the majority of developing nations. In 2005, 50% of those in labor with in the age bracket of 15- 24 were jobless and idle. This was exceedingly greater when compared to other sub- Saharan countries; with an approximation of 21% unemployment rate- the Maghreb (25%) and Latin America (16%). They argued that the impact out of youth unemployment has negative bearings and dire consequences to its victims. To me, it even impacts on society where they live as part of the main elements that make up their community population. The negative effects from these groups affect other units in society if one considers the theory of structuralism and this is a fact of life. More observations were made where they continued to analyze that when a person gets employed officially by appointment, their jobs are protected. Additionally, due to great levels of joblessness in South Africa, there is an urgent need to address this challenge for the youth to settle down. They go on to state basing on the fact that, variations in economic strata and mix added to networking, lead to high degrees of not being employed- combined with labor retrenchment, improvement in advanced technology in production for both agriculture and high- technology industries and companies that picked for the use of robots.

2.3 Analysis of Youth Narratives

Analyzing the issue of unemployment in Nigeria, Awogbenle et al (2010), state that a country's fiscal policy can be reflected by the levels of unemployment, if one is to gauge its strength. The researcher believed this was a true reflection of what was happening in Uganda and greatly informed the situation where the study was conducted. In brief, unemployment and its effects such as disengagement were closely linked to a country's poor economy and the spill- over effects impacted on the youth later on, cascading into the entire community set ups.

On a regional level, the issue of youth idleness was thorny in Kenya. According to Munyao (2019), international reduction in youth employment had been greatly felt in developing countries such as Kenya when compared to other nations and this makes them vulnerable to crime and social unrest. To him, unemployment was a result of lack of both education and vocational competences. Consequently, he suggested that the solution to general youth unemployment laid in redressing and setting up a new viable curriculum by the Kenyan government that was comprehensive in all aspects of youth growth and development to promote youth enterprise development and self-employment.

On a national level, Ndagije (2019) argued by emphasizing that the entire world was faced with the challenge of youth unemployment characterized by individual geographical traits. He further argued that the cause of youth not being in employment was basically attributed to inadequacy in skills, capital inaccessibility, lack of knowledge on conduction of business, and the frequent movements from villages to towns and cities. He concluded by stressing that the above-mentioned variables led the youth to engage in all sorts of illicit behavior. Crime in Kakatunda was evidence of Ndagije's statements and analysis when related to how critical youths were disengaged from productive work.

Banga and Kagugube., et al (2020), argued that mass unemployment amongst young people in Uganda needed urgent attention. In their study, there was a significant lack of jobs available for young people. Majority of young people (41.6%) in Katakwi as their case study, did not have savings, and this was largely because they did not have any income. Among their many recommendations made, the one I interpreted to be related to my study was that, there was an urgent need for combined efforts by both the district education department in Katakwi and commercial companies such as banks, to sensitize the youth in schools early enough so that they could understand the world where they were headed to. They further emphasized the making of access to bank loans easier so that youth could start their own businesses as a key part of the solution. Consequently, they argued financial institutions should reduce interest rates on loans to be secured and cut banking fees to help give young people a start. All the above citations directly related with my research study and were all guided by structuralism theory, similar to this study.

2.4 Using Art to Engage the Youth

Tierney, C. et al., (2019) argue that art can serve as a trans-formative research practice with youth in any country and with any orientation. It was again earlier on this premise that Nyamathi et al, (2013), stated that communicating the need to prevent or reduce drug and alcohol use, homeless young adults responded to messages that reminded them of goals and dreams they once had for their future, and to content that was personal, real and truthful.

Indeed, researches have supported the idea that arts-based programs might be a particularly effective, engaging, and age-appropriate approach for teaching children about empathy. Previous studies indicated that through engaging in creatively focused interventions (visual art and performance art), international middle and high school populations had made significant gains in empathy (Espinoza, O. et al., 2020).

Research suggests that the art can have a positive impact on youth development, from birth through adolescence. For example, Menzer (2015) found that, engaging in various arts activities (such as singing, dancing, play acting, and doing crafts) at a young age is associated with positive social and emotional behaviors, including empathy, sharing, and mood control. Similarly, a series of longitudinal data analyses sponsored by the National Endowment for the Arts (NEA) examined the potential impact of arts engagement (such as taking arts courses or participating in a school band or choir) on education related outcomes for children and teenagers from low-socioeconomic-status neighborhoods. The study found that, among children and teenagers from socially and economically disadvantaged backgrounds, those with high levels of arts engagement showed more positive outcomes on indicators such as school grades, test scores, and high-school graduation rates, compared with youths with low levels of arts engagement. For at-risk and justice-involved youths, the arts can provide an outlet for addressing emotional and/or problem behaviors through opportunities to learn new skills, develop new talents, and express thoughts and ideas in creative and therapeutic ways (Radomskaya, 2020). Similarly, for youths dealing with trauma or victimization (including exposure to violence), the arts can help them to cope with painful experiences by fostering resiliency (Heise, 2014). Creating art can strengthen a youth's problem-solving skills, autonomy, sense of purpose, and social competence. Moreover, art can help encourage positive emotions and strength, allowing youths to view themselves as

survivors and not as victims (Gorbunova, 2019).

2.5 Summary

In conclusion the above citations show a great need, as to why youth disengagement in Kakatunda must be addressed with urgency like in other parts of the world. This is meant to create a way forward for youths' engagement in Kakatunda village in particular, and the whole region at large for achieving Sustainable Development Goals by 2030 as planned by the United Nations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher presents the research design and why it was uniquely identified among the many, the population covered, the choice of the sample studied and the techniques therein, method of gathering data with its procedure, identification of tools to collect data, analyzing data collected, controls, manipulation, instrumentation, validity, reliability, ethical considerations and the presentation is as follows:

3.1 Research design

A case study design was used since by its nature, the researcher sought to explore, describe and explain different aspects of the research problem on youth disengagement; directly from the respondent's mouth, without influencing how they think hence, giving out genuine data as per their narratives. Therefore, a participatory visual approach was employed on youths, as the researcher engaged in training them in illustrative drawing; and majorly interactive through in-depth interviews. This was meant to provide the researcher with a window through which, he was to get a feel of their lived experiences and how they usually made meaning out of them and their suggestions (Yin, R. 2009). It also provided a powerful intervention, to engage the youth in the construction of alternative realities that had more positive life outcomes for themselves and community development for a better future.

3.2 Study population and scope

The study was conducted on disengaged and idle youth whose age ranges were 14 to 29 years and was limited to Kakatunda village in Bukinda parish as the geographical scope. It took a period of eleven months and was conducted on twenty respondents; both male and female youths.

3.3 Study sample and sampling methods

The sampling method was purposive and was carried out on disengaged youths only. The researcher strongly believed that the twenty respondents in Kakatunda village, represented all the villages in Bukinda parish since the youth in this parish exhibited similar characters generally.

These were youth roaming along the roads in trading centers, from pool-table game playing shelters, playgrounds, football sheds and those playing cards for money.

3.4 Method of data collection and procedure

The researcher employed face to face in-depth interviews, to enable the youth freely express their feelings and attitudes on the prevailing level of youth disengagement in Kakatunda village. During the interactions, the researcher used structured interviews alongside the interview guide. Critical observations and interpretation of various body gestures and expressions were keenly made by the researcher; because some gestures could imply hidden data as they responded. The research tools included drawings; by both the respondents and the researcher himself, as they visually interpreted and drew out the responses of the narratives, a notebook, interview schedules, interview guides, direct visual observation, and some photos of the respondents' drawings about their feelings where applicable, were taken by the researcher. The justification for the use of the interviews was that, the actual words and drawings of the respondents, would be recorded in reality without changing their meaning. It was also in the same line that, drawings by the respondents themselves; through the guidance of the researcher, would prove that learning a skill was very much possible for the youth in Kakatunda.

3.5 Data analysis

The researcher listened carefully to the individual verbal responses as every detail was recorded. Unique responses were distinctively identified on their own. Similar responses were categorically recorded and grouped according to the range in which they appeared and cross-examined through rephrasing of the questions. Interpretations were made through the use of checklists, to relate the relationships or deviations between the various responses collected. Validity and reliability of data had to be done with a constant reflection on variables while considering the objectives of this research. Consequently, the responses that appeared more frequent had to be relied on, as the key findings with their corresponding intervention measures. Other findings too, followed their level of minor appearances; but were also taken seriously as major inputs of the responses and contributing factors to the problem under study.

3.6 Ethical considerations

Before this study began, the researcher secured an approved introductory letter from the Directorate of Research and Graduate Training of Kyambogo University; in addition to one that had previously been sanctioned by the Head of Department of the School of Art and Industrial Design, during the COVID-19 season for field trials. Permission to conduct the study in Kakatunda was sought from the RDC of Rukiga District. After approval by the RDC, a copy was given to the OC Station-Bukinda Police Post as a security precaution. The conclusive verbal approval was granted by the LC chairperson of Kakatunda Village; who affirmed that the RDC's endorsement was the official one but not hers hence; the former approval was used by the researcher to seek consent from respondents and he ensured that their responses were treated with the confidentiality they deserved. Further, the researcher informed the respondents that the study was purely academic, and majorly meant to work as an exhibit about their suggestions towards embracing a positive mindset and nothing else.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings of the study regarding drawings for youth engagement in realizing a positive mindset in Kakatunda village, Rukiga district. Data was collected through interviews and document analysis and was analyzed and interpreted in relation to the objectives of the study.

4.1 The level of youth's disengagement in Kakatunda village.

Most of the respondents in Kakatunda revealed that the level of youth disengagement is so much alarming and demands immediate attention. It was stated that a significant proportion of young people in the village are not involved in any form of productive activity and that this has consistently led to lack of personal growth, skill development, and contribution to the overall under development of the community. When youth were asked about how many were not in schools or institutions within Bukinda, it was found that over 700 were not in schools. One of the key reasons for youth disengagement in the area was revealed to be lack of accessible and quality education facilities coupled with limited educational opportunities, inadequate infrastructure, and a lack of enough trained teachers which often make it challenging for young people to pursue their studies effectively. In an interview with the youth, R06/20 was quoted saying;

"There is nothing good in our district as regards the development of vocational training. It is really bad that the district is dumb about it." Also similar to this is what R01/20 stated that; "The government has totally failed to address the issue of unengaged youths- a case in point is where local leaders themselves in Kakatunda, have children who are idle and abusing drugs as parents are merely watching! Whenever a crime is committed, the youth are always protected by their parents who are local leaders and their network extends to their colleagues which makes the whole situation a mess. This prompts many youths to appear everywhere because there is no anyone in control. The police keep on looking as the situation gets out of hands, as some police personnel are bribed especially by the local leaders not to touch their children."

