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Volunteering – What is in it for you?

- A Case Study of Youth Empowerment in Kampala

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ABSTRACT

The high youth unemployment in Uganda has resulted in youth volunteering to gain competitive advantages in the labour market. Volunteering has an important place in social development, and it is beneficial for the individual. This study investigated how youth volunteering within non-governmental organisations are creating opportunities for youth empowerment in Kampala, Uganda. A majority of previous research focuses on the developed world; therefore this study provides new insight to volunteering in the developing world. This case study used an embedded mixed method design including a survey, observations, and semi-structured interviews, focusing on four aspects of volunteering: the motivations, the individual benefits, as well as volunteers' relationship to their organisation and community. The study found respondents to have multiple reasons for volunteering, combining egoistic and altruistic motivations and that through volunteering the respondents developed personal skills. At the same time it was common for them to be working unpaid for long periods, with limited ability to influence the organisation's work. Most respondents felt comfortable and safe in the organisation, but only had limited to satisfactory support from adults in the organisation. Finally, the respondents felt their volunteering at the organisation made an impact on the community.

Key Words: *youth empowerment, volunteering, youth organisations, Uganda, youth unemployment, civic engagement*

Word Count: 14 700

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The MFS Scholarship Programme gives Swedish university students the opportunity to carry out fieldwork in low- and middle income countries, or more specifically in the countries included on the *DAC List of ODA Recipients*, in relation to their Bachelor's or Master's thesis.

Sida's main purpose with the Scholarships is to stimulate the students' interest in, as well as increasing their knowledge and understanding of development issues. The Minor Field Studies provide the students with practical experience of fieldwork in developing settings. A further aim of Sida is to strengthen the cooperation between Swedish university departments and institutes and organisations in these countries.

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ABBREVIATIONS

BRAC - Formerly Bangladesh Rural Advancement Committee

CYE – Critical Youth Empowerment Framework

NGO – Non-Governmental Organisation

SSA – Sub-Saharan Africa

UNDAF - United Nations Development Assistance Framework

UNICEF - United Nations Children's Fund

VSO – Volunteer Service Oversea

1. INTRODUCTION

The large youth population in Africa has emerged as one of the single most important development challenge of this era (Hope 2012:233). The marginalisation and hopelessness among youth is a ticking bomb for the developing world (Ibid). Therefore engaging the youth population in Sub-Saharan Africa (SSA) is no longer a choice but a must for the development of the region (Hope 2012:221). Civic engaged youth should be at the forefront of social and human development (Moleni & Gallagher 2007).

Being youth, 18-30, is a critical period of transition between childhood and adulthood, in which individuals transform in learning, work, health, family and citizenship (Banks & Sulaiman 2012:2). Uganda has the world's youngest population, where 78% of the population is below 30 years old (IYF 2011:2). Although Uganda is making positive strides economically; it still faces significant challenges in meeting the needs of young people. As a matter of fact, the country has the highest unemployment among youth in the world (IYF 2011:8; Banks & Sulaiman 2012:2), resulting in youth turning to volunteer work when they are not able to find employment.

Through volunteering the individual goes beyond one's normal family obligations and contributes to society, while simultaneously benefiting at an individual level (Butcher 2010:92). Volunteering therefore has an important place in both society and social development, because its reservoirs of skills, local knowledge and energy can assist governments in their public programmes (United Nations 2000; Butcher 2010:92). A range of activities can be defined as volunteering, ranging from helping a neighbour to volunteering in an advocacy organisation (Hustinx et al. 2010:73). Volunteer service can be designed to both contribute to the society and to increase the personal, educational, and civic capacity of youth volunteers (McBride et al. 2011:34). Being a volunteer can be empowering since it gives the individual self-acceptance, self-confidence, social and political understanding, and the ability to play an assertive role in controlling one's resources in the community (Zimmerman & Rappaport 1988:726).

According to several authors more research is needed on the topic of youth volunteering (Haski-Leventhal et al. 2008; McBride et al. 2011), there is a particular lack of research from the developing context. This study will therefore provide new insights on youth empowerment in Uganda, which can serve as an interesting case of a developing country. The **purpose** of study is to investigate how volunteering in Uganda within non-governmental organisations are creating opportunities for youth empowerment. It is an embedded mixed methods study with a qualitative focus. The units of analysis in this study are youth organisations based in Kampala and the subjects are youth volunteer in these organisations. The four **research questions** used to answer the study's purpose are:

- 1) What are the driving forces for youth to engage in non-profit organisations?
- 2) In what ways do youth relate their personal development to their non-profit engagement?
- 3) How do youth volunteers experience their role within the organisation and their possibilities to influence the organisation's work?
- 4) How do youth perceive their non-profit engagement's impact on the community?

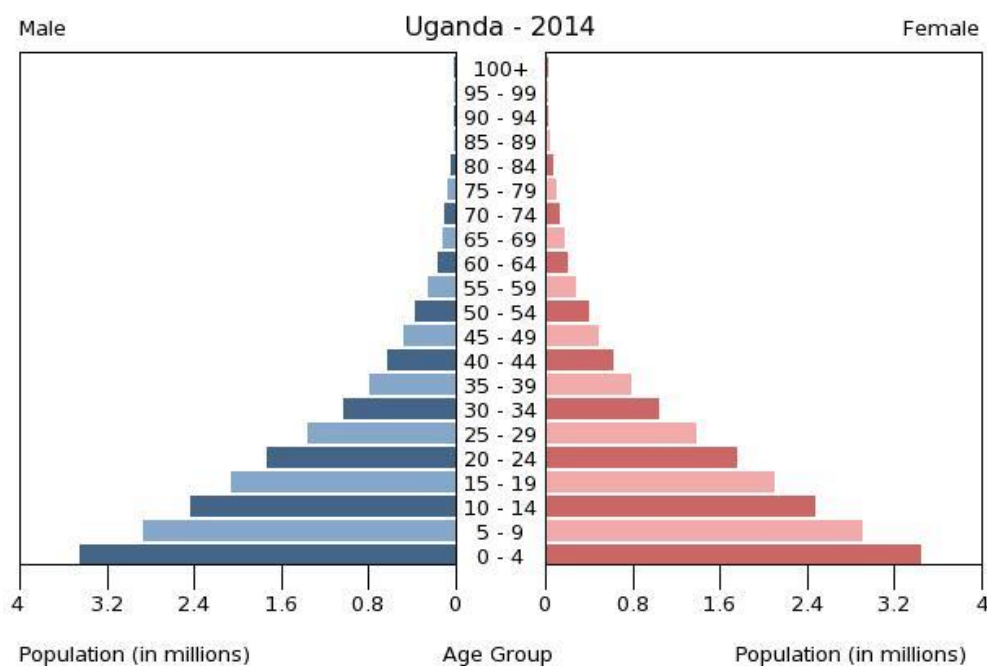
The study will discuss empowerment in terms of perceived empowerment, since it is taking the perspective from the respondents. The definition of Empowerment used in this study is based on Zimmerman (1995) empowerment concept and states: empowerment is a process in which you gain control over your own life and get a critical understanding of your environment. This study is not investigating empowerment over time, due to its limited scope. Youth in this study is defined according to the Government of Uganda's definition as 18-30 years old. Youth organisations are Non-Governmental Organisations (NGO) who target youth as their beneficiaries. When referring to volunteering this study is discussing the structured forms of volunteering within NGOs in contrast to the unstructured ways of for example helping a neighbour. This study will use volunteering and non-profit engagement interchangeable. In addition, this study focuses on Ugandan volunteers and does not include volunteers coming from abroad.

An overview of youth's situation in Uganda follows this section and provides a brief background of the context in which youth volunteers operate. Section three, the literature review, presents findings and theoretical discussions from previous research to give a background to research on volunteering. The theoretical framework in section four presents the tools and frameworks used to guide this study. The fifth section is the methodological discussion which is followed by the analysis. The study is concluded in section seven.

2. YOUTH IN UGANDA

Uganda has a population of over 34 million people with the fifth highest growth rate, 3.32%, in the world and a the total fertility rate of 6.06 children born/women, the fourth highest in the world (CIA 2014). The pyramid, in Figure 1, illustrates Uganda's young population. 21.3% of Uganda's total population is youth, 18-30 (UBOS 2010:7). The youth population in Sub-Saharan Africa is expected to continue to grow rapidly, resulting in the highest in the world (Bartlett 2010:308).

Figure 1: Population Pyramid of Uganda



Source: (CIA 2014)

With a growing young population, Uganda is struggling to meet the educational, health, and employment needs of its youth (IYF 2011:1). Even though universal secondary education and post-primary education and training were introduced in 2007, the coverage of secondary schools is only about 15% in villages in the North and around 30% in the Central region (IYF 2011:5). Uganda also has the highest prevalence of poverty among its youth in the world (Banks & Sulaiman 2012:i). Being the largest portion of the population and accounting for half of the voters in Uganda, youth hold the key to their country's development (IYF 2011:4). However young people in Uganda often feel marginalised and manipulated by the political leadership (IYF 2011:4). Even though youth see their potential to contribute to community decision-making and development, there are only a few opportunities for them to participate in decision-making (Banks & Sulaiman 2012:9).

80% of Uganda's unemployed are youth (IYF 2011:8). The unemployment rates among youth in Uganda vary depending on the source and ranges from 32 to 44% (Young Leaders Think Thank 2011:4; Banks & Sulaiman 2012:75). There are a number of reasons for the high youth unemployment. First, there is a lack of jobs in Uganda. It is estimated that there are 8000 jobs per year for 40,000 students graduating (Mwesigwa 2014). Second, there is a gap between what is taught in school and the skills needed for employment (Young Leaders Think Thank 2011:4; IYF 2011:19). Third, there is an overemphasis on work experience and a lack of apprenticeship

schemes (Young Leaders Think Thank 2011:4). Fourth, there is discrimination in the job allocation according to youth in Uganda who feel they are being treated differently because of their age (Banks & Sulaiman 2012:53,57). In addition, due to corruption it is often needed to bribe someone to get a formalised paid job (IYF 2011:17; Banks & Sulaiman 2012:56). The exploitative environment for youth on the labour market is causing youth to work unpaid for a long time, for example as volunteers, without allowance to cover lunch and transport (IYF 2011:x). Employers are recognising the importance of gaining experience through internships and volunteer work. It is still the main source of youth to gain work experience, practical skills and social networks (IYF 2011:18f).

