Youth Engagement Project

Students for Global Democracy Uganda

“Mentoring Youth/Student Advocates for Transparency and Public Accountability”

Grantee Name: Students for Global Democracy Uganda

Grant Number: 2013- 807

Total Grant Amount: US$40,000

Project Duration: 1st October 2013 – 31st October, 2014

Project Name: Youth Engagement Project

Reporting Period: June 1 – September 31, 2010
BACKGROUND

There is no issue more central to Good governance than accountability, and generally the accountability of those in government to the citizenry in particular. Undeniably, accountability is a central instrument to the regulatory mechanism through which governance is sustained and Uganda as a country has many traditional mechanisms of accountability where the representative democracy framework supports citizens to seek accountability through elected leaders.

There are many independent authorities and commissions that perform accountability function like the Inspector general of government (IGG). These accountability systems are put in place but they are not necessarily made to work. Many policies are enacted, but never enforced or monitored. Public agencies are given mandates and funds but their performance is not properly assessed and no suitable action is taken to hold them accountable while Public audits of accounts and parliamentary reviews are done, but inadequate follow-up actions leave much to be desired. It is clear that the existence of formal mechanisms of accountability does not guarantee actual accountability on the ground.

Despite the existing frameworks, issues of accountability cannot exist when the citizenry are not part of the process to basically monitor service delivery and be a part of the community audit platform. The issue of accountability to the citizenry is the most important element of contemporary governance and as a consequence of poor service delivery, calls on citizen’s direct engagement.

To achieve this, citizens must exhibit possession of the right information and must develop capacity enabling them to demand. The citizenry through a process need to acquire and possess knowledge.
**Introduction:**

In Uganda, poor governance and the prevalence of corruption contribute to the non-delivery of basic public services in the areas of health, education, water and access to justice. ULS identified the continued need to counter and elevate entrenched instances of corruption for public scrutiny by mapping and highlighting inefficiencies in the state’s capacity to effectively deal with corruption.

In addition, civil society in Uganda recognized that members of the organization itself were not aware of anti-corruption standards. Furthermore, there was a lack of capacity in civil society organizations – specifically Regional Anti-Corruption Coalitions (RACCs) – responsible for helping citizens file anti-corruption claims.

Civil Society therefore decided to target individual citizens, the intermediary level of civil society organizations, civil society fraternity and the state level to support the fight against corruption by providing legislative advice, resources, expert opinions, outreach, targeted sensitization and capacity building efforts to the different stakeholders.

This project was designed to make a contribution towards making the young people more relevant in these processes by increasing their meaningful participation, beyond taking part in the electoral process to seeking accountability, getting their voices heard against corruption to benefit from government, district and local level programs and informed participation in decision making and better service delivery.

SGD Uganda implemented the final phase of the Youth Engagement project in the four districts of Mbale, Gulu, Masaka and Mbarara.

This phase of the project sought to build on the previous achievements and lessons learnt to consolidate youth participation in local governance and to have youth issues incorporated into the local government plans and improve service delivery at local level.
Project Objectives:

Strategic Project Goal:
To promote citizens’ right of exercising civil duty and responsibility by meaningfully participating in the 2016 electoral process and beyond

Objective 1: To improve a culture of youth voting practices and participation in the 2016 elections and beyond.

Objective 2: To promote issue based election participation and campaigning during the 2016 elections period.

Objective 3: To instill core democratic beliefs, values, and encourage informed and active youth political participation

Objective 4: To create space and a good environment for youth to exercise their civic duty and responsibility in 2016 elections.