Further respondent R01/20 revealed; *"Others are orphans and lack someone to give them school fees. This causes them to leave their homes, looking for any possible means of getting survival. Due to this, girls end up becoming prostitutes because unlike boys, they have a lot to handle with regard to their biological makeup such as buying sanitary pads and hence the need for money."*

Further, respondents had a perception that economic factors play a role in youth disengagement in the area. It was emphasized that the village suffers from lack of diverse employment opportunities, which results in a scarcity of suitable jobs for young individuals. To most of them, the absence of industries or entrepreneurial ventures in Kakatunda further limits the potential for youth engagement in income-generating activities. A part from this, it was also indicated that inadequate career guidance and counseling services to the youth in the area contributes to the disengagement of youth. Without proper guidance, it was stated that young individuals usually struggle to identify their skills, interests, and career paths, leading to a lack of motivation to engage in productive activities. This is worsened by the absence of youth-oriented programs together with orphanage as revealed by some youth through interviews. For example, R01/20 was quoted saying;

"Undoubtedly, death of one or both parents and other guardians is a challenge; hence one will not get where to get school fees from. Some youths are orphans and have no one to support their education as well as giving them the necessary guidance and counseling".

As stated, the absence of youth-oriented programs and initiatives within the community exacerbates the issue of disengagement. A big proportion of respondents stated that there is lack of enough recreational facilities in Kakatunda, sports clubs, cultural events, and community development programs leaves young people with limited options for social engagement and personal growth. Others had it in mind that socio-cultural factors also play a significant role in escalating disengagement. It was stated that traditional beliefs, gender biases, and societal expectations often discourage young people, particularly young girls, from actively participating in education and work opportunities outside their homes.

Respondents also revealed that limited access to information and communication technologies (ICT) in the area further increase the chances of youth disengagement. In a rapidly evolving

digital world, the lack of internet connectivity and computer literacy among the youth in Kakatunda village hinders their access to online educational resources, job opportunities, and global knowledge. Most of them stated that lack of awareness about the importance of youth engagement and its long-term benefits within the community also contributes to the problem. To them, the community and its leaders have failed to recognize the value of involving young people in productive activities which has in turn perpetuated the cycle of disengagement and also hindered the overall development. This can be traced on what R01/20 recommended that;

"The area local leaders in liaison with police in Bukinda, should ensure that playing cards and pool table games is totally abolished to stop youth of school going age from spending time on these useless activities and harsh punishments should be put in place in case one is arrested."

Through interviews, most respondents who were interrogated stated that youth disengagement in Kakatunda village poses several potential challenges for both individuals and the community at large. There was a general belief that lack of education and skills development hampers the personal growth and prospects of the young population in the area, which often end up limiting their potential for higher-paying jobs in the future. Most youth complained that the government has not prioritized investing much in vocational training in the area and that many youths are not in formal employment because they lack the required skills to enable them suit in the job market as R07/20 stated;

"Let the government of Uganda through the ministry of gender, labour and social development, create an open chance of educating the youth who are out of school or even those who have never gone to school, by establishing a vocational school in Bukinda parish so that we are able to learn any of the following skills in our mother language: metal welding, vehicle mechanics, tailoring, woodwork and carpentry, hair/ salon dressing- personally I love metal welding."

Despite the above, most respondents stated that the unskilled and disengaged youth tend to experience a sense of social exclusion and isolation, which end up leading to mental health issues such as anxiety and depression, forcing them to resort to other concoctions like drugs such as marijuana so as to cope up with the challenging lifestyle. This notion is reflected in what R01/20 was quoted saying;

"The youth are very few, but majority are just idle and busy abusing drugs". In another close interview with the respondent he revealed; "I carry heavy luggage of clothes, shoes and others from vehicles to the market on Thursdays and back to vehicles after market. From this I get money for drinking alcohol, womanizing, betting, buying airtime/data and smoking."

As in other cases, it was stated that most of the disengaged youth tend to become more susceptible to these negative influences and engage in risky behaviors such as crime, or involvement in extremist activities. The lack of positive engagement opportunities creates a void that is usually filled with harmful activities. These psychological challenges usually hinder their motivation to pursue education or seek employment opportunities available in the area and neighboring communities. Consequently, the economic development of this village is affected. In the absence of a skilled workforce, the growth of local industries is hampered and the overall productivity and competitiveness of the community is reduced.

Another finding was that the disengagement of young people in Kakatunda village perpetuates the cycle of poverty within the community. It was observed that without access to education and productive work, the youth are unable to break free from the economic constraints, leading to a continued struggle for themselves and future generations. As such, the community as a whole suffers from the loss of diverse perspectives, innovative ideas, and the energy that young individuals can bring to social and economic development. The absence of youth engagement in the area therefore restricts the potential for community-driven initiatives and sustainable growth. When respondents were asked on how youth disengagement is affecting the area, most stated that it strains intergenerational relationships and social cohesion within the community. There was a belief that lack of opportunities for meaningful interaction between different age groups usually lead to a generation gap and diminished mutual understanding as R07/20 among the youth was quoted saying that;

"Many times, people have looked at us, as devilish because we do not have any recognized work in public and we are not educated at all!"

From the youth who were interrogated, more than half stated that addressing the issue of disengagement requires a multi-faceted approach. They suggested that the community, local authorities, and relevant stakeholders should collaborate to develop and implement strategies that

address the root causes and provide them with opportunities to enable them engage actively. Nearly all had opinions that investing in their education and vocational training programs are crucial to equip them with the necessary skills and knowledge to participate in the workforce effectively although to them, the advocacy was on the cost it would take for them to acquire such training. This notion can be reflected on what R19/20 stated that;

"There is hope for sure once the government does the above, and I am personally ready to join such a vocational school as long as that education and training are free; FVE"

Similarly, the same finding was revealed in what R07/20 stated that;

"This vocational training should be free, so that all unengaged youth get registered and enrolled and once one has completed the training; say after two years, let the government give them appropriate tools to start with. This should be a free package to set them into the world of work, rather than giving them some money which can easily tempt them into misuse. Then training should allow every youth to choose a vocation of their choice for easy mastery of the skill."

In addition to the above, another youth R05/20 was quoted saying;

"The government should put in place a vocational school specifically in Kakatunda village, to skill up the dying hidden talents of these youths. The instruction should be in our mother language so that youth gain the exact knowledge they want to apply in their real situation. The school should be fully equipped and learning should be according to one's choice of the vocation, not teaching everything to all. There should be freedom of choice; those for carpentry, simple vehicle mechanics, salon training, tailoring and many others. I propose that the training can be done by using field people (even if locally trained but competent, let them be employed) - but not those who use the chalk to teach what should be done in practical. This training therefore should be full time, hands on experiments and thus; the need for a fully equipped vocational facility." This finding was further identified in what R06/20 revealed while in a close interview that;

"The government should put in place at least a vocational training school in our Bukinda parish, so that we are able to learn and acquire various skills according to one's future aspirations. It may be too late to go and start in primary one but, it is never too late to

learn a skill in our mother language- Rukiga. Once we learn a skill, then we are able to survive and compete favorably in this village or even go beyond."

This seem to imply that opening up vocational training centers, creating partnerships with a few educational institutions in the area and neighboring communities, NGOs, and private organizations can help expand disengaged youths' access to quality education to help them compete favorably in the world of work, although a proportion of youths advocated that efforts should be made to promote entrepreneurship and create an enabling environment for them to start their own businesses, as well as providing financial support, mentorship programs, and access to help them pursue entrepreneurial endeavors.

The study further found out that improving access to information and communication technologies can bridge the digital divide and open up new opportunities for the youth in this area. From the youths who were interrogated, most revealed that establishing community centers with internet connectivity and organizing computer literacy programs can enhance their digital skills and provide ease of access to job related information. When youth were asked of what should be done on this issue as R20/20 stated;

"The most important thing to be done to the youth now, is the introduction of free computer education especially in Kakatunda village as a model project by the government. I know youth are interested in acquisition of various skills including computer and internet skills so as to be able to identify some job opportunities online, and if this training is made free and conducted in this village and all facilities provided. The other additional factor is that, the local leaders should be excluded from this pilot project whether level one, three or five because youth are fed up with corruption by the local governments in whatever government program that comes up. The administrators should be directly answerable to the ministry of ICT in Kampala, but not Rukiga nor should the RDCs be involved since they are politically biased and anti-youths, who are not engaged in any productive work relating them opposition political leaders"

Nevertheless, there was emphasis that after completion of the training, the government should award the trainees, so as to attract more youth to these programs as R20/20 further stated;

"It would be better and motivating, if the government could design unique certificates of completion, for those youth who would graduate from this vocational school. This would pull other youth from the streets into skills' training hence, transformation."

But raising awareness about the importance of youth engagement within this community was viewed as a crucial factor. In order to achieve this, advocacy campaigns, workshops, and community dialogues can help challenge prevailing stereotypes, address cultural barriers, and foster a supportive environment for the active participation of young people in Kakatunda Village.

4.2 Why majority of the youths in Kakatunda village are disengaged.

It was found out that limited educational opportunities in the area have escalated the problem of youth's disengagement. Most respondents stated that Kakatunda village lacks access to quality schools and vocational training institutions and as such, young people in this village find it challenging to acquire the necessary skills and knowledge to engage in meaningful activities. Without proper education, majority youths struggle to find suitable employment or pursue higher education, leading to a sense of disengagement. Limited education chances especially in vocational training can be reflected on what R14/20 stated;

"The government should establish a vocational school in Kakatunda trading center, then force all youth that are unengaged, to enlist in vocational education so that, they are taught skills upon which, they will depend for their survival other than living a reckless life characterized by criminal activities; such as murders and misusing drugs. But, for youths to enlist, the school must be fully equipped with materials, tools and personnel. It should be located in Kakatunda village so that learners become day-scholars and study in the local language. The choice of the career is personal since youth have different talents and abilities. Once this vocational school is in place, no youth should be allowed to roam over the trading centers."

This was also reflected on what R01/20 stated;

"The government should put in place a vocational school specifically in Kakatunda village, to skill up the dying hidden talents of these youths. The instruction should be in our mother language so that youth gain the exact knowledge they want to apply in their real situation. The school should be fully equipped and learning should be according to

one's choice of the vocation, not teaching everything to all. There should be freedom of choice; those for carpentry, simple vehicle mechanics, salon training, tailoring and many others. I propose that the training can be done by using field people (even if locally trained but competent, let them be employed) - but not those who use the chalk to teach what should be done in practical. This training therefore should be full time, hands on experiments and thus; the need for a fully equipped vocational facility."