Youth Engagement is one of three focus areas in the United Nations Development Assistance Framework (UNDAF) Action Plan 2010-2014, a programme document between the United Nations Country Team in Uganda and the Government of Uganda (United Nations 2009). Up to this point both the Government of Uganda and NGOs have failed to sufficiently target youth (Banks & Sulaiman 2012:2). The Government of Uganda has neither developed the national policies on youth employment nor finalised the revised National Youth Policy (2011-2016) at the time of writing. Human Rights Watch (2012) is also reporting that research and advocacy organisations in Uganda are facing increasing harassments by the Government of Uganda.

3. LITERATURE REVIEW

The literature review has found there to be limited number of previous studies on volunteering in the context of Uganda and SSA. Therefore this literature review had to look beyond the context of SSA; the origin of each study will be presented in relation to its result to highlight the contextual differences. In general, the majority of previous literature concludes that volunteering to have a positive effect on the individual, the organisation and the community. This section will discuss three aspects of previous literature: the motives for volunteering, the benefits volunteering have on the individual and the interpersonal and community relationship within volunteering.

According to Butcher (2010:91) volunteering is more contextual than commonly understood. Local customs and cultures are important when talking about how individuals set the pace for their volunteering (Ibid). Hence, there are difficulties in comparing volunteering in developing countries and in the Western world (Butcher 2010:93). The different features of volunteering are therefore linked to the social, cultural, economic and political developments in the country (Patel 2007:7). The contextual differences in volunteering are also caused by the different levels of development (Butcher 2010:101). The civic service programmes in Southern Africa also need

to fill the gap between the educational system and the skills needed for employment (Butcher 2010:94).

The existing previous literature on volunteering in SSA has found civic engagement and service to be deeply rooted in the history and culture of the African context (Patel 2007:7). Traditional cultural beliefs encourage solidarity and collective responsibility (Ibid). Youth in Uganda are becoming more and more involved in the country's civic and political processes, and have a strong desire to assist a neighbour in need. 60% of youth are engaged in civic activities, for example: helping disabled and elderly, involvement in church activities, engagement in health-related sensitisation campaigns, and involvement in school clubs (IYF 2011:6f). According to a similar study by the international NGO BRAC, 40% of the participants had participated in voluntary activities during the past year, with youth in Kampala being most active in voluntary activities (Banks & Sulaiman 2012:32).

3.1 Motives for Volunteering

Generally the motivation for volunteering is divided into two categories: the egoistic and the altruistic. However, previous literature has found the reality to be more complicated and the motivation often include more than one reason (Holdsworth 2010). Youth have presented complex and multileveled motivation to volunteer, combining altruistic and egoistic motives (Haski-Leventhal et al. 2008:840; Cornelis et al. 2013:462).

A study in England concluded that the main reason for volunteering among students is employability and those who seek to increase their employability are often searching for more structured activities (Holdsworth 2010:434). Research in Malawi gave different results, which could be explained by the different context (Moleni & Gallagher 2007). Many of the volunteers were poor and the stipend offered to the volunteers were the main motivation together with increased opportunity for employment through skill development and work experience (Moleni & Gallagher 2007:46). The volunteer group, making social contact and meeting new people were some of the most important motivations for the youth volunteers in Israel (Haski-Leventhal et al. 2008:844,848). A study of volunteering in Southern Africa found cultural and religious motives of serving and benefiting the community and society as high motives (Patel 2007:14). In addition, the study also highlighted the individual benefit among youth of developing skills and gaining work experience as motivations (Ibid). To help others and to be helpful to society was the top motive in a study in France, with the second highest motivation of making friends (Prouteau & Wolff 2008:322). Looking at the presented studies the motivation for volunteering is not always contextual, for example the studies from England and France yield opposite results.

Nevertheless, the studies in Southern Africa and Israel had contextual aspects which differed from the European studies.

3.2 Individual Benefits of Volunteering

A volunteer is often viewed as someone who contributes time to helping others without receiving anything in return, however it is widely believed that helping others is as beneficial for the volunteer as the beneficiaries (Moleni & Gallagher 2007:47; Patel 2007:16; Musick & Wilson 2000:141). The literature in this section, apart from one which is clearly stated, is from developed countries.

Through civic engagement youth has found to develop skills in leadership, problem solving, and speaking (Zeldin et al. 2009:4; Schwartz & Suyemoto 2013:350,353). The volunteering experience have shown to help youth turn inward and engage in self-reflection (Nenga 2010:315). Volunteering is self-confidence building, since youth are able to try new things and deal with difficult situations (Schwartz & Suyemoto 2013:353; Holdsworth 2010:434). According to a case study of one youth volunteer in India the volunteer experience had tremendous change in the volunteer's persona, both in terms of confidence and a shift in moral perspective (Bhangaokar & Mehta 2012). The level of involvement can influence the benefits gained, for broader impact a deeper involvement was needed (Schwartz & Suyemoto 2013:354). Through being actively involved in the society youth gain agency and a sense of belonging (Zeldin et al. 2009:4). Similar findings was made by Schwartz and Suyemoto (2013:351) which found that participation in action played an important role for the youth to see themselves as agents of change and increased their feeling of empowerment. Musick and Wilson (2000:153) argue that these learning outcomes could also be a result of one growing older. As previously discussed youth is a transition period where many different aspects of life are changing and influencing one's development. Volunteering in this case is providing opportunities which are not present in other parts of the youth's lives.

3.3 Interpersonal and Community Relationship

Apart from the individual benefits the social component including; the relationship to the other members of the organisation and to the community is also highly relevant for this study. Through volunteering youth get to meet people different than themselves (Nenga 2010:315). The social aspect has shown to be highly important for the volunteers in a study of youth who volunteer at drop-in centres for youth at risk in Israel, both as a motive to volunteer and a reward (Haski-Leventhal et al. 2008:843). This also impacted the satisfaction and commitment among the volunteers (Ibid). Prouteau and Wolff (2008:314) also found that volunteering was a way to build friendly relationships.

For youth volunteering the relationship with adults also becomes highly relevant. If adults are to provide ongoing guidance and training, space for informal socialising, and responding to the needs of the youth and respect youth, the adult-youth relationship has found to decrease risk behaviour among youth (Grossman & Bulle 2006:789, 794). Youth need to be able to take part in the organisation's governance, however adults are not often ready to hand-over decision-making power to the youth (Zeldin & Calvert 2000:5; Anderson & Sandmann 2009:1). Youth are able to bring in a fresh perspective and energy into the governance process (Ibid).

By being civic engagement youth have noticed a difference on how they were viewed by others and they noticed an increased respect from people in the community (Schwartz & Suyemoto 2013:352). Increased feeling of empowerment and respect from others can increase engagement further (Schwartz & Suyemoto 2013:352). Through the volunteering youth have also been found to gain a greater knowledge about their community (Nenga 2010:315).

4. THEORETICAL FRAMEWORK

The theoretical framework consists of three parts to help to answer the four research questions. The Functional Motivation theory, by Clary and Snyder's (1998; 1999), discussing motives of volunteering, is used to help answer the first research question. For the other three questions two theoretical frameworks are used. First, Zimmerman's Psychological Empowerment theory is used as a connection to the broader empowerment debate. Second, the Critical Youth Empowerment (CYE) framework is used as a guide through the data collection and analysis.

4.1 Functional Motivation Theory

There are many theories and understandings behind the reasons for volunteering, and the motives are often divided into egoistic or altruistic motives. The theoretical framework for the first research question is based on a model which includes six different functions: values, understanding, enhancement, career, social, and protective (Clary et al. 1998). These are further explained in Table 1 below. The model is chosen because it includes a broader perspective and reasoning on the motives for volunteering. Clary et al.'s (1999:156) functional approach address the personal and social processes which initiate, direct and sustain action. According to the model people can engage in the same activities but to fulfil different motives (Ibid).

Table 1: Definitions of the Six Functions

Function	Definition
Values	The individual volunteers in order to express or act on important values like humanitarianism.
Understanding	The volunteer is seeking to learn more about the world or exercise skills which are often unused.
Enhancement	One can grow and develop psychologically through volunteer activities.
Career	The volunteer has the goal of gaining career-related experience through volunteering.
Social	Volunteering allows an individual to strengthen his or her social relationships.
Protective	The individual uses volunteering to reduce negative feelings, such as guilt, or to address personal problems.

Table been modified from (Clary & Snyder 1999:157)

4.2 Psychological Empowerment Theory

Today the concept of empowerment is widespread and used in different ways, the theories are many and the concept is regularly debated. Within empowerment theory there is a clear distinction between individual psychological empowerment and community empowerment (Rissel 1994). Psychological empowerment can be defined as gaining greater control over ones lives, in which greater empowerment does not mean less power for someone else (Rissel 1994:41). Collective empowerment on the other hand is a group phenomenon and includes the increased psychological empowerment of the community members (Ibid). This study uses the Psychological Empowerment theory by Zimmerman since it refers to empowerment at the individual level of analysis (Zimmerman 1995:581), which is the focus in this study.