The Key Project Activities:

The period between June 1 and September 31 has been used to carry out;

1. 4 Surveys on Awareness/Access of Information about Public Services

2. 4 Training on Service Delivery Monitoring and Budget Tracking

3. 8 Volunteer Placements for Service Delivery Monitoring

4. 8 Documentary Shows on Social-Economical Effects of Corruption

5. Citizen Report Cards (600 Copies). This was an accountability tool, not a standalone activity.
6. 8 Citizen’ Query Accountability Platforms

7. 24 Community Radios and Mega Phones. This was a communication tool

8. 8 Student Debates on Corruption

9. Student’s Voices against Corruption. This was a sustainable platform without any cost
Below is the activity schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>District</th>
<th>Date</th>
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<tbody>
<tr>
<td>1.</td>
<td>Student Debate</td>
<td>Wakiso</td>
<td>19(^{th})/June/2014</td>
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<tr>
<td>2.</td>
<td>Volunteer Placement</td>
<td>Kampala</td>
<td>23(^{rd})/July/2014</td>
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<td>3.</td>
<td>Volunteer Placement</td>
<td>Gulu</td>
<td>25(^{th})/July/2014</td>
</tr>
<tr>
<td>4.</td>
<td>Documentary Screening</td>
<td>Gulu</td>
<td>25(^{th})/July/2014</td>
</tr>
<tr>
<td>5.</td>
<td>Accountability Platform</td>
<td>Gulu</td>
<td>25(^{th})/June/2014</td>
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<td>6.</td>
<td>Student Debate</td>
<td>Gulu</td>
<td>25(^{th})/June/2014</td>
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<tr>
<td>7.</td>
<td>Student Debate</td>
<td>Wakiso</td>
<td>5(^{th})/July/2014</td>
</tr>
<tr>
<td>8.</td>
<td>Accountability Platform</td>
<td>Mbale</td>
<td>30(^{th})/June/2014</td>
</tr>
<tr>
<td>9.</td>
<td>Documentary Screening</td>
<td>Mbale</td>
<td>5(^{th})/June/2014</td>
</tr>
<tr>
<td>10.</td>
<td>Volunteer placement</td>
<td>Mbarara</td>
<td>25(^{th})/August/2014</td>
</tr>
<tr>
<td>11.</td>
<td>Documentary Screening</td>
<td>National Youth Festival Kampala</td>
<td>23(^{rd})/August/2014</td>
</tr>
<tr>
<td>12.</td>
<td>Documentary Screening</td>
<td>Masaka</td>
<td>24(^{th})/August/2014</td>
</tr>
</tbody>
</table>
Key Project Activities:

**Activity 1: Training on Service Delivery monitoring and Budget Tracking**

SGD Uganda conducted 4 trainings on service delivery monitoring and budget tracking in the districts of Masaka, Mbale, Mbarara and Gulu to raise the awareness of young people and community members about their roles and responsibilities in ensuring accountability. The trainings were intended to provide them with knowledge and skills for tracking the quality of public services and monitoring budget expenditure at the community level.

Young people have now increased knowledge and belief that they have a role and responsibility to monitor budget and resource allocations in their communities.

The training also initiated the concept of responsible citizenship to support young people understand their roles and obligations in social accountability.

Because not many young people understood the budget cycle as a very important process to effect participation in public accountability, the project activities popularized the budget process to engage young people to monitor social programs at the local level and understand that it’s not only the responsibility of local leaders to monitor local budget and resources at the local level.
Accountability training session at Gulu Technical Institute, under the Northern Uganda Youth Development Programme.
Ivan Otim, Program Officer at SGD Uganda and another facilitator at the accountability training at Gulu Technical Institute.
The training focused on enhancing capacity of youth leaders and students to track budget through participating in budget meetings and local community fora.

There was increased capacity of young people to determine the process at how they can access information about service delivery at both community and district levels.

The training focused on the application of the budget monitoring and accountability on Youth employment programs and a sustainable approach to nurture youth participation in resource allocation and budget tracking from budget cycle, to actual resource allocation.
Capacity Building Training on Service Monitoring and Budget Tracking also enhanced capacity of young people, to engage themselves in service monitoring and budget tracking. The training as a process aimed to sustainably empower them to engage and initiate their roles in advocating for accountability and the fight against corruption.