Another finding was that there is high unemployment rate in this village. It was stated that the local job market in Kakatunda is limited and unable to provide sufficient employment opportunities and that most young people end up becoming discouraged and disengaged. Most feel frustrated by the lack of prospects and end up losing motivation of actively seeking employment or pursuing productive activities. A few idle youths stated that sometimes they get involved in casual labor as a means of survival as R17/20 was quoted saying that;

"My job is to wash motorcycles here along this stream but, our health is not good because as you can see, our skin is affected by the rush and some have got boils on their toes and fingers, whose cause we are not aware of! In brief, I do not like this job."

On a further interrogation with R12/20, he stated;

"I do not have a clearly defined job but, I carry luggage from Lorries every Thursday, to the market grounds in Bukinda trading center. At the end of the day, I return the same luggage back to the Lorries and get paid."

The same finding as already indicated above was also revealed by R12/20 who was interrogated and he stated;

"My job is to go on tipper Lorries where I load sand, gravel, hard core stone, cow dung, tree stems and this gives me an income from owners of those materials. But this does not happen every day. The unfortunate part of this job is that, one works with a lot of energy while, when the time for payment comes, they get an amount of money which cannot be used to treat them in case one fell sick! - most often, I develop chest pain and back aches due to the heavy loads I carry, yet the feeding is not adequate to make me regain all the lost calories." Apart from this, R12/20 further stated; "Fetching water for use in hotels and lodges is my other activity. I carry these in my hands or on my head depending on

the work load. When the jerry cans are many, I carry two in my hands and balance the third one on my head but, it is really a hectic work yet, the payment is demotivating."

In addition, a reasonable proportion of respondents stated that the village is faced with lack of adequate infrastructure and resources like industries and others where the youth can get some jobs. It was emphasized that insufficient infrastructure and limited resources in the village tend to hinder the development of businesses and other ventures where the youths would be absorbed. This scarcity of resources resultantly discourages young people from starting their own enterprises or engaging in entrepreneurial activities for lack of model projects.

But to most of the youths, it appears that although there are negligible chances for them to be engaged in entrepreneurial ventures and community development initiatives especially by a few support systems established by the government and political activists in the area such as the Parish Development Model program, supported community youth groups especially involved in agriculture, tailoring and carpentry, most of the items brought to be used by the youths end up in the arms of corrupt community leaders. This finding was in conformity with what R10/20 stated that;

"I would suggest that the central government through the ministry of gender, labor and social development, plans and starts a model vocational school in Kakatunda village at the parish grounds for unengaged and idle youth. They should be mobilized, sensitized and later on, enrolled for skills training in various fields that are non-academic. The administration be manned by military officers from Kampala; who should only be answerable to the ministry of gender and labor. I suggest so because, army personnel have proved reliable and accountable to projects entrusted to them than our district local leaders."

The same finding was revealed by R14/20 who stated that;

"The government should first fight rampant corruption in district local government officials, who always make it impossible for the youth not to get the services they are mandated to get from the central government. This corruption is the order of the day from local council five, down to local council one where, whatever program comes from the central government is affected by financial misappropriation of funds by the district

officials; who finally make fake accountabilities that even include the plight of youth who in reality, know nothing about those programs nor do they benefit in any way."

Migration to urban areas was also revealed to be another cause of disengagement among the youth. It was stated that the village currently experience a phenomenon of rural-urban migration where young people leave the village in search of better education, employment, and lifestyle opportunities in Municipalities and cities like Mbarara. As a result, the remaining youth population in the village becomes smaller, leading to a sense of disengagement among those who stay behind.

Despite the high rate of rural-urban migration, it was maintained that the village lacks a reasonable number of role models and mentors. The situation was worse with the existence of poverty among most parents, and when the youth observed the state in which their parents were in, most lived their parents' lifestyle, as such parents never took time to guide and counsel their own children in terms of development. This was revealed when R13 stated that;

"Lack of tuition from parents is the main problem, because a good number of them are financially handicapped due to not having jobs and with very exhausted soils that do not support agricultural production so that they sell their produce to get money for us to attend schools."

In the same way R08/20 revealed;

"Parents' poverty affects us largely, and this is due to lack of property and lack of meaningful education to enable them to send us to school."

Apart from poverty, many youths were of the view that some teachers in the schools harass some students sexually, often forcing the children to abdicate schools. In an interview with R13/20 she further revealed;

"Some teachers harass some children sexually and this forces them to abandon school, especially where the parents pay little attention to their children's complaints. Some of the school administrators also are misbehaving like their teachers. So, in the end children especially girls, see a school as a torture place and hence exit it."

Respondents also revealed that a few role models especially businessmen and women available, where these youth could fetch examples related to entrepreneurial skills are usually found busy in their private enterprises and do not get enough time to guide and counsel the youth in the area. Therefore, absence of successful role models and mentors in this community has brought forth a negative impact on youth engagement and individuals who would inspire and guide the young people. Consequently, many youths struggle to envision their own paths to success but lack the necessary support to pursue their interests and aspirations.

Further, majority of the respondents revealed that social and cultural factors in some cases increase youth disengagement. As stated, societal and cultural factors often influence youth decisions. For example, it was stated that there are strong traditional beliefs or social norms that discourage young people from pursuing certain activities or roles, and as such they at times feel restricted and they end up opting for a more passive lifestyle. When the youth were asked on what they thought could be done to avert the issue, a good proportion maintained that addressing these issues requires a comprehensive approach involving investment in education, infrastructure development, job creation, and mentorship programs. The view that education of young individuals in the area was being compromised is reflected in what R05/20 among the youth stated while in an interview that;

"First of all. I personally never had someone to take me to school where I believe, I would also be very happy like any other young man- yet my father had enough money but never bothered about my education."

Findings also revealed the possible side effects of this kind of redundancy among the disengaged youth in Kakatunda village. Among them was the challenge of economic stagnation as revealed by R08/20 while in an interview that;

"Some under development in Kakatunda village is due to the young boys and girls who are not working but resort to stealing and insecurity is meted on citizens by these youth who do not want to work but reap what they never sow."

It was further stated that idle youths represent a wasted resource for this village's economic growth. Their potential contributions to the local economy, through employment, entrepreneurship, and productivity, have remained untapped, resulting in stagnant economic development. More so, findings revealed that the challenge of youth disengagement has

increased dependency in the area. Given the significant portion of the youth population that are idle, there is a higher likelihood of increased dependency on social welfare systems or support from family members. In the absence of support from family members, most youth were revealed to engage in illicit behavior such as indulging in playing cards, pool table and betting all the time, which have caused many youths to steal money for staking. This has for long placed a strain on limited resources and hindered the overall development of this village. This finding was also reflected on what R05/20 stated while in a close interview that;

"I get some money from betting, playing pool table games and playing cards."

In the same way, R15/20 revealed similar illicit characters by stating;

"Another source of income to me is by playing cards and pool table game."

As in other cases, most respondents reported increased instances of social unrest. Many idle youths stated that they are often frustrated, bored, and in a sense of hopelessness. In such circumstances, the youths are at an increased risk of social unrest because they engage in activities that are detrimental to themselves and the community. It was observed that this state of affairs has further increased crime rates in Kakatunda. Idleness often create an environment conducive to criminal activities and without productive outlets or opportunities, the idle youths usually turn to illicit activities as a means of survival or seeking excitement, leading to a rise in crime rates within the village. This is reflected in what R13/20 stated;

"What I can say here is that, many bodaboda operators have been robbed of their motorcycles and ended up losing their lives and all these, are done by disengaged and idle youths". To ascertain the intensity of this problem, one other respondent was quoted saying; "Yes, if one is employed, they have their money and cannot go to steal and once stealing is not taking place, the village becomes peaceful, people walk safely and confidently both during the day and night. Furthermore, diseases such as STDs including HIV/AIDS cannot be contracted because occupied people cannot have time to plan and get involved in raping men and women unless one looks for them willingly."

In addition, the youth revealed that being idle have a significant impact on their mental health. Most stated that prolonged idleness have detrimental effects on their mental health, as majority idle youth tend to concentrate on the use of drugs as R04/20 stated;

“The ever-increasing rate of using drugs and the presence of a variety of alcoholic drinks, has caused a lot of havoc with regard to increasing the number of disengaged and idle youths in Kakatunda village”.

It was revealed that feelings of worthlessness, low self-esteem, and depression can resultantly emerge on their friends, further exacerbating the problem and hindering their overall well-being. It was further revealed that some youth usually commit suicide due to feelings of worthlessness.

Besides this, other youth revealed that if the existing trend of idleness continues, it may result in a significant brain drain from the village. It was indicated that most talented and ambitious youth are likely to continue migrating to areas with better opportunities, perpetuating the cycle of idleness and hindering the village's prospects for growth and development. But idle youths suggested that addressing these issues requires a multi-faceted approach, including the creation of employment opportunities, investment in skill development programs, fostering entrepreneurship, improving infrastructure, and addressing societal and cultural factors that contribute to their idleness.

Among the youth who were interrogated, it was found out that the relationship between legal employment, peace, and crime in Kakatunda village is interconnected. In the area, some legal employment opportunities are available and accessible to the villagers and this has promoted peace and reduced the likelihood of crime. For example, it was stated that the village has some established local firms and businesses that provide employment to the youth and that this at times create a sense of economic stability and reduces the desperation that often lead to criminal activities. Legal employment not only offers youth in the area a source of income but also instills a sense of purpose and dignity, fostering a peaceful environment where these youth can thrive and contribute positively to the community.

4.3 Drawings that reflect youths’ ideas on positive mindset development.

When respondents were asked if they had any special skills in any vocation such as producing art works like drawings; whether learnt from school, home or from a colleague, only three expressed themselves in drawing with regard to youth disengagement- Figures 8, 9 and 10.

Among the main drawings made was the drawing of a group of people engaged in an agricultural activity figure 1, as illustrated below by the researcher to interpret youth responses.