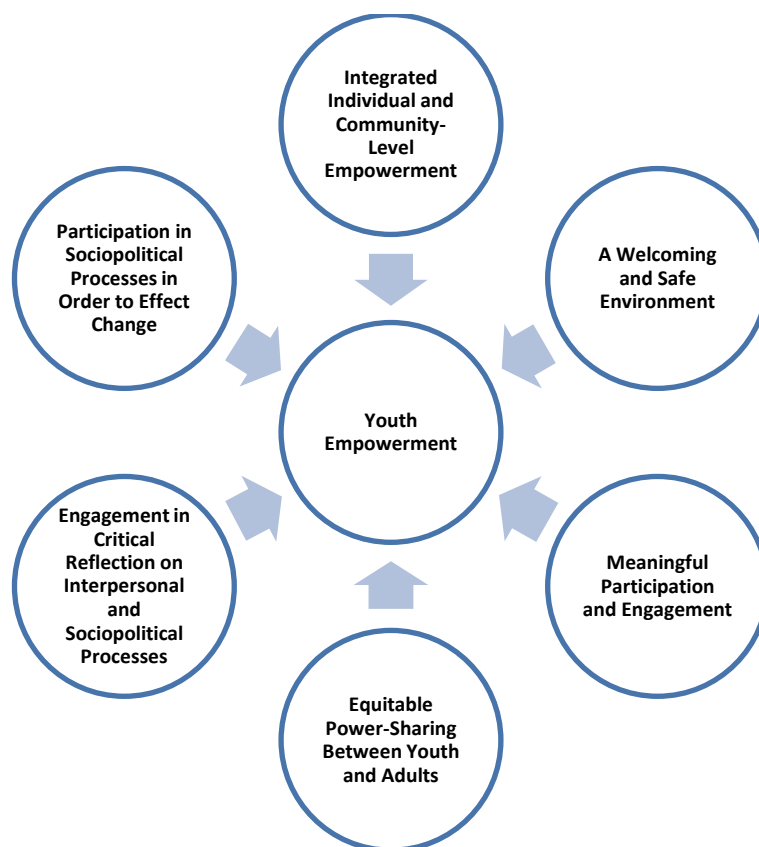
The Psychological Empowerment theory consists of three parts: the intrapersonal, the interactional, and the behavioural (Zimmerman 1995:588). The intrapersonal component refers to how people see and think about themselves, it includes domain-specific perceived control, i.e. one's ability to exert influence in difference parts of life: family, work etc, and self-efficacy, motivation to control, perceived competence, and mastery (Ibid). Hence, the intrapersonal component concerns perceived control, competence, and efficiency (Zimmerman 1995:589). The interactional component refers to people's understanding of their community and related socio-political issues (Ibid). The last component, the behavioural component refers to action taken to directly influence outcomes, for example, taking part in activities which would lead to empowerment outcomes (Zimmerman 1995:590).

Empowerment can be discussed in term of either a process or an outcome. According to Zimmerman (1995:583) empowerment processes are those were people create or are given opportunities to control their destiny and influence their own lives. An empowerment outcome is the result of the empowering process and refers to the specific measurement operations (Zimmerman 1995:585). Since this study is investigating how volunteering is an opportunity for empowerment it is therefore considering volunteering as an empowerment process and will not measure the empowerment outcomes. These empowerment processes include, for example, develop and practice skills, learn about resource development and management, work with others, expand social network and develop leadership skills (Zimmerman 1995:584).

4.3 Critical Youth Empowerment Framework

As mentioned, the second, third and fourth research question has been guided by the *Critical Social Theory of Youth Empowerment* (CYE) developed by Jennings, Parra-Medina, Hilfinger Messias, and McLoughlin (2006). The CYE is built on four conceptual models of youth empowerment (Chinman & Linney 1998; Kim, S. et al. 1998; Cargo et al. 2003; Wallerstein et al. 2005) and participatory research with community youth organisations (Jennings et al. 2006:33). The CYE framework was chosen since it was designed to be used as a frame of reference for creating opportunities for youth empowerment (Jennings et al. 2006:52), which coincide with the aim of this study. In addition, since the CYE framework has been developed from four models it includes more different aspects than other models, resulting in a more extensive view on youth empowerment, see Figure 2 for the components of the framework. When applying the model to this case study a number of limitations of the theory were identified and these will be discussed throughout the analysis.

Figure 2: The six dimensions of Critical Youth Empowerment Theory



Source: Model created by author

Meaningful Participation and Engagement

As a part of CYE, youth need to have the opportunity to engage in meaningful activities in which they can make a contribution, but also where they are also given the possibility to learn and practice important leadership and participation skills (Jennings et al. 2006:43). Youth also need to engage in activities relevant to their own lives. A meaningful participation can also contribute to more sustainable and prolonged engagement (Ibid). Meaningful engagement creates opportunities for the youth to develop their identity, increase sense of self-worth, and enhance self-efficacy (Chinman & Linney 1998).

A Welcoming and Safe Environment

An environment where youth feel valued, respected, encouraged, and supported is a key to CYE (Jennings et al. 2006:41). Consequently, youth need to feel comfortable and have the opportunity to share their feelings and take risks. It is an environment where youth have the freedom to be themselves, express their creativity, raise their opinions and have fun in the process of doing so (Ibid). A welcoming and safe environment is one in which youth feel

ownership and are supported, by adults, to move beyond their comfort zone, and to experience both success and failure (Ibid).

Equitable Power-Sharing between Youth and Adults

Within the CYE framework an adult leader should support youth without dominating to achieve shared power between youth and adults, which is a key for youth empowerment (Jennings et al. 2006:45f). Youth need to be able to take part in leadership roles to develop their leadership skills. To be able to do this the adults must share their power with youth, by for example assigning youth participants to committees. However, it is not easy to reach the level of shared power between youth and adults, something which requires flexibility and facilitation (Ibid).

Integrated Individual and Community-Level Empowerment

Youth empowerment programmes needs to provide opportunities for development at both individual and community levels, and these two levels are connected (Jennings et al. 2006:50). Empowerment at the individual level should also have positive effects on the community level (Jennings et al. 2006:49). Jennings et al. refers to Zimmerman's Psychological Empowerment theory and emphasise that an empowerment process at community level includes access to resources, tolerance for diversity and open governance structures (Ibid).

Engagement in Critical Reflection on Interpersonal and Sociopolitical Processes

Critical reflection is an important part within youth empowerment; even though it is a dimension often not included in youth empowerment models (Jennings et al. 2006:46f). According to the CYE, if you are not critically aware of the visible and invisible structures and processes within social institutions, empowerment is not possible. Youth programmes often focus more on activities and less on reflection (Ibid).

Participation in Sociopolitical Processes in Order to Effect Change

Involvement in activities which includes engagement in sociopolitical processes and social change is essential to CYE (Jennings et al. 2006:48). Within the CYE youth are not empowered if they do not have the capacity to address the structures, processes, and social values and practices issues. Hence, they need to be able to influence and take part in social change efforts (Ibid).

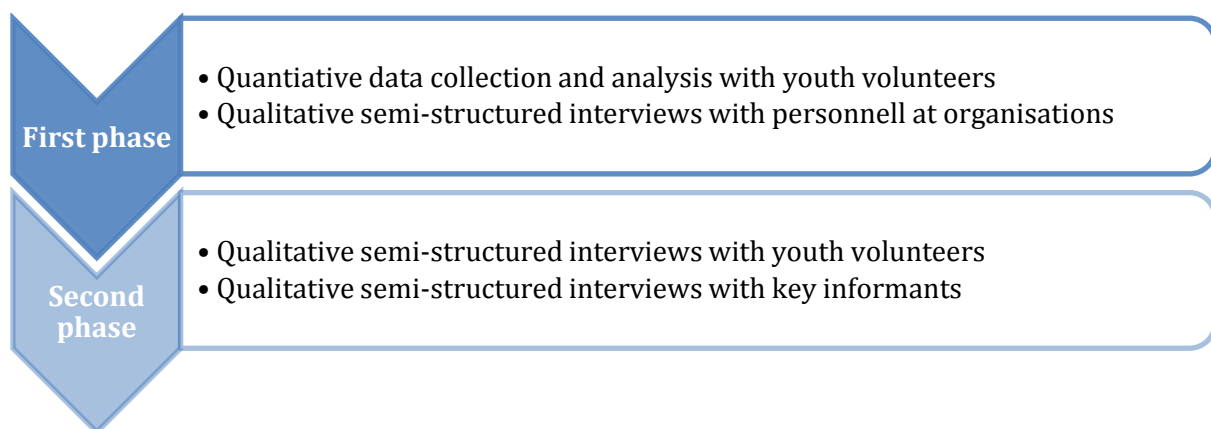
5. METHODOLOGICAL SECTION

5.1 Methodological Approach and Research Design

This study used a deductive approach, a method used when researching a particular aspect of social life is researched to test the strength of theories (May 2011:30). The theorising perspective is explicit since the theoretical framework has acted as an orienting lens throughout the study (Creswell 2008:8). The theoretical framework shaped the types of question asked and how data was collected. The limitation of the deductive approach is that aspects not covered in the theoretical framework will be hard to deduct.

As already mentioned, this is an embedded mixed method study with an emphasis on qualitative data. The embedded design is defined as a mixed method in which one data set is used to provide support to the primary data set (Creswell & Plano Clark 2007:67). In my study the quantitative data has a supplemental role to the qualitative data. This method is used when the primary data set is not enough to answer the research questions (Ibid). Since there is a lack of data on volunteering the quantitative survey provided important information on the structures of volunteering in Kampala, for example length of volunteering periods. The information is both needed for the qualitative data collection and to support and understand the qualitative findings. The embedded research design is also useful when the research does not have the time, as the case for this study, for conducting complete quantitative and qualitative data collection (Creswell & Plano Clark 2007:70).

Figure 3: Illustration of the Study's Sequential Research Design



Source: Model created by the author

A sequential design was used for the youth volunteers, where the quantitative data collection was done before the qualitative (Creswell 2008:209). As Figure 3 explains, the first phase of this study was done to provide insight into youth volunteering, both through the quantitative survey

and semi-structured interviews with personnel from the organisations. The second phase consisted of the main data collection, the qualitative semi-structured interviews with the youth volunteers and the key informants.

This is a non-experimental case study of youth organisations in Kampala, following the methodology of a case study, hence the data has been collected using multiple sources (Creswell 2013:100; May 2011:234). By choosing to do a case study the issue of generalisation becomes relevant. Generalisation is defined as “*selecting a ‘representative sample’ in which the results reflect a wider population*”(May 2011:223). Case studies are often criticised because their findings are not possible to generalise. In response, many case study researchers argue it is never the intention (Gomm et al. 2009:98). By doing a case study this study will not be able to generalise beyond the case of study, instead this study will present and understand the complexity of the case (Creswell 2013:101). Yin (2003:10), on the other hand, argue that case studies are generalised to the theoretical proposition and not to a population, and by doing a case study the goal is to expand and generalise the theory, hence an analytic generalisation and not to ensure a statistical generalisation.

5.2 Sampling

The sampling of the respondents was done in several steps, a complete list of all respondents can be found in appendix 1. First, the sampling for the youth organisations was a purpose sampling, where they were selected to get a spread of focus area and size. Four of the organisations were chosen from a list of youth organisation existing in Kampala compiled by the United Nations Children’s Fund (UNICEF) Uganda after they been mapping youth organisations in Uganda. The last organisation was chosen based on recommendations. The interviewed staff were chosen on basis of their knowledge on volunteering in their organisation.