Activity 2: Surveys on Service Delivery Tracking

SGD Uganda conducted 4 surveys on service delivery in the district of Masaka, Mbale, Mbarara and Gulu to assess the level of community awareness about the role of elected leaders, understanding of rights to quality public service, awareness and engagement in local development planning, budgeting, and monitoring. The gaps were identified, informed the training manual and eventually addressed during the training. As a result the training on service delivery monitoring and budget tracking, it helped the local community to play a watchdog role to monitor public service agencies and local governments. For example in Masaka district, some of the trainees were appointed to be part of road construction monitoring team.

On the other hand, it helped public service agencies to facilitate open and proactive discussions in their performance.

It has enabled local governments in the project areas to streamline and prioritize youth budget allocations and monitor implementation. For example in Mbarara and Masaka districts, during our meeting with local leaders after the trainings, they pledged to prioritize youth issues and increase youth budget in future budget allocations.

Generally, the survey found out that, the public is more positive about local services than about services nationally, more likely to feel that they have a say in how services operate, and more likely to feel good about their area, if they feel able to affect its decision making.
Conducting a survey on service delivery with youth in Pece Division in Gulu

The survey also showed that, the local people want to have more say over services in principle. In practice, though, few actually want to get involved, instead there is a spectrum of interest among the local people in getting involved with how services are designed and delivered.
When we discussed public services with the local people in the project areas, generally perhaps, the strongest theme that emerged was a general concern that services should be fair. However, what they actually meant by being “fair” was not straightforward. Both self-interest (services should be fair to me/my family)

Generally, also the survey revealed perhaps unsurprisingly, that the public feel they have greater influence over public service decisions locally rather than nationally, and are more enthusiastic about being involved at a local level. This suggests that initiatives towards more local control help to further the empowerment agenda.

The important issue also revealed during our survey, is the public’s feeling of influence. People want to know that they can influence decisions, if they choose to, rather than necessarily getting involved to influence local decision-making in practice. This was highly witnessed in Mbale and Mbarara, were participants seemed to have a fear phobia.

Generally, surprisingly, people do not know the role and responsibilities of their elected leaders. For example, we tasked some youth in Nauyo Sub County in Mbale district to tell us the role and responsibility of their member of parliament, most of them told us they don’t know, but one young lady boldly told us that his role is to construct roads and water wells.

As regards access to public information at local level, the survey generally showed that most people did not know that they have a right to access public information, though they wanted to access information that is relevant to them, such as:

- Information linked to services they use;
- Financial information about local utilities
- Performance information about schools
- How their members of parliament are performing in parliament
- Progress reports on how well their local councils are meeting their targets and promises.
- When will their roads be constructed?
- Policing and aspects of their community safety.
Activity 3: Students Debate

The student debates focused on addressing the challenge of the budget process and focused on identifying the extent through which the lack of knowledge about the budget process affects service delivery monitoring and building on the role of the Student movement in the fight against corruption.

These debates created a platform where young people debated their role in the fight against corruption but also analyzed the graft and how it affects their political, social and economical lifestyles. They however analyzed that their role in the civil movement was important despite the emergency of anti corruption legislation and institutions and the continued existence of incidences of corruption that continue to affect policy and governance.

The lack of information about the budget process was paramount during the student debates, because generally the youth, said that they are never called upon to attend budget conferences, however on the other hand, the local leaders put a blame on the youth, that whenever they are called to attend the budget conferences, local council meeting or village meetings, instead they request for travel refunds, which is never there. In cases the process at the local level is not popularized and less information is provided, there is need to orient young people to understand the budget process, which is a fundamental in promoting transparency and enables the locals to follow up on allocation versus actual service delivery.
Students displaying Black Monday Materials during a Student Debate on Corruption at Muteesa I Royal University in Masaka
Student Debate on Corruption at Mbogo High School

A cross section of students during a student debate on corruption at Kinawa High School
In some student’s debate, the conversation was tuned into 2016 election as the strategy here, was to share and send a message to the young people that politics or elections is all about service delivery and it important that they elect leaders who are ready to serve and fire those they think are not focused on service delivery.