Figure 1: Showing a family engaged in an agricultural activity



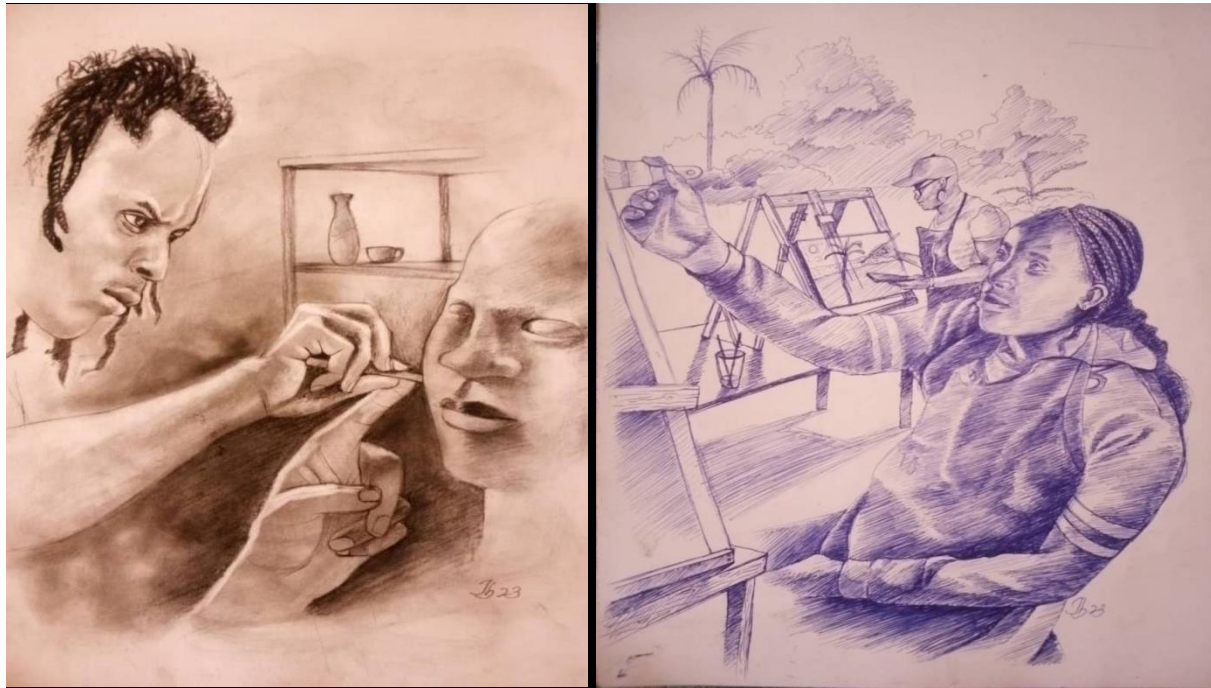
Size: A3, 42 x29cm, water color paint and pen, bond paper

Source: Researcher

The drawing depicted a man and his wife, together with a sibling engaged in cultivation. This drawing symbolized the importance of agriculture and self-development in shaping a positive mindset. It reflected the idea that by engaging in agriculture, the youth can enhance their employability and pursue profitable work opportunities.

From some respondents' responses, the researcher also came up with drawings portraying art as a career paths as illustrated below;

Figure 2: Drawings portraying art as career paths



Size: A3, 42 x29 cm, Charcoal on bond paper Size: A3, 42 x29 cm, pen on bond paper

These drawings showcased the art occupation with individuals carrying out an art work. It represented the idea that there are multiple avenues for profitable work and personal growth including investing in art work. It was found out that this can encourage the youth to explore the art career paths, identify their interests, and pursue them with a positive mindset.

Apart from this, another drawing showcased a woman actively engaged in basket weaving. To some youth, it was revealed that exhibitions are necessary in a few schools in the area to equip young people with skills as R11/20 stated;

"There should be regular exhibitions in this institution; twice a year to showcase what the youth can do using the various talents and skills they are acquiring from the training. The entire public should be mobilized to come and support these youths; either by buying or by contributing something towards the addition of more instructional tools if they so wish. However, the government should on such days, market these products- this will attract more desperate youth to get motivated to join the rest in development - I know that what youth really want".

Further, the drawing conveyed the message that by engaging in initiatives like basket weaving, the idle youth in Kakatunda can develop a positive mindset and contribute to their overall development and progress of their village. The drawing thus served as a visual representation of the youth's aspirations, highlighting their vision for a positive mindset, skill development, and profitable work opportunities in their community. This drawing is illustrated below;

Figure 3: **Drawing showing a visual representation of the youth's aspirations-weaving**



Size: A3, 42x29cm charcoal and pen on bond paper

Source: Researcher

Drawings depicted the role of skill development in enabling the youth realize their potential. One of these drawings illustrated a youth actively doing carpentry work. It showcased a young man drilling a piece of wood, implying that carpentry work can enable youths in the area to be productive and earn a living. Besides this, the drawing conveyed the message that young entrepreneurs can run carpentry workshops in the area. It represented the idea that by fostering an entrepreneurial spirit and providing support for youth-led initiatives, the community can encourage positive mindsets and economic growth. This was also reflected on what R20/20 stated in an interview that;

"If I had some financial backup, I would have loved to learn woodwork, carpentry and joinery, but the only challenge is the lack of technical institutions in our area, together with the low financial capacity of my parents."

Some of the drawings are illustrated below;

Figure 4: Drawings illustrating youth having positive mindsets and economic growth



Size: A2, 124X61cm, charcoal and chalk on canvass, A3, 42x29cm, pen on bond paper

Apart from this, there were other drawings illustrating collaboration and mentorship. These drawings depicted a young person working together on a project with an experienced mentor guiding them. They highlighted the significance of mentorship programs and collaboration in nurturing positive mindsets and facilitating knowledge transfer from experienced individuals to the youth. These drawings are illustrated below;

Figure 5: Drawings illustrating collaboration and mentorship in skills' acquisition.



Size: A2, 119.5 X60.9cm, charcoal on canvass Size: A2, 123.7 x60.3cm, acrylic pencil and charcoal on canvass.

One other drawing presented the idea that unengaged youth often get involved in illicit and permissive behavior. This drawing presented the art of an energetic youth with a cigarette confronting and wedging a fight with a colleague. It highlighted on the idea that when a proportion of the youth get disengaged, they most likely resort to drugs and end up engaging in criminal activities including raping of women, murder of bodaboda cyclists, stealing and engaging in sexually explicit activities that escalate the spread of STDs as stated by R18/20 that;

"Some youth are smoking marijuana, chewing khaat, drinking mixed alcoholic contents, in addition to sniffing petrol and glue so that their brains get fully charged. As a result, they end up in fighting and injuring people. Apart from this, raping of women and girls by unengaged youth is common here; especially in the evenings of the market days (Thursdays)." The same findings were revealed by R17/20 and R16/20 respectively.

As earlier noted by some youth who were interviewed, these habits usually exist among the youth who spend most of their time bored in the streets of Kakatunda Village. It was found out that disengagement can encourage the youth to explore more complex avenues for self-survival, and as a result, this end up compromising community development. The following is one of the drawings showcasing the effect of youth disengagement;

Figure 6: Illustrating disengaged youth involved in illicit and permissive behavior.



Size: A2, 120.5 x 60cm, chalk and charcoal on bond paper

Further, the researcher identified some youth who had an idea but was not able to express the idea in drawing. From the youth's idea, it was noted that basketry such as basket weaving can help the idle youths especially girls earn a living. The researcher thought it wise to draw and document the idea as shown in the following photo below;

Figure 7: Photo of the researcher's artistic impression, painting respondents' ideas



Although most of the youths' ideas expressed the need for skill development, one of the drawings indicated the need for self-centered initiatives including the youth engaging in casual labor activities. When a proportion of the youth were interviewed, some stated that they have been earning some money from such activities though some are illicit in order for them to survive as respondent R08/20 stated;

"I spend my days washing motor vehicles and motor cycles along the river, near the road in Kakatunda trading center." -Figure 8.

In a similar way, R05/20 had the same idea through what she revealed that;

"My job is a saleslady in one of our local bars and cleaning lodges and all items therein, plus ironing all the beddings in those rooms and massaging male customers whenever invited to do so inside those rooms. But to be brief, I sell myself for sexual services where here in Kakatunda village, there are many clients; both married and unmarried men and boys. I have a busy schedule because I work for short sessions during the day and full sessions during the night. I get much money during the day compared to the nights

because, I can get sometimes four to six clients per day compared to one or two for the night and therefore, acquiring much money from the many clients during the day."

The following drawings (**Figures**; numbers **8** to **10**), were the only ones done by three respondents that showcased the need for involvement in casual labor as shown below:

Figure 8: Showing youth involved in car washing as an engagement



Size: A3, 29x 42cm, colored pencils on bond paper

In addition, another drawing depicted the idea of a young man involved in the music industry- **Figure 9**. It showcased that investing in the music industry such as disc jockeys, or even an artiste can help the unengaged youth invest in such business and be able to earn some income. The respondent's drawing clearly gives an evidence that, through training, acquiring a skill like drawing was very much possible. The drawing is as illustrated below;



Figure 9: Giving an idea of engaging in music industry

Size: A3, 42 x29cm, charcoal colored pencil, bond paper

Finally, a disengaged youth came up with the drawing reflecting a barber shaving a client- **Figure 10**. This drawing showcased the key importance of investing in saloon and hair dressing activities as a form of youth engagement. It presented the idea that by opening up business outlets in the area that specialize in saloon, cosmetology and hair cutting, the youth can actively get absorbed or participate in such businesses to acquire some for a better living. It was unfortunate that the area lacked vocational training schools that would impart these youth with the required saloon skills, together with the limited financial backup. To explain this further, R14/20 was interviewed and she was quoted saying;

"I love hair dressing; women appreciate my services and I would love to study more about it but I am financially incapable". Again, people seemingly love my services and they trust me because, I am effective in execution. However, I do not like the one of digging because, one uses a lot of energy for many hours and in most cases on an empty stomach! I love hair but I do not have money to start a salon on my own."

The drawing is illustrated below;

Figure 10: Drawing illustrating youth engaged in hair dressing



Size: A3, 42 x 29 cm, charcoal and colored pencil on bond paper

The above drawing is enough evidence that, disengaged youths have hidden talents which needed serious attention; once avenues for using those potentials were opened through special programs of training the youth.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the detailed discussion of findings in relation to theory and literature review. Theory enables how social phenomena can be understood and the research findings can be interpreted (Bryman, 2015). The discussions also include the latent content, some parts of the findings as it was earlier mentioned that the content analysis focused on both the manifest, which was presented in the findings and the latent which will look at hidden meanings of the respondents and participants and draws some conclusions from what is behind their responses. The discussions in this section are presented in the order of the research questions and objectives, just as the way in which the findings were presented. The discussions only highlight on interesting parts of the findings that include unexpected responses as well as unusual aspects of the responses that needs to be discussed.