Since I used a sequential design the respondents within the youth organisations were selected in two steps. First, the survey was handed out at each organisation to all current active volunteers. The survey was handed out to between 90-100% of the total number volunteers within each organisation and the response rate was 100%. One question in the survey asked whether the respondent was willing to participate in an interview or not. The contact details were afterwards removed from the surveys to secure the anonymity. The interview respondents were sampled using a purposive strategy. Amongst the volunteers willing to participate in the interviews a number of respondents were selected representing a spread of age, gender, length of volunteering period, level of education and economic status. This was done within each organisation to be able to capture a range of different volunteering experiences. Length of volunteering was chosen since the survey indicated a high difference in volunteering periods.

Level of education and economic situation were chosen to get perspectives from people from different groups in society. However, at one organisation convenience sampling was used for two out of three interviews since the respondents I intended to interview were not present. The sampling for the semi-structured interviews with the youth volunteers varied between 25-50% of the total number of volunteers at each organisation, which in absolute numbers was between 2 and 4 volunteers per organisation.

5.3 Methods of Data Collection

5.3.1 Survey

A survey was developed with the purpose of receiving background information on non-profit engagement and the youth respondents' characteristics. Apart from background question on the profile of the volunteering the questionnaire also included derived from the theoretical framework. The survey contained seventeen questions, see appendix 2, and took approximately 10 minutes for the volunteers to fill in. In total, 40 volunteers filled in the survey during December 2013; three surveys have been removed from the sample since the age of the respondents was not within the scope of this study.

5.3.2 Semi-Structured Interviews

All interviews were semi-structured to give the respondent the possibility to further develop and outline their answers, but also to be able to ask follow-up questions (Mikkelsen 2005:89). Interviews were done with three different groups: staff at the organisations, youth volunteers and key informants.

Informant interviews with one key person at each organisation were conducted during the same period of time, December 2013, as the surveys were handed out. The key personnel were in three cases the head of the organisation, one human resource manager and the last was the volunteer coordinator. The purpose of these interviews was to collect background information on how the organisation work with volunteers, and to also get the perspective from the organisation, see appendix 3 for interview guideline.

The aim of the semi-structured interviews with the youth volunteers was to get a deeper understanding of the young people's perception of their empowerment and engagement. See appendix 4 for the interview guide. The interviews with the youth volunteers were conducted during January 2014. A total of 15 interviews were conducted and they were on average 20-30 min long. A majority of the respondents were university students or graduates and therefore were comfortable in conducting the interviews in English. For the interviews conducted in low income areas, where the level of English generally is lower, I had an interpreter with me.

However, only two respondents chose to use the support from the interpreter. For these interviews I am taking into consideration that the translator could have included his own opinions or simplified the respondents' answers. Nevertheless, the translator made it possible for the respondent to express themselves in their own language and made them feel more comfortable.

Towards the end of the data collection, end of January 2014, three interviews were conducted with key informants, see appendix 5 for interview guide. The key informants consisted of Ian Ellis, Volunteer Coordinator at the international NGO Volunteer Service Overseas (VSO), Helena Okiring, working at an umbrella organisation for youth organisations, and Maureen Wanyama, member of the National Youth Council for Central Region. The National Youth Council is an initiative by UNICEF and Minister of Gender and Social Development which has gathered 35 youth organisations to achieve a stronger voice towards decision-makers (Interview Maureen). These were selected through recommendations and snowball sampling.

5.3.3 Observations

The purpose of the observations was to get a comprehensive picture of the object of this study using other source than the respondents own words (Gillham 2008:7), for example I was able to observe the relationship between the adults and the volunteers. The observations were done as *an observer as participants*, where I was outside the group observing on a distance (Creswell 2013:167). Before entering the field the intention was that the study would include a bigger proportion of observations, but after visiting the organisation this was limited due to two reasons. First, the different mode of work made at each organisation made it difficult to make observation in a similar matter at each organisation. Second, the volunteers within each organisation were spread in different offices and departments, which would require a lot of time to observe the respondents work. In the end, when I visited the organisations, during the interviews and through being in the field for three months prior to the data collection I have conducted and documented observations.

5.3.4 Secondary Data

Apart from previous literature and reports I also got access to a data set from UNICEF and their project U-report. U-report is an SMS-based system which gathers the opinions and ideas from youth in Uganda. On the 20th of November 2013 the question: "*Hi Change Maker! Are you or have you been part of a volunteer organisation? If Yes, which one?*" was sent out to 245,882 participants all over Uganda, a total of 20,313 responded, a response rate of 8% (U-report 2013).

5.4 Data Analysis

Data analysis was done using three different methods. First, before the analysis was done the data was cleaned. The quantitative data was analysed using SPSS. Since the study has a low sample size I decided to only use it for univariate analysis and draw conclusions based on the sampled respondents. Analysis, in terms of bivariate and multivariate, beyond that would include too much uncertainty and therefore would not be possible. In addition, finding correlations was not the focus of this study.

Secondly, the U-report data was analysed using Microsoft Excel, in which the responses from Kampala district was extracted and the data was cleaned and coded in to “Yes” and “No” responses, ending up with 1237 responses for Kampala district. The frequency of the response was calculated and visualised in a graph in relation to age, see analysis. A limitation of the U-report data is the low response rate compared to other surveys, but since there are many participants you receive a high number of responses anyway.

My study is using what Creswell (2013:199) defines as direct interpretation, when you are looking at the case in a single point in time. By pulling the data apart and putting it back together one can see patterns and correspondence. The qualitative data was analysed using what Creswell (2013:182f) calls the data analysis spiral. First, the qualitative data was organised into text, then the transcripts was read through several times and at the same time I wrote memos in the margins. Based on these notes the coding started with a couple of interviews and then the coding was re-evaluated and put in relation to the theoretical framework. Afterwards all interviews were coded according to the new code book and done in the software program Nvivo.

5.5 Reliability and Validity of Data

Validity refers to when the researcher checks for accuracy of the findings by employing certain strategies (Creswell 2008:190). To increase the validity I used different methods of data collection and secondary data to triangulate findings. By using observations I was able to observe what the respondents did and not only what they said they did, which is according to Gillham (2008:1) increase the validity. At the end of my data collection I was able to compare and discuss the results of my study during the interviews with the key informants to increase the validity. In addition, Creswell (2008:190) mentioned stay longer time in the field to receive and in-depth knowledge of the context. Prior to the data collection I did a three month internship in Kampala with UNICEF’s Youth Engagement team which increased my knowledge in the topic and the Uganda context. A high reliability indicates that the researcher’s approach is consistent (Creswell 2008:190). I have used the same interview guide and survey throughout the data collection. The interviews were voice recorded to assure accuracy and all respondent

interviews were transcribed word by word. The same code-book was used throughout the data analysis to enhance the reliability of the study (Creswell 2013:254).

5.6 Ethical considerations

Being a white Swedish young female researcher creates some issues of positionality. First, being youth myself I believe had both positive and negative effects, I believe the youth respondents were able to open up more as they felt I was at their level. Some people might have thought I am not experienced enough to take the role as a researcher. Secondly, as I have been a volunteer and involved in non-profit engagement most of my life I had to reflect upon this throughout my data collection and analysis, to avoid integrating personal experience. Thirdly, when I have contacted the organisations they were willing to help me and they express it being of interest and relevance to them. At a few times I was also seen as a possibility for future funding opportunities. This was possible to maneuverer with the explanation by following the advice from Scheyvens (2000:129) to have willingness to share one's own experience and also the results of the study.

By conducting my research in a more hierarchal culture than Sweden I encountered power relation between the volunteers and the staff. England (1994:87) argues it is important to reflect upon the power relations within your research. For the power relations not to influence my study I had to emphasise to the volunteers that their responses would be anonymous. I had consent from each organisation to conduct my research. The names used in this paper are fictional and names of functions and tasks have been removed from quotes to keep anonymity. In addition I have chosen to not present the name of the organisations in this study, because it would otherwise be possible to identify the respondents.

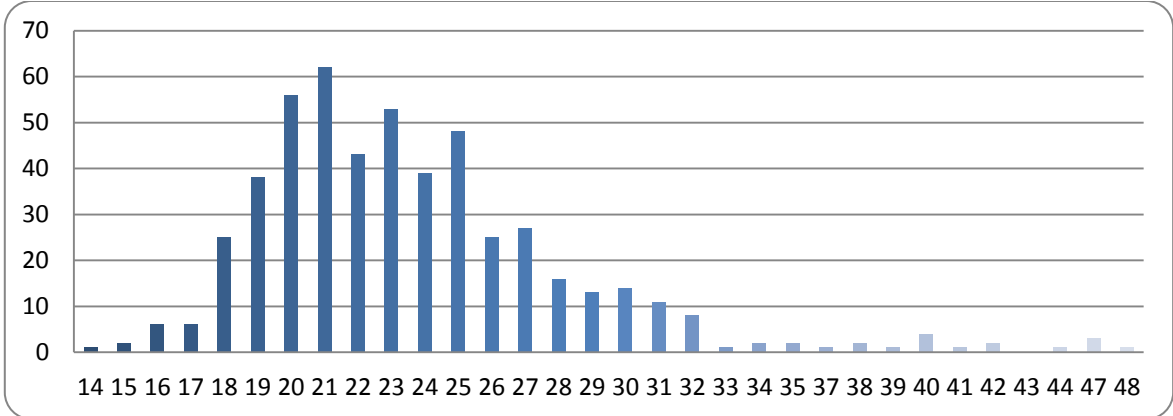
6. ANALYSIS

The empirical material will in this section be analysed in relation to the theoretical framework and previous literature. The section will start with given a short overview of youth volunteering in Kampala. The second sub-section will discuss the first research question on the driving forces for youth to engage in non-profit organisations, using the Functional Motivation Theory. The following sections discuss one component of the CYE each. The second research question on how youth relate to their personal development will be answered in the third sub-section. The fourth sub-section will discuss the third research question on how youth experience their role in the organisation and their possibility to take part in decision-making. The fifth sub-section will respond to the fourth research question on how youth perceive that their engagement is impacting the community.