**Activity 4: Volunteer Placements**

SGD-Uganda conducted 4 volunteer placements; whereby some of the trainees from the service delivery monitoring and budget tracking training were placed as volunteers in public institutions such as schools, health centers, and local government offices. These placements were to serve to develop a sense of volunteerism and community service among the youth as well as providing an opportunity for them to employ their skills on monitoring public service. Volunteers were asked to commit 9 hours a week and were expected to provide reports to SGD-Uganda about the quality of service in the institutions they were placed in.
The placements were a tool for community participation and empowerment as a participatory mechanism to develop capacity in monitoring of service delivery. The young people volunteered extra time to volunteer as service delivery monitors in their respective communities where they were placed and were encouraged to take on the process sustainably as a tool to initiate community participation for their community.

The volunteer placement at the district were carried out with an objective of learning proper accountability and enhancing civic responsibility through accessing information about services in their communities prompting a follow up. Through these placements, young people were able to identify government programs and determine the quality of service delivery in term of garbage collection, road works etc.

In Masaka district, through the volunteer placements, young people were appointed as service delivery monitors of government programs especially in the road construction.

*Volunteer placement activity at Nyamitojo health centre, Mbarara*
Activity 5: Documentary Screening on social-Economic Effects of Corruption

SGD Uganda organized 8 documentary screenings on the socio-economic effects of corruption. The screenings showed the negative consequences that misappropriation of public funds is having on the everyday lives of citizens. The screenings were followed by discussions on how students can be engaged to promote transparency and accountability in their communities.

The documentary video show activities were selected as a way to vividly expose to the people the horrors and effects caused by corruption.

A community documentary screening activity in Masaka
The videos shows were not meant to breed hatred and violence among the public about situations of corruption once a society descends into such conditions, rather to localize the effects of corruption, so that the common person could understand its effect and also to provide a basis of discussion about the issues surrounding corruption. The premise of the discussion was to question whether corruption continues, because of lack of political will or impunity or inactive government machinery to address the scourge and how the public felt about it and how it could get involved in the fight against it.

An engagement with Mbarara local council leaders on public service delivery
Assessment and Achievements

The Third Quarter (final) Phase is an indication that the overall project is done for project implementation. The project implementation has continued to run on schedule.

For the last three months, June, 2014 to September 2014, the third quarter of the project has been realized. This far, the project registered profound support from the various stakeholders getting popular approval from district officials, community members and CSOs. They have continued to highly applaud SGD Uganda for its efforts because they had already experienced the good things associated with SGD Uganda’s project activities. The stakeholders were however appreciative of SGD Uganda’s Sponsor NED for supporting a youth led youth-to youth and youth-to-public initiative that has encouraged serious youth engagement in productive activities geared towards youth empowerment.

Unlike the many sponsors and sponsored projects which may not critically focus on critical youth needs, the NED sponsored project was recommended for focusing on addressing direct youth empowerment through the training on Service Delivery monitoring and Budget Tracking.

To the stakeholders, this was seen as a good strategy of engaging the youth in local decision making process, which is paramount for them to have the capacity to improve local well-being, and their involvement will make a difference in changing the local conditions, they are not pleased with. Specifically, it could be that they can fill the void in a decision making meeting, the need for new ideas and services for their local community. The stakeholders especially the local communities were appreciative of the fact that the project components exposed the young people to gaps in public services and responsible citizenship in discussing matters of public policy formulation and implementation, active governance, democracy and development, community empowerment and public enlightenment issues both at the local community level, district and national levels.

Young people in project areas, have increased knowledge and belief that they have a role and responsibility to track, monitor budget and resource allocations in their communities. The training also initiated the concept of
responsible citizenship to support young people understand their roles and obligations in social accountability.

All the activity categories have been conducted and carried out in the communities in third quarter of the project and together with a number of participants including the target group, the youth and young people. The activities included: Surveys on Awareness/Access of Information about Public Services, training on Service Delivery Monitoring and Budget Tracking, volunteer Placements for Service Delivery Monitoring, documentary Shows on Social-Economical Effects of Corruption, citizen Report Cards, Citizen’ Query Accountability Platforms, Community Radio and Mega Phones. This was a communication tool, Student Debates on Corruption, Student’s Voices against Corruption. This was a sustainable platform without any cost. These activities have been conducted in all the four project districts, Masaka, Mbale, Mbale, and Gulu as previously done following the planned project implementation schedule.