5.1. Discussion

5.1.1 The level of youth's disengagement in Kakatunda village

One of the themes derived from the findings was that respondents revealed that the level of youth disengagement is so much alarming and demands immediate attention. It was stated that a significant proportion of young people in the village are not involved in any form of productive activity and that this has consistently led to lack of personal growth, skill development, and contribution to the overall under development of the community. One of the key reasons for youth disengagement in the area was revealed to be lack of accessible and quality education facilities coupled with limited educational opportunities, inadequate infrastructure, and a lack of enough trained teachers which often make it challenging for young people to pursue their studies effectively. In an interview with the youth, R01/20 was quoted saying;

"There is nothing good in our district as regards the development of vocational training. It is really bad that the district is dumb about it." Another respondent also revealed; "Others are orphans and lack someone to give them school fees. This causes them to leave their homes, looking for any possible means of getting survival. Due to this, girls end up becoming prostitutes because unlike boys, they have a lot to handle with regard to their biological makeup such as buying sanitary pads and hence the need for money."

Further, respondents had a perception that economic factors play a role in youth disengagement in the area. It was emphasized that the village suffers from lack of diverse employment opportunities, which results in a scarcity of suitable jobs for young individuals. To most of them, the absence of industries or entrepreneurial ventures in Kakatunda further limits the potential for youth engagement in income-generating activities. This is in line with studies of Neil and Gareth (2011), who observed that lack of jobs by youth in South Africa surpasses those of the majority of developing nations. In 2005, 50% of those in labor within the age bracket of 15- 24 were jobless and idle. This was exceedingly greater when compared to other sub-Saharan countries, with an approximation of 21% unemployment rate, the Maghreb (25%) and Latin America (16%). They argued that the impact of youth unemployment has negative bearings and dire consequences to its victims. This implies it even impacts on society where they live as part of the main elements that make up their community population. It is therefore possible the negative effects from these groups affect other units in society if one considers the theory of structuralism and this is a fact of life. More observations were made where Neil and Gareth continued to analyze that when a person gets employed officially by appointment, their jobs are protected. Additionally, due to great levels of joblessness observed in South Africa, there is an urgent need to address this challenge for the youth to settle down. They went on to state basing on the fact that, variations in economic strata and mix added to networking, lead to high degrees of not being employed- combined with labor retrenchment, improvement in advanced technology in production for both agriculture and high- technology industries and companies that opted for the use of robots.

As already noted, the negative effects from these groups affect other units in society if one considers the theory of structuralism and this is a fact of life. More observations were made where they continued to analyze that when a person gets employed officially by appointment, their jobs are protected. Additionally, due to great levels of joblessness in Kakatunda village, there is an urgent need to address this challenge for the youth to settle down. A part from this, it was also indicated that inadequate career guidance and counseling services to the youth in the area contributes to the disengagement of youth. Without proper guidance, it was stated that young individuals usually struggle to identify their skills, interests, and career paths, leading to a lack of motivation to engage in productive activities. This is worsened by the absence of youth-

oriented programs together with orphanage as revealed by some youth through interviews. For example, R01/20 was quoted saying;

“Some youths are orphans and have no one to support their education as well as giving them the necessary guidance and counseling”.

As stated, the absence of youth-oriented programs and initiatives within the community exacerbates the issue of disengagement. A big proportion of respondents stated that there is lack of enough recreational facilities in Kakatunda, sports clubs, cultural events, and community development programs leaves young people with limited options for social engagement and personal growth. Others had it in mind that socio-cultural factors also play a significant role in escalating disengagement. It was stated that traditional beliefs, gender biases, and societal expectations often discourage young people, particularly young girls, from actively participating in education and work opportunities outside their homes.

Respondents also revealed that limited access to information and communication technologies (ICT) in the area further increase the chances of youth disengagement. In a rapidly evolving digital world, the lack of internet connectivity and computer literacy among the youth in Kakatunda village hinders their access to online educational resources, job opportunities, and global knowledge. Most of them stated that lack of awareness about the importance of youth engagement and its long-term benefits within the community also contributes to the problem. To them, the community and its leaders have failed to recognize the value of involving young people in productive activities which has in turn perpetuated the cycle of disengagement and also hindered the overall development. This can be traced on what R16/20 among the youth who were interviewed recommended that;

"The area local leaders in liaison with police in Bukinda, should ensure that playing cards and pool table games is totally abolished to stop youth of school going age from spending time on these useless activities and harsh punishments should be put in place in case one is arrested."

Through interviews, most respondents who were interrogated stated that youth disengagement in Kakatunda village poses several potential challenges for both individuals and the community at large. Firstly, there was a general belief that lack of education and skills development hampers the personal growth and prospects of the young population in the area, which often end up

limiting their potential for higher-paying jobs in the future. Relatedly in their study, Ibrahim et al. (2017) observed that lack of jobs by youths in Malaysia statistically shot to 10.7% in 2015, approximately three-fold of 3.1% employment capacity of the government. They further established by articulating the fact, youth are greatly prone to unemployment; mostly if possible-only employed as a last resort and quickly retrenched because of inadequacy in experience. The duo recommended that the problem of youth unemployment must be addressed as a concrete long lasting national program where comparative education must be put at the fore front to source human assets. My interpretation of this recommendation in line with my research study is that, the government must create an environment where the education policies formulated cater for holistic development of learners' skills and youth in general. It further implies that skills development is the most effective way to go in order to address unemployment and the effects of idleness. The youths must be made to have hands-on experiences for sustainable development.

Despite the above, most respondents stated that the unskilled and disengaged youth tend to experience a sense of social exclusion and isolation, which end up leading to mental health issues such as anxiety and depression, forcing them to resort to other concoctions like drugs such as marijuana so as to cope up with the challenging lifestyle. This statement was reflected in what respondent, *R01/20* said;

"The youth who are engaged in development work are very few, with most aged between 18-30 years; but majority are just idle and busy abusing drugs". In another close interview with the respondent he revealed; "I carry heavy luggage of clothes, shoes and others from vehicles to the market on Thursdays and back to vehicles after market. From this I get money for drinking alcohol, womanizing, betting, buying airtime/ data and smoking."

As in other cases, it was stated that most of the disengaged youth tend to become more susceptible to these negative influences and engage in risky behaviors such as crime, or involvement in extremist activities. The lack of positive engagement opportunities creates a void that is usually filled with harmful activities. These psychological challenges usually hinder their motivation to pursue education or seek employment opportunities available in the area and neighboring communities. Consequently, the economic development of this village is affected. In

the absence of a skilled workforce, the growth of local industries is hampered and the overall productivity and competitiveness of the community is reduced.

Another finding was that the disengagement of young people in Kakatunda village perpetuates the cycle of poverty within the community. It was observed that without access to education and productive work, the youth are unable to break free from the economic constraints, leading to a continued struggle for themselves and future generations. As such, the community as a whole suffers from the loss of diverse perspectives, innovative ideas, and the energy that young individuals can bring to social and economic development. The absence of youth engagement in the area therefore restricts the potential for community-driven initiatives and sustainable growth. When respondents were asked on how youth disengagement is affecting the area, most stated that it strains intergenerational relationships and social cohesion within the community. There was a belief that lack of opportunities for meaningful interaction between different age groups usually lead to a generation gap and diminished mutual understanding. This finding is in line with that of Cornish (1977), who argues that every action and creation done on the youth now impacts and will have consequences on their future for a long period. This statement seems to imply that a well-prepared youth today will lead to a stable society both economically and socially in the future. It appears the current scenario of youth not being engaged in any meaningful work in Bukinda, may have greatly come from our leaders in government who never plan properly for the current generation of youth. Had appropriate prior planning been done in the past, disengaged youths would to a large extent be unheard of today in Bukinda.

From the youth who were interrogated, more than half stated that addressing the issue of disengagement requires a multi-faceted approach. They suggested that the community, local authorities, and relevant stakeholders should collaborate to develop and implement strategies that address the root causes and provide them with opportunities to enable them engage actively. Nearly all had opinions that investing in their education and vocational training programs are crucial to equip them with the necessary skills and knowledge to participate in the workforce effectively. This is in conformity with a study by Bricker (2013), who espoused that the rampant demonstrations that started in the orient a few years ago to date, have triggered interests as to what have caused medium and complex administrative wrangles. To him, these have caused violence due to the youth bulge and upsurge. He looks into this youth bulge creating violence but then goes on to look for the root causes of this violence in bits, thus following the theoretical

framework of structuralism, looking at the relationships between different factors. He goes on to argue that the stress youth exert on society must lead to policy adjustments if violence is to be contained or reduced. Such policies, argues Bricker; should look into increased educational access. This implies that creating partnerships with a few educational institutions in the area and neighboring communities, NGOs, and private organizations can help expand disengaged youths' access to quality education to help them compete favorably in the world of work, although some youths advocated that efforts should be made to promote entrepreneurship and create an enabling environment for them to start their own businesses, as well as providing financial support, mentorship programs, and access to help them pursue entrepreneurial endeavors.

The study further found out that improving access to information and communication technologies can bridge the digital divide and open up new opportunities for the youth in this area. From the youths who were interrogated, most revealed that establishing community centers with internet connectivity and organizing computer literacy programs can enhance their digital skills and provide ease of access to job related information. But raising awareness about the importance of youth engagement within this community was viewed as a crucial factor. In order to achieve this, advocacy campaigns, workshops, and community dialogues can help challenge prevailing stereotypes, address cultural barriers, and foster a supportive environment for the active participation of young people in Kakatunda Village. This is also reflected in the study done by Bricker (2013). He argued that the stress youth exert on society must lead to policy adjustments if violence is to be contained or reduced. Such policies, argues Bricker; should look into increased educational access and opportunities like organizing computer literacy programs on community levels to enable the youth get used to online information systems about the prevailing job opportunities. To me, this implies that the ease of access to such information may be vital in enabling the disengaged youth know how to tap into the available opportunities in Kakatunda village

5.1.2 Why majority of the youths in Kakatunda village are disengaged

It was found out that limited educational opportunities in the area has escalated the problem of youth's disengagement. Most respondents stated that Kakatunda village lacks access to quality schools and vocational training institutions and as such, young people in this village find it challenging to acquire the necessary skills and knowledge to engage in meaningful activities.