6.1 The Case: Youth volunteering in Kampala

The secondary data analysed from the U-report system indicates that 61% of all its members within Kampala district are volunteering (U-report 2013). These findings are similar to the two previous studies in Uganda, which found it to be 60% (IYF 2011) and 40%, respectively (Banks & Sulaiman 2012:32). As Figure 4 illustrates most of the U-report members who are volunteering are within the age bracket of youth, 18-30 (N=855, Missing=382).

Figure 4: Number of U-reporters who volunteer in each age group in Kampala District



Source: Graph by the author based on data from U-report (2013)

The number of youth organisations in Kampala is unknown (Interview Ian, Maureen, Helena). According to Ian, a VSO Coordinator, the high number of youth organisations is due to the high unemployment rate. Youth are not able to find jobs and is therefore organising in group, indicating their high interest to do something about the situation (Interview Ian). In addition, Helena, working for a network of youth organisations, said that many of the youth organisations are informal due to the long and complicated process to register a NGO. The five organisations within my case study consist of two local organisations and three national organisations of various sizes, working both in Kampala and other parts of the country. The number of volunteers within each organisation differs from 4-12 and Table 2 presents the characteristics of the survey respondents (N=37).

Table 2: Characteristics of Survey Respondents

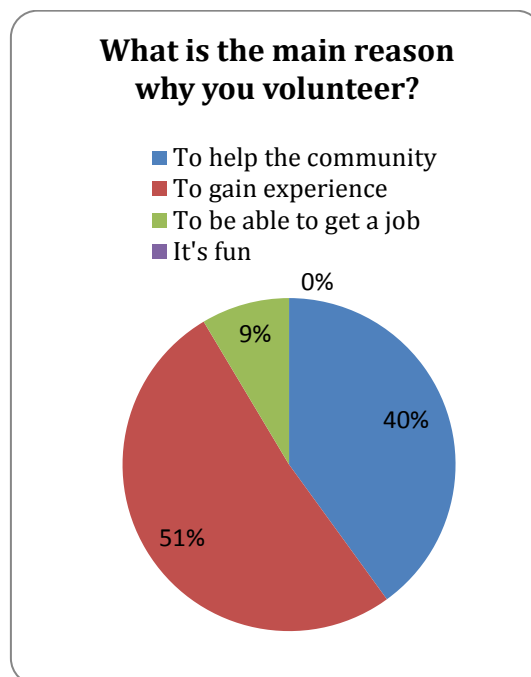
Average age	Median: 23,76 Mode: 24 Range: 19-28
Gender distribution	Male: 12 Female: 25
Education level	None: 5 Secondary: 8 High School: 6 Higher Degree: 18
Economic situation	Poor: 6 Lower Middle: 14 Middle: 13 Upper Middle: 4

Source: Survey by the author

6.2 Motivations for Volunteering

The Functional Motivation theory discusses six different dimensions of motives: values, understanding, enhancement, career, social and protective (Clary & Snyder 1999). These are discussed below in order of how often they were mentioned by the respondents. As Figure 5 presents *gaining experience* and *helping the community* were the top responses in the survey (N=35, Missing=2).

Figure 5: Survey Respondents Motivations for Volunteering



Source: Survey by the author

Career & Understanding

According to the Functional Motivation theory the *career* function includes motives of receiving career benefits (Clary et al. 1998:1518). The *understanding* function includes motivations to gain new learning experience and exercise knowledge, skills, and abilities which otherwise might go unpractised (Ibid). According to the survey 9% volunteered to be able to get a job and 51% to gain experience. However in the interviews these two functions were linked together, which is why they are being discussed together. The respondents volunteered to gain experience and practise skills to be able to get a job.

The Functional Motivation theory argue that volunteering is done when you want to develop skills that otherwise would go unpractised (Clary et al. 1998:1518). Volunteering was not always the primary choice for the respondents in this study, but the only option to get work experience. It was often a better-than-doing-nothing choice. One volunteer said:

“I am volunteering basically because I want to develop my career, if I sit at home I cannot do anything. It is risky for me to be home, because being here [at the organisation] I practise what I studied. You never know, something might come out of this.”- Maria, 26

By volunteering Maria felt there is a higher possibility for her to get a job compared to if she would be at home, where she would not be able to practise what she has studied. The desperation for experience also led the respondents to continue volunteering even though they did not feel valued and respected at the organisation:

“Though they don’t pay, at least I am getting experience. That is the best thing: I get experience, all I need is experience. Everywhere we used to go to ask for jobs, they are telling you how long have you been working and if you don’t have the experience we cannot give you the job.” – Joan, 25

The unemployment situation in Uganda has created a frustration and desperation among youth, which are doing anything they can to get the work experience the employers require (Young Leaders Think Thank 2011:15). Hence, unpaid volunteering has become a plan B when finding a job is not possible. In some cases, for example for Joan, the work experience is more important than feeling welcomed and appreciated at the organisation (Interview 7). Emmanuel, another respondent, felt lucky to have a volunteering position. In the interview he also talked about the difficulties of not having a job:

“You have to help your parents, because when a parent educates you they expect something from you. We get this small allowance but it is not enough with the expectations: you need to eat, move, and buy clothing, and if your mother or siblings get sick you have to treat them.” – Emmanuel, 23

Emmanuel felt he had the responsibility to support his family since he had an education, but he was unable to find a job and was therefore volunteering. At the time of the interview he had

been volunteering for almost a year. Banks and Sulaiman (2012:38) argues there is a high pressure in Uganda for young men to become financially independent and to support their families. The respondent experienced pressure from his family and it left him with a frustration of not finding a paid job.

The staff at the organisations also talked about career opportunities for volunteers in relation to the unemployment situation. In answer to the question of why youth volunteer one staff said:

“I think the main one is to get experience. But also because there is no work, after university there is no work, you have to search around for jobs. You find that it is sometimes good to be placed in an organisation, where you are able to perform and use your time.” – David, staff at Organisation C

David found volunteering increased the possibility for employment through, for example an increased network, which you would not get by waiting at home for employment. In addition, the organisation David worked for often recruited new staff among their volunteers. One observation made was that several staff started their careers as volunteers. As Ruth also said:

“In Uganda today, if you have volunteered somewhere, it is a good thing to have in your CV. I think it opens doors for so many.” – Ruth, staff at Organisation E

Volunteering is not always a first choice, was strengthened by the experience from two of the key informants on volunteering. First, Ian said:

“On the negative side, many young Ugandans do seek volunteering as there is nothing else to do. They will knock on doors to organisations and take any organisation they can find. That is partly to have something to do and partly as a mean to get a work. But it is so widespread because unemployment is so high.” – Ian, VSO Coordinator

Maureen, member of the Uganda Youth Coalition, said volunteering is a prerequisite for employment. As this study demonstrates, the unemployment situation for youth in Uganda has forced youth to find alternative ways for employment, often unpaid volunteer work. According to previous studies youth across all districts in Uganda identified unemployment as the biggest challenge and frustration (IYF 2011:17; Banks & Sulaiman 2012:23). Moleni and Gallagher’s (2007) study in Malawi and Patel’s (2007) study in Southern Africa also found youth to volunteer since it increased the opportunity for employment.

Values

This function, according to the theoretical framework, includes the altruistic and humanitarian concerns for others as the motive for volunteering (Clary et al. 1998:1517). As presented, 40% of the survey respondents chose this as their main reason for volunteering. Two of the respondents were talking about giving back to the community (Interview 9, 11), one of them said:

“When it comes to personal life: I have been an orphan, so I love to give back. Someone helped me and I feel like I have to give back also to the ones in need.” – Okello, 28

One respondent, Emmanuel, felt a need to help fellow youth due to the situation for youth in Uganda with and said:

“I want to help the youth and when you look at our population most of us are youth I think I need to help other people to make informed decisions.” – Emmanuel, 23

As previous discussed, the context is important for setting the scene for volunteering (Butcher 2010). In relation to this discussion, the findings of a study of volunteering in Southern Africa are highly relevant. The study had similar findings and found cultural and religious motives to serve the community, and societal benefits as common motives (Patel 2007:14).

A large majority of those answering *to help the community* in the survey were from the same organisation. This organisation differed from the rest since it was located in the outskirts of Kampala in a low income area. Through their volunteering the respondents directly helped the community in which they were living. Among the respondents who volunteered within larger organisations, a large majority had the main motive of getting experience and getting a job.

Social

According to the *social* motivation function people volunteer to be with and meet new friends, and to engage with people one looks up to (Clary et al. 1998:1518). A few volunteers talked about the social aspect of volunteering being a motivation to volunteer (Interview 1, 7, 8, 14). Joan said:

“It is because I love the job, I like working with these people.” – Joan, 25

Another volunteer, Brenda, started volunteering because she was introduced by a friend she liked. Mary thought the social aspect of volunteering was something which would help her in the future:

“Because I have got so many friends. [...]You get friends from big offices, from the police, the local council chairman.” – Mary, 28

Mary got to meet people and became friends with people in power, which she felt would help her in the future. The study by Haski-Leventhal et al. (2008) found meeting new people as the most important motivations for youth to volunteer. The social motive was present in this study, however not the most common.

Protective

Volunteering can also be done with the motivation to reduce guilt over being more fortunate than others or to address one's personal problems, the *protective* function (Clary et al. 1998:1518). One volunteer, Mary, felt a need to help others because she had been born in a good family and she had seen people in worse situations than her:

"I was born in a good family and I had everything. When I came out I found that there are some people who have it really bad. They need someone to go out and help." – Mary, 28

Since Mary didn't have enough money to donate she thought volunteering was her way to contribute to the community. The other part of the protective function, to volunteer with the motive to escape own problems was not mentioned by any of the respondents.

Enhancement

Clary and Snyder (1999:157) discuss the *enhancement* function in terms of when the volunteer grow and develop psychologically, for example feel better about themselves. One respondent, Grace, loved helping people and through serving she felt satisfaction and happiness:

"I really felt the passion of serving, so through serving I get the satisfaction within me, I feel happy." – Grace, 24

Even though development of the individual is the focus of this study, this particular aspect was not mentioned as a motivation to volunteer by the youth themselves.