This time, all activities were implemented with great significance and importance given that the communities were enthusiastic about the project components as they had experienced its importance in the previous phase. Nevertheless, the surveys, trainings and student debates were used as main activities during this final to mobilize the communities for the future activities. Given their power to mobilize people, these two categories of activities were the initial activities in all communities to open up the interest of the communities and sustain it for the future project activities.

Based on the community needs even in this final phase which were not different from the previous phase, SGD Uganda together with the partner CSOs and local leaders agreed to use the surveys, trainings and student debates as continuous mobilization tools for the future project activities during this final phase of the project. Once again, the activities did a good job of mobilizing the people given that SGD Uganda had already passed on the project idea and components in the previous
phase and was only consolidating on what had been already done with the partners in great details. This was reached upon in the various pre-planning meetings that basically involved project idea and components sensitization by SGD Uganda for the participating CSOs and local leaders as had been done in the previous phases.

The purpose of these meetings was to sensitize the new participating CSOs and local leaders together with some youth on the applicability and relevance of the project idea and associated project components. New partners had been attracted to the project because of its direct relevance to their own local community needs. Once again, the reports that were received by SGD Uganda before the actual implementation of the project activities from the various districts where the pre-planning meetings that basically involved project idea and components sensitization indicated once again a big headway for the readiness of the local Youth communities and local leaders to have highly embraced the initiative, and their enthusiasm to towards SGD Uganda and its sponsor NED for consolidating the youth as an important constituency for future development of humanity. What was significant was the fact that until now, the communities were still exhibiting interest in the project activities given their previous experience with the project.

The trainings on accountability and budget tracking also focused on popularizing the budget process as not many young people are part of the budgeting process in their community due to lack of inadequate information and even the long process and also a deliberate effort by some unscrupulous leaders not letting information out to encourage the young people to participate in the decision making process at the community level through the local foras.

Young people were encouraged to form groups in order to acquire government programs, Like community development driven fund (CDD), Youth lively hood program and the Youth venture Capital fund but also use the cohesive energy of group effort to monitor local government resource expenditure and service delivery especially with youth empowerment programs. For example, the trainees in Masaka formed a Youth Budget Advocacy Group to advocate for their inclusion in the budget process and also for increase in the youth budget.
The youth were very much appreciative to NED for being a continued forerunner of supporting youth initiatives in Uganda geared towards strengthening youth active participation in active governance and democracy to achieve local community empowerment, national development and global stability. The youth implored SGD Uganda to continue with the spirit of enlightening the youth towards a more active and beneficial sense of citizenship through the project activities. The youth pledged their continued support for the initiative because it has directly impacted positively in their lives and operations.

The project has continued to expose the participating CSOs to opportunities at the local community level and also higher formal administrative local government levels from Sub County, county and district to national level. This is because; participating CSOs were able to show case their relevance in the communities more than it has been for them in the past. In effect, the district officials have committed themselves to giving priority to youth led CSOs and partner organizations in terms of small grants from local government level. For example, some members of Masaka Youth Development Group, who participated in the Training service delivery monitoring and Budget Tracking, were appointed by the district administration as monitors for road constructions.

The project has increased the visibility of SGD Uganda and its CSO partners at local and district level. SGD Uganda has been recognized as a vibrant youth organization that is immensely contributing to the cause of the youth Agenda in Uganda by providing a platform for articulation of their interests through the project activities. Through this NED sponsored project, SGD Uganda has been highly exposed and recognized by other partners and even by the United Nations Alliance for Civilizations (UNAOC), and of recent, they funded SGD Uganda to implement the project on “Addressing Ethnic Tensions and Religious Differences among Students in Uganda University”