Without proper education, majority youths struggle to find suitable employment or pursue higher education, leading to a sense of disengagement. This is in line with a study by Munyao (2019), who found that international reduction in youth employment has been greatly felt in developing countries such as Kenya when compared to other nations and that this makes them vulnerable to crime and social unrest. To him, unemployment was a result of lack of both education and vocational competences. Consequently, he suggested that the solution to general youth unemployment lies in redressing and setting up a new viable curriculum by the Kenyan government that is comprehensive in all aspects of youth growth and development to promote youth enterprise development and self-employment.

Another finding was that there is high unemployment rate in this village. It was stated that the local job market in Kakatunda is limited and unable to provide sufficient employment opportunities and that most young people end up becoming discouraged and disengaged. This seem to imply that most youths in the area feel frustrated by the lack of prospects and end up losing motivation of actively seeking employment or pursuing productive activities. A study done in Nigeria by Awogbenle et al (2010), similarly found that a country's fiscal policy can be reflected by the levels of unemployment, if one is to gauge its strength. I believe this is a true reflection of what is happening in Uganda and greatly informs the situation where my research study was conducted. In brief, unemployment and its effects such as idleness are closely linked to a country's poor economy and the spill- over effects impact on the youth later on, cascading into the entire community set ups. Apart from this, a reasonable proportion of respondents stated that the village is faced with lack of adequate infrastructure and resourceful institutions like banks, SACCOs where the youths can access financial relief. It was emphasized that insufficient infrastructure and limited resources in the village tend to hinder the development of businesses and other ventures where the youths would be absorbed. This implies that scarcity of resources resultantly discourages young people from starting their own enterprises or engaging in entrepreneurial activities.

The above finding is also in conformity with Banga and Kagugube et al. (2020), who argue that mass unemployment amongst young people in Uganda needs urgent attention. In their study, there is a significant lack of jobs for young people and Majority of young people (41.6%) in Katakwi as their case study, do not have savings, and this is largely because they do not have any income. Among their many recommendations made, the one I interpreted to be related to my

study is that, there is an urgent need for combined efforts by both the district education department in Katakwi and commercial companies such as banks, to sensitize the youth in schools early enough so that they understand the world where they are heading. They further emphasized the making of access to bank loans easier so that youth can start their own businesses as a key part of the solution. Consequently, they argued financial institutions should reduce interest rates on loans to be secured and cut banking fees to help give young people a start. All the above citations directly relate with my research study and are all guided by structuralism theory, as it was with my own study.

Migration to urban areas was also revealed to be another cause of disengagement among the youth. It was stated that the village currently experience a phenomenon of rural-urban migration where young people leave the village in search of better education, employment, and lifestyle opportunities in Municipalities and cities like Mbarara, implying that as a result, the remaining youth population in the village becomes smaller, leading to a sense of disengagement among those who stay behind. To support this view, Ndagije (2019) argues that, by emphasizing that the entire world is faced with the challenge of youth unemployment characterized by individual geographical traits. He further argues that the cause of youth not being in employment is basically attributed to inadequacy in skills, capital inaccessibility, lack of knowledge on conduction of business, and the frequent movements from villages to towns and cities. He concluded by stressing that the prior mentioned variables lead the youth to engage in all sorts of illicit behavior. Crime in Bukinda is evidence of Ndagije's statements and analysis when you see and experience what the majority of idle youth are doing.

Despite the high rate of rural-urban migration, the village lacks a reasonable number of role models and mentors. Respondents revealed that a few role models available are usually found busy in their private enterprises and do not get enough time to guide and counsel the youth in the area. The absence of successful role models and mentors in this community have brought forth a negative impact on youth engagement and individuals who would inspire and guide the young people. Consequently, many youths struggle to envision their own paths to success but lack the necessary support to pursue their interests and aspirations.

Further, majority of the respondents revealed that social and cultural factors in some cases increase youth disengagement. As stated, societal and cultural factors often influence youth

decisions. For example, it was stated that there are strong traditional beliefs or social norms that discourage young people from pursuing certain activities or roles, and as such they at times feel restricted and they end up opting for a more passive lifestyle. When the youth were asked on what they thought could be done to avert the issue, a good proportion maintained that addressing these issues requires a comprehensive approach involving investment in education, infrastructure development, job creation, and mentorship programs. The view that education of young individuals in the area was being compromised is reflected in what R06/20 stated while in an interview that;

"First of all. I personally never had someone to take me to school where I believe, I would also be very happy like any other young man- yet my father had enough money but never bothered about my education."

Findings also revealed the possible side effects of this kind of redundancy among the youth in Kakatunda village. Among them was the challenge of economic stagnation. It was stated that idle youths represent a wasted resource for this village's economic growth. To explain this further, respondent R15/20 stated;

"I believe that everyone loves to be in a state of peace and development. Therefore, all that youths need most is constructive advice in terms of social -economic development by the responsible agents of government, facilitation in terms of free vocational training at a village or sub county level and full facilitation with tools to use after training as a starting point. This will convince many to get engaged in skills acquisition by enrolling in vocational education in Kakatunda village. Therefore, there is need for a vocational school."

From the above, it is possible that the youth's potential contributions to the local economy, through employment, entrepreneurship, and productivity, have remained untapped, resulting in stagnant economic development. More so, findings revealed that the challenge of youth disengagement has increased dependency in the area. Given the significant portion of the youth population that are idle, there is a higher likelihood of increased dependency on social welfare systems or support from family members. This implies the challenge has for long placed a strain on limited resources and hindered the overall development of this village. The finding agrees with that of Awogbenle et al (2010) in a study done in Nigeria who found that unemployment

and its effects such as idleness are closely linked to a country's poor economy and the spill-over effects impact on the youth later on, cascading into the entire community set ups.

As in other cases, most respondents reported increased instances of social unrest. Many disengaged youths stated that they are often frustrated, bored, and in a sense of hopelessness. In such circumstances, the youths are at an increased risk of social unrest because they engage in activities that are detrimental to themselves and the community. It was observed that this state of affairs has further increased crime rates in Kakatunda. This is in line with what Munyao (2019), found out that on a regional level, the issue of youth idleness is thorny. To him, international reduction in youth employment has been greatly felt in developing countries such as Kenya when compared to other nations and this makes them vulnerable to crime and social unrest. He also added that unemployment was a result of lack of both education and vocational competences. Consequently, he suggested that the solution to general youth unemployment lies in redressing and setting up a new viable curriculum by the Kenyan government that is comprehensive in all aspects of youth growth and development to promote youth enterprise development and self-employment.

As indicated above, idleness often creates an environment conducive to criminal activities and without productive outlets or opportunities, the idle youths usually turn to illicit activities as a means of survival or seeking excitement, leading to a rise in crime rates within the village. This is reflected in what R07/20 stated;

"What I can say here is that, many bodaboda operators have been robbed of their motorcycles and ended up losing their lives and all these, are done by disengaged and idle youths". To ascertain the intensity of this problem, the respondent was also quoted saying; "Yes, if one is employed, they have their money and cannot go to steal and once stealing is not taking place, the village becomes peaceful, people walk safely and confidently both during the day and night. Furthermore, diseases such as STDs including HIV/AIDS cannot be contracted because occupied people cannot have time to plan and get involved in raping men and women unless one looks for them willingly."

To some respondents, it was observed that availability of educated youths in the area would steer development as R13/20 stated;

"When one educates their children, they bring development in their homes and their villages."

In addition, the youth revealed that being idle have a significant impact on their mental health. Most stated that prolonged idleness have detrimental effects on their mental health. It was stated that feelings of worthlessness, low self-esteem, and depression can emerge on their friends, further exacerbating the problem and hindering their overall well-being. It was revealed that some youth usually commit suicide due to feelings of worthlessness. Besides this, other youth revealed that if the existing trend of idleness continues, it may result in a significant brain drain from the village. It was indicated that most talented and ambitious youth are likely to continue migrating to areas with better opportunities, perpetuating the cycle of idleness and hindering the village's prospects for growth and development. But idle youths suggested that addressing these issues requires a multi-faceted approach, including the creation of employment opportunities, investment in skill development programs, fostering entrepreneurship, improving infrastructure, and addressing societal and cultural factors that contribute to their idleness.

Among the youth who were interrogated, it was found out that the relationship between legal employment, peace, and crime in Kakatunda village is interconnected. In the area, some legal employment opportunities are available and accessible to the villagers and this has promoted peace and reduced the likelihood of crime. For example, it was stated that the village has some established local firms and businesses that provide employment to the youth and that this at times create a sense of economic stability and reduces the desperation that often lead to criminal activities. Legal employment not only offers youth in the area a source of income but also instills a sense of purpose and dignity, fostering a peaceful environment where these youth can thrive and contribute positively to the community.

5.1.3 Drawings that reflect youths' ideas about what should be done, for them to develop a positive mindset through skilling and doing profitable work.

When respondents were asked if they had any special skills in any vocation such as producing art works like drawings whether learnt from school, home or from a colleague, they expressed themselves in drawing with regard to youths' disengagement. Among the drawings made was the drawing of a group of people engaged in an agricultural activity; under the guidance of the researcher. He made them go through sketching up to the production of the final drawings which

they appreciated. The drawing depicted a man and his wife, together with a sibling engaged in cultivation. This drawing symbolized the importance of agriculture and self-development in shaping a positive mindset. It is therefore possible it reflected the idea that by engaging in agriculture, the youth can enhance their employability and pursue profitable work opportunities than relying on income from casual labor and other sophisticated means as most youths stated. For example, among the interviewed youth, R19/20 stated;

"I carry heavy luggage from vehicles such as bales of clothes to the market and other very heavy items."

Other respondents also came up with drawings portraying art as a career path. As indicated these drawings showcased the art occupation with individuals carrying out an art work. They represented the idea that there are multiple avenues for profitable work and personal growth including investing in art work. It was found out that this can encourage the youth to explore the art career paths, identify their interests, and pursue them with a positive mindset. Apart from this, another drawing showcased a woman actively engaged in basket weaving. This conveyed the message that by engaging in initiatives like basket weaving, the idle youth in Kakatunda village can develop a positive mindset and contribute to their overall development and progress of their village. The drawing thus served as a visual representation of the youth's aspirations, highlighting their vision for a positive mindset, skill development, and profitable work opportunities in their community.