In summary, the *career*, *understanding* and *values* function were most present in this study. Additionally, when the respondents answered the surveys it was difficult for them to select one main reason for why they are volunteering. During the interview the respondents also indicated several reasons for their volunteering, even though it was common to rank the motives, for example:

"I need experience first of all. Then it is the calling, I feel for the youth" – Emmanuel, 23

The findings of this study correspond to previous literature, since the motivation for volunteering are not straightforward and often include both egoistic and altruistic motives (Holdsworth 2010; Cornelis et al. 2013:462). In this study the respondents often mentioned gaining experience together with helping the community as the main reasons, which is the same result as Haski-Leventhal (2008) found in their study of volunteering in Israel.

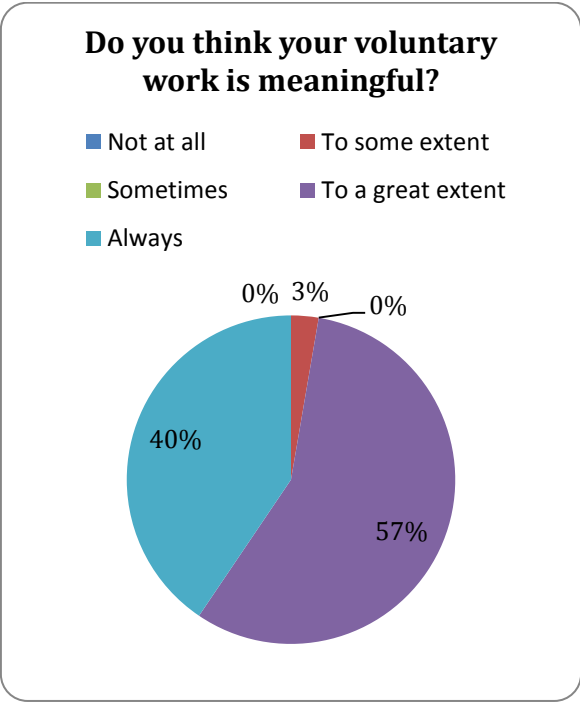
Three of the organisations in this study said the main reason for them to have volunteers was to increase the amount of staff at the organisation (Interview B, D, E). These organisations used volunteers as free labour; this will be discussed more later on in the analysis. The other two

organisations mentioned mentoring and empowerment of youth volunteers as important (Interview A, C). Due to the high unemployment rate among youth in Uganda, youth are forced to take any opportunity that presents itself in order to gain needed work experience. The Functional Motivation theory only discuss pull factors of volunteering, however this study has also found unemployment to be a push factor.

6.3 Meaningful Participation and Learning Outcomes

The CYE framework’s component *Meaningful Participation and Engagement Opportunities* emphasises the need for youth to be engaged in activities in which they are challenged, can learn and can practice leadership and participatory skills (Jennings et al. 2006:43). Close to a majority of the survey respondents, see Figure 6, thought their voluntary work were either *always* or *to a great extent* meaningful (N=37).

Figure 6: Responses on Meaningfulness of Voluntary Work



Source: Survey by the author

Jennings et al. (2006:43) highlight Kim’s (1998) finding that it is important for youth to develop their self-confidence and develop skills through their engagement. The building of self-confidence and self-esteem was also something the volunteers mentioned in the interviews. One respondent, Maria, did not feel comfortable talking in front of people when she started volunteering but later on it was something she did every day. By being put in new situations her self-confidence increased. She started to believe in her own capabilities to teach skills to others.

According to Chinman (1998) youth can develop positive self-identity, increased sense of self-worth, through meaningful engagement, which Maria did. Previous literature also found self-confidence to be built through volunteering (Bhangaokar & Mehta 2012).

As mentioned, the CYE framework argues that participatory skills need to be developed to enhance youth empowerment (Jennings et al. 2006:43). Meeting new people gave the respondents new insights. The respondents had often no previous experience of working together with new people. One volunteer started to like working in teams after she got to try it (Interview 13). Another respondent, Grace, talked about being more open-minded after she got to meet new people through volunteering:

“But with my volunteering experience I have met so many people with different ideologies. I am more open-minded now.” – Grace, 24

Another volunteer, Brenda, learned social skills through meeting new people:

“I know we are different people, we live in different lives, so we need to handle everyone different on how they are. So it [volunteering] has really taught me how to handle people differently” – Brenda, 24

Previous literature also found the social aspect of volunteering to be important and had similar results as this study. Through volunteering, youth get to meet people different than themselves, which often result in self-reflection (Nenga 2010:315). The social aspect could also impact the satisfaction and commitment among the volunteers. It was a motivating factor to continue their volunteering (Haski-Leventhal et al. 2008).

In addition to participatory skills, the CYE framework emphasise the need for youth to develop leadership skills (Jennings et al. 2006:43). One respondent said the following:

“I always want to work with people, especially if there are new people that have come into office, I always want to train them and pass on the skills the organisations have given me [...]” – Richard, 23

Before his volunteering he did not feel comfortable in a leadership position but afterwards he did. As demonstrates volunteering has given him the skills and confidence needed for him to feel comfortable in leading others and knowing his role in the team. Another volunteer also felt he was able to develop his leadership skills:

“We are given different tasks and everyone has a department.[..] So I am a leader there and if I am told to be asked to take place there I can explain, no-one can explain better than I in that department.” – Emmanuel, 23

Not all felt the same experience as Emmanuel. Another volunteer said:

“I have not have had so much opportunity of leading, other than leading myself.” – Miriam, 22

Even though Miriam did not feel she got the opportunity to lead, she believed she could lead herself and develop in other ways. Noting again, the volunteer experience is not the same for everyone. Previous literature, Zeldin et al (2009) and Schwartz and Suyemoto (2013), also found that the personal skills of leadership, problem solving and speaking skills were developed through youth civic engagement. The support from the organisation in developing leadership skills will be discussed in the next sub-section.

Moreover, in relation to personal development the volunteers talked about being able to control their emotions and temper.

“I have learned to be a master of my emotions and it is needed if you want to go far in this life.”
– Grace, 24

Through volunteering Grace has learned to take control over her emotions and temper, which she was not able to do before. Finally, the volunteers also pointed out more practical skills learned: computer, counselling and getting familiar with an office setting (Interview 1, 2, 4, 5, 7, 12, 14). The volunteers also gained knowledge in the theme-specific area they worked in, for example, HIV (Interview 5, 13, 14).

In summary, the respondents felt they were able to develop their skills and felt their engagement was meaningful. As previous literature discuss there is a gap between the educational system and the skills needed for employment (Butcher 2010:94). Through volunteering the respondents felt they were able to develop practical skills, one volunteer pointed out this gap:

“What you studied is not the same that you put in practise.” – George, 20

The result of this component of CYE is also in line with Zimmerman’s Psychological Empowerment theory, where he argues that volunteering develop skills in decision-making, leadership, speaking and is providing the setting for the development of Psychological Empowerment (Zimmerman 1995:594). More specifically the result of this study is in line with the intrapersonal component of Psychological Empowerment since it concludes that the process is increasing the competence level and the way one thinks about oneself (Zimmerman 1995:588). The youth respondents are gaining the skills and experience which motivates them to start volunteering. Members of volunteer organisations might have different motivations for choosing to participate, and therefore have different Psychological Empowerment (Zimmerman 1995:593).

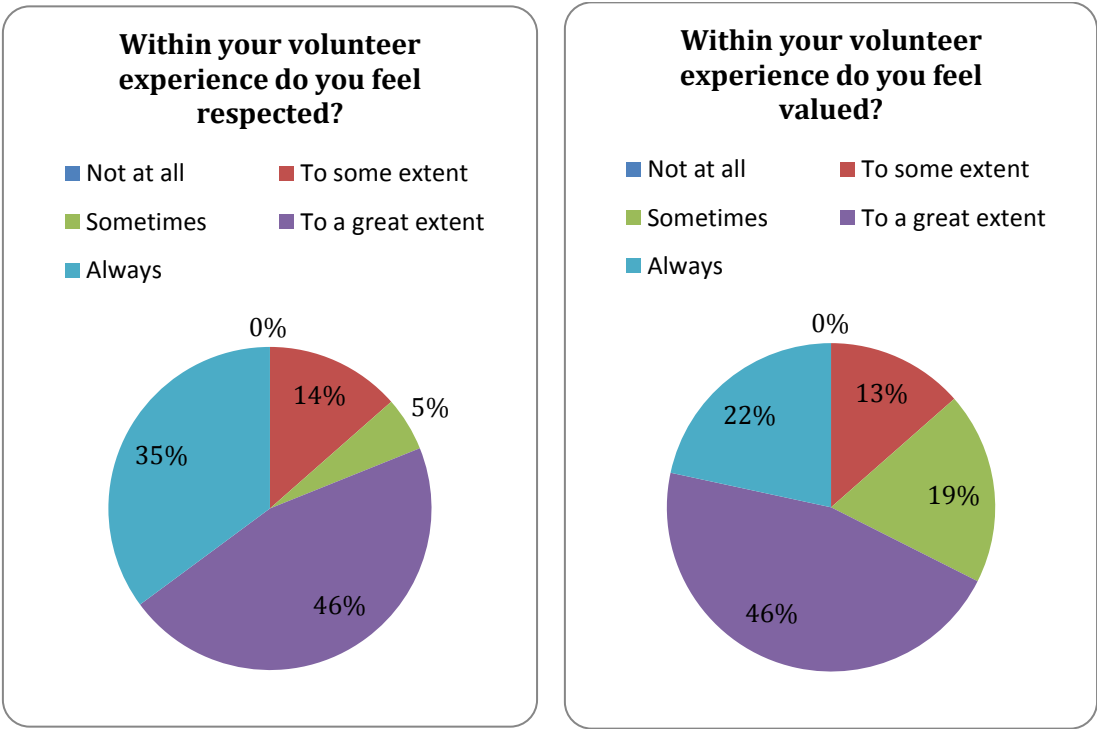
6.4 The Volunteer and the Organisation

6.4.1 A Welcoming and Safe Environment

As previously mentioned, the CYE framework defines the component *A Welcoming and Safe Environment* as a place where youth feel respected, valued, encouraged and supported. This would allow the youth to share their feelings, feel free to be themselves, express their opinions, try new skills and to have fun (Jennings et al. 2006:41). As previously presented, 0% of the survey respondents said they started to volunteer because it was fun.

As Figures 7 and 8 present, a majority of the volunteers did feel valued and respected *to a greater extent or always* (N=37). 19 and 32%, respectively, of the volunteers did respond *to some extent or sometimes* on all these questions, indicating that there is also a group of the volunteers feeling less safe and welcome in the organisation’s environment.