The local authorities, community members and partner CSOs in the project areas and surrounding areas, have requested SGD Uganda and NED to continue supporting the program because it has directly impacted positively in their lives and operations. Overall 2,400 youth have directly benefited from this activity in the four project districts and many more have benefited through shared experience.
The project has created a better way through which citizens and public officials can work together, despite their differences especially the survey on service delivery and accountability platforms and training activities, which have been cited as unifying activities for community since they are a concern for all. Despite all these positive observations, SGD Uganda did observe a negative scenario throughout this third quarterly project activity that the youth in urban areas are a disorganized group, despite the availability of the various resources i.e. media tools for better access to information for development and are rather taken up by entertainment. In a worse scenario, the high rate of gambling engagements and activities among youth like sports betting have created a generation that is so hopeless though without their social–economic welfare not improving at all. The high rate of youth gambling was cited in the districts of Mbarara and Mbale.

Because of this project, more groups have been enlisted to benefit from government district level programs Community Driven Development Fund (CDD). The project has exposed our partners CSOs to opportunities at the, local district and national level and the district officials have pledged to support them in acquiring the support they need. For Masaka Youth Development Group was recently visited by Masaka District officials for a fact finding mission to start funding their fish farming, brick laying, poultry and vegetable farming projects.

In the case where young people access to government programs was a challenge due to the fact that they lacked capacity to conceptualize proposal ideas for youth local projects, we organized sessions on youth organizing and proposal conceptualization as a strategy to youth mobilization. Because most young people never knew about government programs for youth empowerment and local funding at the local government level, the challenge was access to information, so the project strategy put more emphasizes on how young people can access and seek for information about service delivery in a timely manner.

The budget process as a crucial engagement to the citizenry to enable them monitor government programs was highly emphasized and popularized, as a basic framework through which they can monitor basic resource allocation
and actual service delivery through a down to top ward approach rather than what is currently existing amongst accountability agencies.

This phase of the project has seen a number of SGD Uganda partner CSOs strengthen their capacity and effectively participate in governance and development processes. Masaka Youth Development Group in Masaka, Nauyo Youth Development Initiative in Mbale and Youth Empowerment and Rehabilitation Project in Mbarara has been recently recognized by the district as a partner in the socio-economic development and has been part of the district planning and budgeting process.

The Training also focused on popularizing the budget process as not many young people are part of the budgeting process in their community due to lack of inadequate information and even the long process and also a deliberate effort by some unscrupulous leaders not letting information out to encourage the young people to participate in the decision making process at the community level through the local foras.

Young people were encouraged to form groups in order to acquire government programs, like Community Development Driven Fund (CDD), Youth livelihood Program Fund and the Youth Venture Capital Fund, but also use the cohesive energy of group effort to monitor local government resource expenditure and service delivery especially with youth empowerment programs.

**Challenges**

There is a challenge of shortage of resources to adequately cover the extensive youth constituency. There is need for more resources committed to this program to enhance the civic competence of the youth so as to support good governance and sustainable development given the fact that they form the majority of the population.

Young people’s decisions were undermined by the leaders when making the budget at all levels. Less participation by young people during the budget process in their areas i.e. youth in Nauyo Sub County in Mbale emphasized that nothing has changed and the leaders have done nothing to stop the situation.
The previous experiences of challenges continued to exist among the partner CSOs. Many partner organizations were continuously begging for money as a measure of payment for the work done in the local communities. As earlier did in the previous phases, SGD Uganda continued to insist that in her budget funded by NED, it did not ever include payment of partner CSOs for work done rather money for facilitation of the processes to implement the project activities was what was available.

As regards, youth accessing government youth funds, the area councilor Pece Division in Gulu, Miss Susan Abong, said that at the district level there is no youth fund in Gulu District, but only a loan which requires land titles to receive. This was cited as a big challenge, since most young people do not posses their own land. And also, some government officials hide the information from the youth by telling them that it’s confidential and not given to youth yet it is public information.

Lack of information among the student community about the budget process due to lack of access to budget cycle information and also poor communication by some of their zonal leaders (LC1 chairpersons) to inform them about the budget (village conference)

Degree of technicality; the students and community youth generally complained that the format through which the budget is made is quite difficult for them to comprehend and the language used in the budget is sometimes difficult, making it impossible for them to make a follow up.