Other drawings depicted the role of skill development in enabling the youth realize their potential. One of these drawings illustrated a youth actively doing carpentry work. It showcased a young man drilling a piece of wood, implying that carpentry work can enable youths in the area to be productive and earn a living. Besides this, the drawing conveyed the message that young entrepreneurs can run carpentry workshops in the area. It represented the idea that by fostering an entrepreneurial spirit and providing support for youth-led initiatives, the community can encourage positive mindsets and economic growth. This was also reflected on what R04/20 stated in an interview that;

"If I had some financial backup, I would have loved to learn woodwork, carpentry and joinery, but the only challenge is the lack of technical institutions in our area, together with the low financial capacity of my parents."

Further, there were other drawings illustrating collaboration and mentorship. These drawings depicted a young person working together on a project with an experienced mentor guiding them. They highlighted the significance of mentorship programs and collaboration in nurturing positive mindsets and facilitating knowledge transfer from experienced individuals to the youth.

These findings seem to imply that there is an urgent need for investing in skill development among the youth in the area, ensuring there is collaboration, partnerships and well-established education structures. The findings closely relate with what Boeree (2006), stated that Jean Piaget, using structuralism illustrated his points by taking an example of how toddlers learn basic skills and exhibit some responses towards some things within their environment. Such skills were easy to grasp in the usage of their senses and these determined how the toddler explored and used their surroundings which finally led to understanding more manipulative skills which he termed Schemas.

5.1.4 Summary of findings

The interaction between the respondents and the researcher, enabled him to come up with the following findings as key contributors to youth disengagement in Kakatunda village; majority of youths were disengaged due to lack of occupation, not as a wish but mere fate, both in the field of meaningful work and of failure to attain basic education- first as primary education and then secondary education. Failure to acquire vocational education was an additional factor. The issue now was to look for an appropriate solution; where the researcher through analysis, concluded that Free Vocational Education (FVE) and training was a necessity in Kakatunda village if the current situation was to be reversed to positivity. For this to happen, the current system of handling both UPE and USE must be reviewed and completely changed by the Government of Uganda; turned into a totally free education, where youths from humble and poor backgrounds must get access to education as one of their rights as a stepping stone to other levels of education.

5.2 Conclusion

The level of youth disengagement in Kakatunda Village is a pressing concern that requires immediate attention. By understanding the reasons behind this issue and the potential challenges it poses, targeted interventions can be developed to empower the youth, promote education and skills development, and create opportunities for their active engagement in social and economic

development. It is only through collective efforts that the community of Kakatunda Village can overcome the barriers and unlock the untapped potential of its young generation. The alarming level of youth disengagement in Kakatunda village has been attributed to several reasons. Firstly, limited access to quality education and training opportunities hinders their ability to acquire the necessary skills for engaging in profitable work. Inadequate infrastructure and resources, such as schools, vocational training centers, and internet connectivity, further exacerbate the problem. Additionally, the lack of job prospects and economic opportunities within the village discourages the youth from actively seeking employment or engaging in productive activities. These factors collectively contribute to a sense of hopelessness and apathy among the youth, leading to their disengagement from society. Therefore, the recommendations given hereafter, ought to be followed up by government for change to happen.

To address this issue and foster a positive mindset among the youth, it is crucial to empower them through skill development and creating opportunities for profitable work. The youth's drawings reflect their ideas and aspirations for achieving this goal. They depict a need for vocational training centers, well-equipped schools, and workshops where they can learn practical skills relevant to various industries. Furthermore, the drawings emphasize the importance of entrepreneurship, showcasing small businesses and local enterprises that can be started by the youth themselves. Encouraging creativity, innovation, and self-reliance through these drawings can instill a sense of purpose and motivation among the youth.

In a nut shell, the issue of youth disengagement in Kakatunda village is a multifaceted problem rooted in limited access to education, lack of infrastructure, and limited economic prospects. However, by focusing on skill development and creating opportunities for profitable work, it is possible to foster a positive mindset among the youth. The drawings reflecting the youth's ideas can serve as a valuable tool for understanding their aspirations and incorporating their input into the development of programs and initiatives aimed at addressing their needs. By investing in education, vocational training, and entrepreneurship support, Kakatunda village can empower its youth to become active participants in their community's development and build a brighter future for themselves.

5.3 Recommendations

Addressing the issue of youth disengagement in Kakatunda village requires a comprehensive approach. In order to promote skill development, profitable work, and a positive mindset among the youth, it is recommended that there should be an improvement in access to free education. Let UPE and USE be free as was intended at their inception in 1997 and 2007 respectively; for the sake of majority youth whose family backgrounds are very poor. Currently without tuition, no child can access the above in Rukiga district generally; Kakatunda inclusive- though on paper, they are said to be ‘Free’! Enhancing the quality and availability of educational facilities in the village are therefore necessary. Government should build more schools, libraries, and computer centers in this village to ensure that all youth have access to education and learning resources. Collaboration with NGOs and other agencies is important to provide scholarships and grants for underprivileged students.

There should also be establishment of vocational training programs in this village. Firstly, development of vocational training centers for FVE that offer courses in various fields, such as agriculture, carpentry, plumbing, and information technology is necessary. However, these programs should focus on providing practical skills and hands-on experience to enable the youth to pursue meaningful employment or start their own businesses. Additionally, there should be promotion of entrepreneurship. This should be done by encouraging and supporting youth entrepreneurship by providing mentorship programs, business development training, and access to microloans. Creating a supportive ecosystem where such young entrepreneurs can receive guidance and resources to start and sustain their businesses can also help avert the issue.

Strengthening industry partnerships is also necessary. This can be achieved by collaborating with local businesses and industries to create internship and apprenticeship opportunities for the youth who are still having a chance of attending the institutions and schools in this village. This can allow them gain practical experience, expand their networks, and develop marketable skills that align with the needs of the job market. Apart from this, development of community-led projects is vital, and engaging the youth in these projects can address local needs and generate income to them. For example, establishing agricultural cooperatives, eco-tourism initiatives, or handicraft production groups that empower the youth and contribute to the local economy is useful.

More so, government should encourage digital literacy in this area. There should be investment in digital infrastructure and providing training on digital skills to bridge the digital divide. This should include teaching basic computer skills, internet usage, and promoting digital entrepreneurship opportunities in Kakatunda village. However, this can be achieved through fostering a positive mindset among the youth especially by creating platforms for the youth to express their ideas, aspirations, and concerns. Organizing workshops, seminars, and cultural events that promote personal development, creativity, and critical thinking is therefore necessary. No wonder, encouraging the youth to engage in civic activities, such as volunteering, to instill a sense of community and social responsibility can also be useful.

There should be enhanced access to financial services. Improving access to services like banking and financial literacy programs can empower the youth with financial management skills. This should include promoting savings, facilitating access to credit, and educating them on responsible borrowing and investment practices. In addition, strengthening collaboration with stakeholders is also necessary. Establishing partnerships with local government agencies, NGOs, and private organizations to leverage resources and expertise is also vital. Collaborative efforts can lead to more effective programs, increased funding opportunities, and a wider range of support services for the youth.

There should be constant monitoring and evaluation of progress. Regularly assessing the impact of implemented youth programs and initiatives can ensure their effectiveness and provide for necessary adjustments. This should be done through collecting data on youth engagement, employment rates, and satisfaction levels to measure the success of targeted interventions and inform future decision-making. By implementing this, Kakatunda village can create an enabling environment for the youth to develop a positive mindset, acquire valuable skills, and engage in profitable work. It is therefore crucial to involve the youth in the design and implementation of these strategies, as well as ensuring the constant monitoring and evaluation of progress as their input and participation are key to ensuring the success and sustainability of these initiatives.

5.4 Areas for further research

The researcher's task was to investigate the "Drawings for youth engagement in realizing a positive mindset in Kakatunda village, Rukiga district". Maintaining the same topic, one can investigate similar studies on regional and national levels as suggested below:

Other studies must throw light on “Youth Engagement in Rural Development”. This study can help examine the factors influencing youth engagement in rural development initiatives. It can explore the challenges faced by youth, the opportunities available to them, and the strategies employed to foster their participation and positive mindset.

"Youth Entrepreneurship and Economic Development". This study can explore the role of youth entrepreneurship in driving economic development. It can examine the factors contributing to successful youth-led businesses, the challenges they face, and the policy implications for promoting youth entrepreneurship and positive mindset.

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APPENDICES

APPENDIX 1: Interview guide for respondents

Serial. No:

Thank you, Sir/ Madam, for accepting my invitation to interact with you.

The purpose of this interview is to help the researcher; (**BUSHUURWA JOHNBOSCO- a Year 11. student of Kyambogo University**), through physical interaction with you as a youth, get vital information (data) about the status of youth who are not in school/ any institution, causes of youth idleness in Kakatunda village, their effects (general) and what tangible measures in the short run

and later in the long run, could be put in place so that our youth get transformed in various aspects for general development. The interaction is meant to be participatory where you are requested to feel free and engage in some art drawing as a major way to express your competence when you are given the right conditions. [The questions are in Rukiga/ Runyankole].

QUESTIONS:

1(i). About how many youths do you think are in Kakatunda village?

(ii). what does the word “youth” mean to you in simple terms? (Tries to explain in brief).

2. Among the above youth, about how many are there in schools/ institutions within Bukinda and beyond?

3. How are the youth in schools/ institutions motivating you to wish sending your child to school in future?

4. Why do you believe; someone should send their children to school? Here, allows the interviewee time to give all the reasons they can manage to explain (open).

5. In your experience how many youths in Kakatunda village are out of school?

6. Why are they out of school do you think? (Give chance to the respondent to explain as much as they can).

(a) About how many are doing any developmental work? 7. For persons who are out of school:

(b) What are you personally doing in terms of any developmental work? Let the respondent feel free to explain and talk about their work.

(c) What is your love about the above work, and how does the public appreciate and always call for your services?

8. Could you know as to why there are many youths who are idle in our villages; most especially concentrated in trading centers like this one where we are? (Let the respondent take his time to explain to you).

9. Are there any reasons as to why it is “important” to have idle youth in our villages?

10. Can you easily explain the disadvantages of having idle people in any society? (Allow them to explain in detail).

11. Through your experience as an unemployed youth who has spent most of the time in our trading centres, what are the effects of youth idleness in Bukinda villages? (Let them explain).

12. In your view, do you think there is a relationship between any legal employment, peace and crime in society? If yes, could you briefly explain your response(s)?

13. May I learn from you, which factors can easily rid the youth of disengagement in Kakatunda, to get employed in recognizable jobs and activities?

14. What should be done for the disengaged youth in Bukinda villages to get out of it once and for all? (Let the respondent freely air out their views).

15. What is the possibility for the disengaged youth in Kakatunda to change their society positively?

16(i) what can you talk about vocational work in our district?