Figure 7 and Figure 8: Survey Response on being Respected and Valued



Source: Survey by the author

The volunteers felt valued when the organisation called them to hear how they were and how the work was going, when they got to hear a “thank you”, and when they received proof of their engagement (Interview 1, 5, 11, 14). Feeling valued was also connected with feeling needed and included:

“The ways I really feel valued is when I am taken for meetings. [...] If I am selected and if I like, they select me and they take me for trainings or I go and work in different field I really feel so valued.” - Brenda, 24

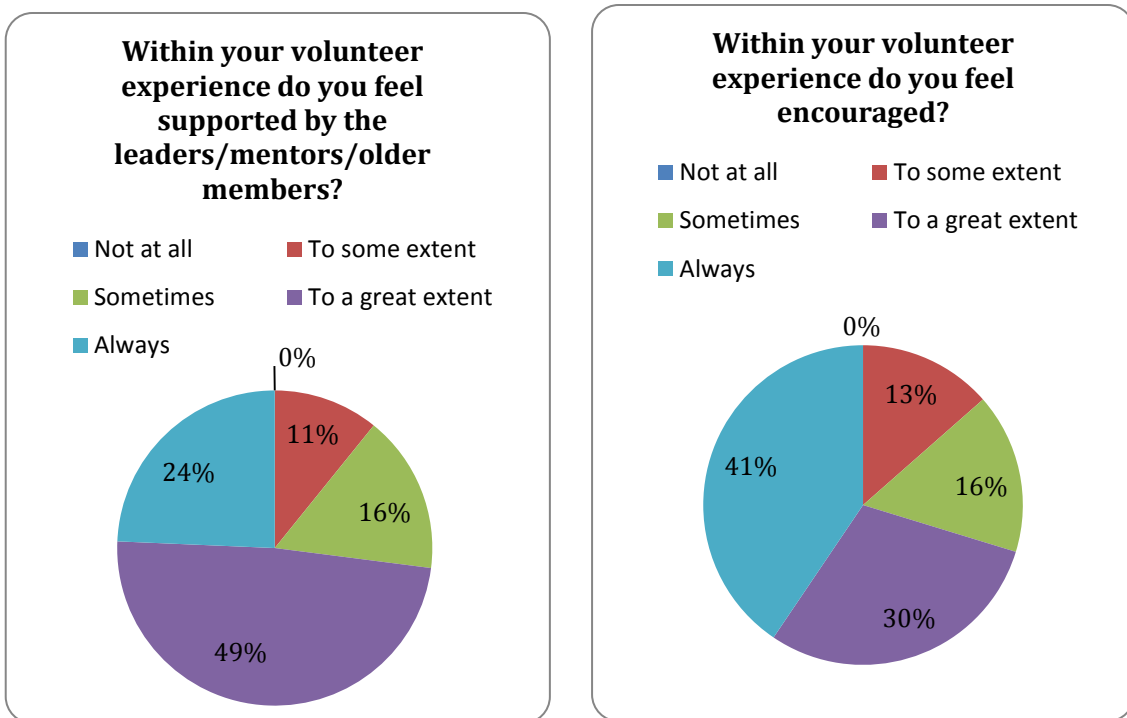
In addition to being included Brenda also felt valued when she was selected to go for trainings. Another volunteer also felt respected when he was able to go to meetings and get a chance to speak out (Interview 5). Respect for each other was referred to as something obvious and the respondents did not develop this further. All respondents did not feel as valued and respected in their volunteer work. One respondent said:

“They really undermine us because we are not full time employees there, so they kind of undermine the work we are doing. We are not valued because you find top bosses stepping on your head because they know you are just helping out so they are not really valuing you.” - Jackie, 24

By being a volunteer Jackie did not feel as a full person at the organisation, which made her feel less valued and respected. This also lowered her motivation to work harder.

For a welcoming and safe environment, according to the CYE framework, youth need to feel supported, encouraged and guided by adults (Jennings et al. 2006:41). As Figure 9 and 10 present almost three quarters of the survey’s respondents felt supported and encouraged *to a great extent* or *always* (N=37). The other quarter responded with *sometimes* or *to some extent*.

Figure 9 and Figure 10: Survey Response on being Supported and Encouraged



Source: Survey by the author

The level of adult support the interview respondents felt they receive varied, as present below the perceived support also varied within each organisation. One respondent said there was only one staff in the organisation she could get support and encouragement from (Interview 13). Another respondent had to book a meeting to get guidance, but felt supported anyway from the leader of the organisation (Interview 1). There were also volunteers who were happy about the support given, one respondent said:

“I feel supported by the leaders of the organisation; because every office is open for me to seek guidance, seek for assistance. If I feel that I was offended by someone and if I feel I can’t manage something it is always someone out there to talk to. I feel it is a family, it is like home.”
– Sharon, 24

By referring it to home, which is often associated to a safe place, it demonstrates that Sharon felt supported and comfortable in the organisation. As a part of the CYE framework youth need to be able to experience success and failure within a safe environment (Jennings et al. 2006:42). One volunteer felt that she was challenged to develop her weaker sides:

“They put me in the hotspot and then you have to find a way to work it out, and then I have learned how to lead. Prior to that I was not a leader. [...] Even with your weaker side he [the manager] tries.” – Grace, 24

Grace felt guided by the organisation which made her develop skills she was not comfortable with before. Another volunteer did not feel pushed enough by the organisation (Interview 8). Again, the experience is individual.

One respondent felt encouraged when she was chosen for a specific role, she would not otherwise be in (Interview 2). This made her self-confidence grow and she could also see herself as a role model for the community, which encouraged her to continue volunteering. The CYE framework says it is important for volunteers to feel they have ownership over what they are doing and to feel challenged and supported in doing so (Jennings et al. 2006:41). Previous literature also emphasised the importance of youth having control over the work they are doing (Anderson & Sandmann 2009:5f). However, one could question the extent of the ownership given to the volunteers, for example one respondent had been given the responsibility to oversee the administration of all projects within the organisation (Interview 2). The CYE framework argues that youth engagement should provide a possibility to learn and develop while receiving adult support to effectively harness this new power (Jennings et al. 2006:46). A large responsibility also comes with less room for failure. In addition, a large responsibility at the same level as the employed could be argued to be exploitation of free labour. Notwithstanding, high responsibilities are often leading to an increased learning process, as previously discussed. The respondent in this case enjoyed the responsibility (Interview 2).

The financial aspect of volunteering was often highlighted by the interview respondents (Interviews 1, 3-5, 10-12, 14, 15). According to the organisations' staff the volunteers receive financial allowance for lunch and transport (Interview A-E). The organisation did not have the resources to provide more financial support. For the survey question on financial allowance 19 volunteers responded "Yes" and 17 responded "No" (N=36, Missing=1). The contrasting answers could be explained by either the allowance being less frequent than the staff said or that the volunteers were not satisfied with the financial support. In the interviews the views on the financial support varied, one volunteer respondent said:

"We are not receiving any amount, but we are working to help the youth. We are not doing very well when it comes to money; we find difficulties in commuting every day. [...] At some point if you don't get facilitated I think we are going to be forced to move on to other places. If we are expected to perform there should also be some facilitation" – Emmanuel, 23

"I come here from Monday to Friday. I work for 10 hours a day and we have very little allowance, like a 100.000 [40 USD] a month. So for sure the money is not enough and it cannot do enough. Actually that is just transport and for sure it cannot work for the whole month." – Maria, 26

Maria continued to discuss the lack of financial allowance, which made her question if she should stay as a volunteer or not, similar to the discussion of Emmanuel. For one volunteer the lack of financial allowance made it difficult for her to come to work every day (Interview 7). Others felt the financial contribution kept them going (Interview 3, 12). Through volunteering, one volunteer felt his social network increased which also helped him financially:

"Financially how it has helped me. [...] There are those I can reach out to, I can borrow, they can trust me, they trust me with their money. I go to work and come back and pay them" – Okello, 28

The theoretical framework does not discuss the financial aspects of volunteering, but another study has also found that youth are working unpaid for long time, for example as volunteers, with only an allowance to cover lunch and transport (IYF 2011:x). In this study some of the respondents did not feel welcomed at the organisation and was not happy with the allowance, but remain at the organisations because they need the working experience. Half, 19 out of 37, of the survey respondents had volunteered more than two years within their organisation. As mentioned earlier, several of the respondents were working with the field they had studied. In these cases the volunteer experience is not a place to learn while studying but a place to gain work experience. According to Helena, the key informant, organisations often want to have volunteers with specific skills. Hence, organisations are using volunteers as part of the daily labour and using the situation on the labour market to acquire free labour. However, it is important to keep in mind that the organisations would not be able to pay the volunteers and

would have to limit their programmes if they did not have volunteers. The key informant, Ian, is summarising the situation:

“It is empowering for the individual but the organisations are much more providing these opportunities for their own needs.” – Ian, VSO Coordinator

Volunteering can be empowering for the individual but at the same time being exploitation of the situation from the organisations side. To work for free for a long time can be disempowering since one can start to question ones capabilities. However, in this case study the youth volunteers feel they have learnt and been empowered through their volunteering. The CYE framework does not bring up the negative aspects of youth engagement or situations of disempowering processes.

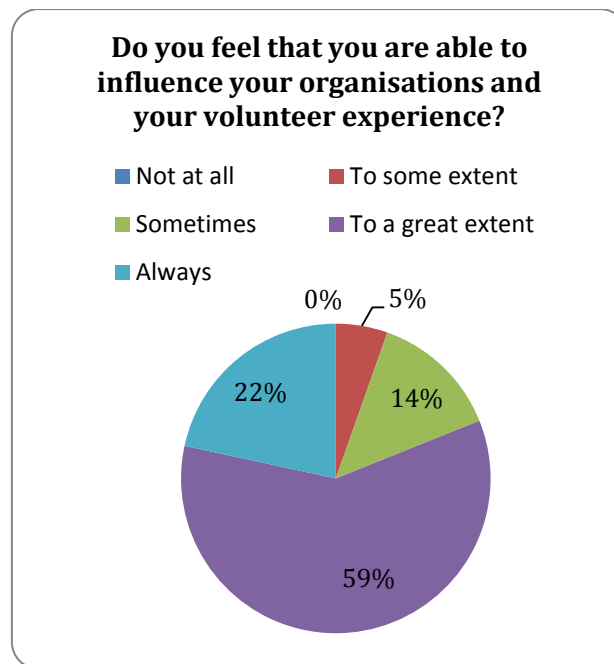
In summary and in relation to the first part of the third research question: how the youth volunteers see their role in the organisation. Overall the respondents felt safe and welcomed with the organisations, although there were a few exceptions and all had individual experiences. The adult support was often limited but also satisfactory for some of the respondents. The lack of financial allowance was a burning issue for the youth respondents.