The continued lack of an organization vehicle continued to compromise SGD Uganda’s ability to take advantage of time at its disposal. Since the vehicles were still hired from public taxi operators, sometimes when the public taxi operators went on strike, they charged very high prices for hiring their vehicles.
3.0 LESSONS LEARNED

Youth also learnt skills of monitoring the budget from local level to the district level after identifying that it was their responsibility during the training in Layibi sub-county head office, Gulu district.

Youth councilors learnt that there was a need to discuss issues of their communities at the community level before they are forwarded to the district level.

Young people in the community learnt how to benefit in government programs like the Community Driven Funds (CDD), Youth Livelihood Program and Youth Venture Fund. The youth in Gulu benefited a lot, since most of them had no idea of these government programmes.

The community people learnt how to cooperate with their elected leaders and government officials on issues of accountability and access of the information about the government programs.
Namukwaya Sumaya a student leader at Kinaawa High School said that she learnt that there is a need to participate in leadership as young person in order to create sustainable change in our communities come, she emphasized that come 2016, “we have to bring about change”

Poor service delivery is as result of poor leadership and not holding our leaders accountable, so I have learnt that it is my civic duty to hold leaders accountable Ssengendo Shifrah, a student at Wakiso Muslim S.S.S said

4.0 OBSERVATIONS:

Youth observed that there is need to take up leadership by the young people and also approach any government office for any information concerning government youth programmes.

Corruption seems to be on the rise at the district and sub county level by the government officials and elected leaders. i.e. during the training at Gulu in Layibi Sub County, the parish chief refused to answer key issues were young people lacked information like the Distribution of Gulu youth fund, Community Driven Fund CCD and Youth livelihood Program Fund. We were left with the area councilor Miss. Susan Abong, who could not read and write, and we were told that she was in charge of the budget for that area. What does that mean?

Students are discouraged by the school administration from engaging in political issues with the assumption that young people cannot influence change in their communities.

RECOMMENDATIONS:

- SGD Uganda and partner CSOs should continually orient and empower other CSOs, local communities and youth into new strategies of engaging in decision making processes and mentoring them into responsible citizens to improve quality, effectiveness and efficiency of youth to effectively participate and contribute to public good.
• Student communities also need to access simplified information on budget processes and should be designed in a youth friendly manner.

• Young people should be encouraged to stand for public office through a process of nurturance with basic characteristics of good governance, accountability, transparency, responsiveness, equity, inclusiveness, rule of law and participation and with these principles not put into consideration there will be no ownership hence development will suffer from sustainability.

• Young people should participate in political processes in order to create change in the society.

• There has to be continuous youth friendly and open forums that create a culture of dialogue among leaders and the citizenry and where free expression is tolerated as political good that require thinking citizens who are willing to pay attention to everything around them, participate in the public life and through process argue with each other creating a conversation that keeps democracy alert and alive.

• Leaders should respect young people’s ideas and better still include them in decision making processes.

• Leaders should respect young people’s ideas and better still include them in decision making processes, especially on issues concerning them.

• Youth need to be empowered through youth to youth advocacy engagement with basic information to make informed choices of basic community needs and able to prioritize them, they need to undertake mentoring capacity sessions, to undertake situation analysis of issues and bring about the change they seek to bring about in their communities.

• There is urgency to continue sensitizing and educating youth on civics, civic duty, rights freedoms, citizenship and responsibilities in different network and movements like the patriotism movements in schools. In the long run, young people will learn how to participate in democracy with the ability to understand their communities,
institutions and develop decision making and evaluation skills, advocacy and know the values of services.

On behalf of Students for Global Democracy Uganda, we are honored to work with you and indeed appreciate your support to help us reach out the young people of Uganda with life changing initiatives and our prayer is that we continue working closely as partners.

Best regards from SGD Uganda team, and may God bless you all,
Mike Gesa Munabi
President.