(ii) Do you have any special skills in any vocation such as producing art works like drawing; whether learnt from school, home or from a colleague? May I, request you to express yourself in drawing with regard to youth disengagement and feel free to draw to your maximum ability.

17. What is your critical message to the local leaders/ government or central government with regard to youth disengagement versus youth employment in Kakatunda village and Rukiga district in general?

If there is no message, fine. But, concerning our discussion, what are your plans for the way forward as a youth, especially seeing yourself as a capable artist?

Thank you for your time rendered unto me. Be rest assured of the privacy and confidentiality especially concerning the dialogue and the drawing will be kept confidential for the academic purposes only.

APPENDIX 2: Empaburo y'ebibuuzo

Serial. No:

Sebo/ Nyabo, kankwebaze ahabw'okwikiriza kubugana n'okuganiira nanye. Eiziina ryangye ni **BUSHUURWA JOHNBOSCO**, omwegi w'omwaka gwakabiri omw'itendekyero ry'ahaiguru erya **KYAMBOGO UNIVERSITY, Kampala**.

Ekyigyendererwa kyangye omuri okukuganiira naiwe, nokugirangu kinyambe nk'omucondooza, kutunga okumanyisibwa bingyi ahabikwatiraine n'eminyeeto y'omukyaro kya Kakatunda, etari omumashomero gaburi rurengo, hazoobwo eshemereire kuba eri omuryago mashomero. Aha, n'okwenda kwecumitiriza ahamuzereero gw'eminyeeto omu rureembo rwaitu, ekirikugureeta, akabi akarikurugamu, nan'ekyakubaasa kukorwa kureebangu ogwo muzereero gwamarirwaho kyarimwe, kurabira omukuhajaana ahakirakorwe boona abukirikukwataho kugirangu eminyeeto ehindure omuntwaza, emicwe n'emikorere yaayo ahabw'entunguka omumiringo yona. Ekiganiiro kyaitu nikikushabangu, omukubaasa kwawe, oyejumbire omukuhuuga ekishushani kyeby'emikono okworeeka etaranta ei oine naingashi, oyoreke omwooga ogwoyine waba nobaasa.

EBIBUZO:

- 1(i). Notekateekangu omukyaro kya Kakatunda, twinemu nk'eminyeeto ereinganaki omubwingi?
- (ii). Ahabwawe, ekigambo "eminyeeto" nikimanyisiki omunshoborora eyanguhi?
2. Omubwingyi bw'eminyeeto eyagambwaho aharuguru, ninkabangahe abarikwegyera omumashomero nan'amatendekyero ag'omuri Bukinda nan'abari kwegyera aheeru ya Bukinda kwonka bararuga Bukinda?
3. Nimumuringo kyi, ogu abeege b'omumashomero agagambwaho garikukureetera wagyira ekyetengo ky'okugirangu, naiwe nyensya kworeije kuzaara abaana obate omwishomere kwega nkabo?
4. Ninshongaki ezoreikiririzamungu omuntu ashemereire kureeba ngu abaanabe yabaata omumashomero mpaka baherize kwega? [Reka omubuzibwa agarukemu byoona ebyarabaasa kukushobororera omubigambo].

5. Omukwetegyereza kwawe, nink’eminyeeto engaha ab’orwingano rwawe abatari omumashomero omukyaro kya Kakatunda?
6. Notekateekangu, n’ahabwenkyi egyominyeeto etari omumashomero? [Reka omubuzibwa ayetonde agarukemu byingyi ebyarabaase].
7. Egyominyeeto etari omumashomero:
- (a) N’engaha eyejumbiire omukukora emirimo y’entunguka?
- (b) Kandishi, iwenk’omuntu ahabwawe, nimirimokyi eyoyejumbiremu omubikwatiraine n’entunguka? [Reka ashoborore omubwijwire atateganisibwe omumuringo gwona].
- (c) Nimuringoki ogworakundamu omurimo gwawe ogwagambwaho, kandi noreeba abataka bagushemerereirwe nan’okwenda obuheereza bwawe?
8. Orabaasa kunshobororera ahabwenkyi omukyaro kya Kakatunda namunonga omuburembo nk’akuturimu hati, hakanyiremu eminyeeto nyingi yakyireeresi. [Reka ayetware ashoborore enshonga ahandiijo omubwijwire].
9. Nogirangu hariho enshonga yona erabaasa kushoborora akarungi akari omukugira eminyeeto yakirereesi omubyaro byaitu? [Shoborora].
10. Mbwenushi, okanshobororera obintu ebitaboneire ebirikuruga omukugira eminyeeto yakirereesi omubantu abatwirenayo? [Reka ashoborore omubwijwire].
11. Iwe nk’omunyeeto otwire omuri kamwe ahaburembo bw’omukyaro kya Kakatunda otaine murimo gushoborokyire, nogirangu nikabiki akarikuruga omuminyeeto yakyirereesi? [Reka ashoborore omubwijwire].
12. Omuntekateeka yaawe, nogirangu okutagira murimo, n’okugira omurimo ogwikirizibwe amateeka, obusingye n’okukworwa kw’ebihagaro byine akakwate waza kushoborora omubwijwire? [Gyezaho oshoborore].
13. Naba nishaba kumanya kuruga ahariwe, ebintu bikuru ebyakubaasa kutuma eminyeeto y’omuri Kakatunda yarekyera kyarimwe obwakyireeresi reero ekaza omumirimo n’emyoga y’entunguka erikwikirizibwa kukorwa omubutongore.

14. Mbweni hashemereire hakorweki kugirangu eminyeeto yakyireeresi omuri Kakatunda yarugira kimwe omuryoogwo muringo n'okutaija kugugarukamu hati n'omubiro ebirija? [Reka ashoborore omubwijwire entekateeka ye].

15. Nimasikokyi agariho kugirangu eminyeeto yakyirereesi omuri Kakatunda n'ebaasa kuhihundura omuntwaza, emirimo n'emikorere yaayo kureeta empindahinduka nungyi? [Shoboroora omubwijwire].

16(i) Eby'emirimo y'emyooga omu disitirikiti yaitu ya Rukiga nobigambahwenki?

(ii) Iwe nkomunyeeto, hariho nk'engabirano eyoyine; katugyirengu okagyegyesibwa omwishomero, omuka neinga kuruga ahandijo muntu; nkokuhuuga ebishushani oyebebeize enshonga eragamba ahaminyeeto okutagira kyokukora, ekasiiba erazereera n'okuyobaasa kuhinduka abantu b'omugasho kurabira omuryogwe mwooga? Kankushabe omukumanya n'okubaasa kwawe, okozese ogwomwooga ohuuge ekishushani ky'okwegyesa abantu.


17. Nibutumwakiy okuruga ahansibuko y'omutima gwawe obwoyiniire: abebembezi baitu omubyaaro bya Bukinda, aha disitirikiti n'omugavumenti eyarwagati, ahabikwatiraine n'obwakyirereesi bw'eminyeeto n'okugyirondera emirimo y'entuura erikureeta entunguka?

Mbwenushi, ahakyikwatiraine n'ekiganiiro kyaitu ekitwagira twembi, oine ntebkanisakiy omubyorakore nk'omunyeeto, ahabw'ebiro byawe byanyensya nk'omuntu? [Reka ahendere entekateeka ye kandi kwaraheze, omwebaze ahabw'okukugirira akaire k'okuganiira naiwe].

Muhamize nk'oku ekiganiiro kyanyu mwembi hamwe n'ekishushani ekyiyakora, biri eby'ekyihama ekyigyendereire okureeta okumanyaho byingyi omukurabira omukucondooza n'okwega.

Omuheru.

APPENDIX 3: Professor's letter


KYAMBOGO UNIVERSITY
P. O. Box 100, Kyambogo
Prof Philip Kwesiga, PhD, Fd, GDE, BAR, UASP, Fd
0772427333, pkwesiga@kyu.ac.ug

To Whom It May Concern:

OFFICE OF THE PRESIDENT
DEPUTY RESIDENT
12 SEP 2022
MUKIGA DISTRICT
P.O. BOX 83, KABALES

12/09/2022

Permission granted to conduct research in Bukindo sub-country. He is also our tutor at the college in Bukindo.

RE: PERMISSION TO CONDUCT RESEARCH STUDY BY MAID STUDENTS OF KYAMBOGO UNIVERSITY

Dear Sir/Madam

As the research coordinator, I am writing to introduce and request permission for our students to conduct a research study at your institution or firm or space. They are currently enrolled in the MAID (Masters of Art and Industrial Design) at Kyambogo University in Kampala, Uganda, and they are in the process of writing their theses/dissertations.

The student's details are:

BUSHUURWA JOHNBOSCO
20/U/GMAID/14358/ PE
jbbushuurwa76@gmail.com

The students may invite or engage individuals or groups to participate in the exercise for purposes of data collection and corroboration. This study may also involve observation and analysis of the nature of the spaces and objects in your spaces.

We therefore request permission by copy of this letter to conduct my research at your organization /institution /firm /space.

Please let us know if you require any further information. We look forward to your kindest cooperation to enable students to complete their requirements for the award of the qualification.



July 19, 2021

Signature:

Prof Philip Kwesiga, PhD

Date: _____

APPENDIX 4: Letter from kyambogo University



P. O. Box 1 Kyambogo, Phone: 041-285001/2 Fax: 041-220464
www.kyambogo.ac.ug

SCHOOL OF ART AND INDUSTRIAL DESIGN

DEPARTMENT OF INDUSTRIAL & COMMERCIAL ART

Masters in Art and Industrial Design

15/12/2022

TO THE YOUTH OF KAKATUNGA VILLAGE (RESPONDENTS)
BUKINAA PARISH - RUKIGA DISTRICT.

Dear Sir,

TO WHOM IT MAY CONCERN

This letter introduces ^UBUSHURWA JOHN Bosco a final student of Masters in Art and Industrial Design (MAID) Programme at Kyambogo University. Registered under number 20/U/GMAID/14358/PE.

In partial fulfillment for the award of a MAID Programme at Kyambogo University, he is expected to conduct a research study in a specialized area as approved by the school graduate board.

The purpose of this letter therefore, is to request you to allow him to conduct Research at/in KAKATUNGA VILLAGE.....and accord him the necessary support for the study.

Looking forward to your kind cooperation.

Yours Sincerely,

pp Mr. Kimani Muturi
Head of Department, Industrial and Commercial Art

APPENDIX: 5 A map of Rukiga district showing Kakatunda village