6.4.2 Adult-Youth Power Sharing

The CYE framework argues that if youth empowerment is to be achieved within organisations, youth need to be part of the decision-making power. This can be done by sharing power between adults and youth (Jennings et al. 2006:44). In the CYE framework, the role of adults is to provide support and provide guidance for the youth in decision-making (Ibid).

The result of the survey, Figure 11, shows that a majority felt they could influence the organisation and their volunteer experience *to a greater extent* (N=37). A fifth responded with *sometimes* or *to some extent*.

Figure 11: Survey Response on Ability to Influence Organisation



Source: Survey by the author

Organised meetings provided a place for the respondents to influence the organisations and to be a part of the decision making (Interview 1, 4, 5, 12, 14). One respondent said:

“I can always influence this organisation, especially when we are in meeting and you push on something and it is implemented.” – Maria, 26

It differed to what extent the volunteers felt they were able to make influence during the meetings:

“They don’t accept some of your ideas that you bring about. Sometimes they don’t respect your ideas and some of them think you are young.” – Joan, 25

Joan did not feel able to influence the organisation. Different responses were also seen within the same organisation. One volunteer felt that her opinions were not important to the organisation and another respondent from the same organisation felt his opinions were respected at meetings (Interview 13, 15). Zimmerman (1995:585) also emphasise that volunteering is an individual experience.

The ability to influence was often within certain frames, one respondent said the following in response to if she was able to influence the organisation:

“Yeah I think I can, as long as I am guided. If I am having the correct guidelines, I think I can. Everyone has a say, but it depends on what he is saying; if it is right and if it is not right you are guided. You are guided, what you should have said should be a, b, c or maybe what you said is not in-line with the organisation. So I believe it is free and fair.” – Sharon, 24

Even though one respondent felt it was possible to influence it was seen as a long and hard process:

“Within the organisation they already have their plans and bringing in something new might be a bit difficult. They have already planned their work and something new is disturbing and it takes long for them to accept it.” – Richard, 23

The staff at the organisations were also asked how the volunteers were able to influence the organisation, one respondent answered with a quick “No” (Interview E). Others talked about making sure the volunteers are following the right path or the structure of the organisation (Interview C, D). Another said the youth volunteers could influence as long as they come up with a new project proposal (Interview A). One of the organisation managers said:

“We invite everyone as long as his timing is with good intentions and he is coming with constructive ideas and not destructive ideas, as long as he comes in to develop and uplift the standard of our organisation. [...] We democratically listen to everyone’s voice as long as it is beneficial and constructive to the assistance to the organisation.” – Ivan, staff at Organisation D

Even though the area in which the volunteers were able to influence was limited, none of the youth respondents pointed out this limited sphere of influence as a problem. Anderson and Sandmann (2009) also emphasise that leaders can limit the power of the individual and create a powerlessness in the individual which make them dependent on the leader. In this case empowerment is not reached as the individual cannot take part in the key decisions of the organisation (Ibid). According to Zeldin and Calvert (2000) youth seek the guidance and direction adults can offer. In this study, the youth respondents followed the frame set up by the adults. The organisation hierarchy between the leader, paid staff, and the volunteers, was present in several other ways. First, several of the volunteers wanted to make sure their boss knew they took part in the interviews. This could have limited their ability to speak freely but after making sure they understood that their name would not be linked to what they said, they spoke freely. Second, one volunteer did see a difference between them, the volunteers, and the staff at the organisation and did not feel they could influence as much as the staff. This immediately results in a power relation where the youth have less power than the adults:

“Somehow I am just a volunteer, it is the staff that supposed to present the complaint” – Miriam, 22

Concluded by the CYE framework shared power was more common in smaller, local sites where youth were fully engaged in the local community and the risks were lower than in larger organisations (Jennings et al. 2006:46). In this study the volunteers in smaller organisations were given a bigger responsibility, which in some cases led to being more involved in decision-making. Nevertheless, this did not result in shared power or leadership, and the volunteers did still see themselves as being below the manager in the decision-making process. Zimmerman

(1995:592f) discusses an interesting study which found the empowerment of the individual to increase even when they did not have any actual power to influence the decision. Instead the experience of working to influence, in this case the school policy, help built confidence and the intrapersonal component of Psychological Empowerment was increased. In addition, the people in this study gained knowledge of the school system (Ibid). The result can be linked to this case study and explain why youth felt they were able to influence despite restricted decision-making power.

In conclusion and in relation to the second part of the third research question, the result of the adult-youth power-sharing component in this study is similar to the fear of the CYE framework: youth are often given opportunities to develop leadership skills, but the roles given to youth often come with little decision-making power (Jennings et al. 2006:44). The respondents themselves often felt they were able to influence. The theory also highlights that in societies, as in Uganda where adults hold power and are responsible for decisions, it is a challenge to reach equal power-sharing between youth and adults (Ibid). If equal power-sharing was achieved it could result in new ideas. According to Zeldin et al. (2000:5) youth can contribute a lot to the organisation by bringing in a fresh perspective. Adults are not always ready for youth to be involved in the decision-making and instead keep the control over the process (Ibid), hence the situation in this case study. Previous literature found the positive effects of for adults of involving youth in decision-making power to be enhanced commitment, and understood the needs and concerns of youth. (Zeldin & Calvert 2000:8f). The organisation also benefited as youth felt more part of the organisation, the programmes improved, and the organisation was able to reach out to the community more effectively (Ibid).

6.5 The Impact on the Community

6.5.1 Integrated Individual and Community-Level Empowerment

According to the CYE framework, programmes which empower youth also need to provide opportunities for development at a community level (Jennings et al. 2006:49). Youth needs to get opportunities to engage in various sectors within the local community (Ibid). The CYE framework talks about youth empowerment programmes often offer civic service opportunities for youth, which volunteering does.

Civic service efforts, according to the CYE, gives the youth a stronger commitment to make the community a better place, stronger ties to the community and a greater understanding of people's needs (Jennings et al. 2006:49). During interviews the respondents talked about how they felt they are impacting the community. One respondent (Interview 11) could see how the community became safer after the organisation started to work in the area. The community was

happy with the change. Several of the volunteers did feel part of what the organisation achieved (Interview 1, 3-5, 7, 13); which was often visualised by them referring to the work done by the organisation as “we did”. One volunteer was happy to be part of the change:

“In what ways I feel part of this, because I have influenced it. I have been there since the inception. I have been there to bring in this change.” – Maria, 26

However, there were also volunteers in this study who did not feel part of the work the organisations were doing (Interview 13, 15). Both of them were from the same organisation, one said he was not reaching out to the beneficiaries and therefore did not feel part of the organisations impact. The respondents (Interview 1, 3-5, 6-9, 12, 13) talked about making a difference in the community when in directly contact with beneficiaries, one said:

“Through my work I think I am contributing. [...]For the little we have done I have contributed to the community. For the organisation for the years I have been here, it has been growing having so many youth that have come here. I think I have seen it grow.” – Mary, 28

A few of the volunteers (Interview 10, 11) had received response from the community on their impact. One respondent said:

“You are inspiring so many, so the community really feels this is our daughter. Even though you are not from that community they will feel you are their daughter who has brought our children together to give back to the community. You are empowering fellow youth at the same you are giving back to the rest of the community.” – Sharon, 24

Ian, one of the key informants, had also come across examples of people’s image in the community had changed as a result of volunteering; they were valued and looked at differently. Through civic engagement youth have noticed a difference on how they were viewed from others after their involvement and they noticed an increased respect from people in the community (Schwartz & Suyemoto 2013:352). This may be particularly important for young people in low-income settings (Schwartz & Suyemoto 2013:355). Four respondents from a low-income area said through volunteering they are becoming more popular in the community and are hoping this will give them more opportunities in the future (Interview 9-12). One of them said the view from the community varies: some think they volunteer because they cannot get a job and others appreciate what they are doing (Interview 10).

There is a dual benefit of youth volunteering since both the community and the volunteer is benefiting (Moleni & Gallagher 2007:47; Patel 2007:16). It is not clear why volunteering keeps young people out of trouble, maybe due to the informal social controls and supervision or because it teaches young people social values (Musick & Wilson 2000:150). One of the volunteers said, referring to volunteering:

“It has empowered me a lot because I don’t think I am on the side of violence. I don’t think a man will stand and beat me.” – Jackie, 24

Jackie did bring up the gender aspect in a distinctly way. She felt that through volunteering she has developed and been empowered to withstand gender based violence. The CYE framework does not include a gender aspect to youth engagement and empowerment, which is a limiting factor both to the theory and the study.

As previously stated this study has a limited scope and is not investigating the impact on the community from the community perspective, which limits the understanding of this component of the CYE. For future research, integrating both the individual and community aspects would give a broader understanding of youth empowerment through volunteering. Nevertheless, in this study the relation to and view from the community is an important part of the empowerment process for the volunteers.

6.5.2 Engagement in Critical Reflection on Interpersonal and Sociopolitical Processes

The CYE framework argues that it is not often youth are given the opportunity to critically reflect on interpersonal and sociopolitical processes. It is important to go beyond the reflection on the activities and instead focus on creating change in sociopolitical processes, structures, and norms (Jennings et al. 2006:47). Despite receiving little attention, critical reflection should help the youth to identify the structure and processes they want to change (Ibid). Critical reflection was not a big part of the volunteer experience in this case study. During the interviews there was no mention of time for reflection as a part of volunteering. The interview itself can be seen as reflecting process.

The volunteers in some cases did reflect upon the situation for youth in Uganda during the interviews and mentioned their volunteering as a way for them to change the situation.

“One thing I always tell fellow youth is that we should not sit and wait to receive, no we should be working and we should receive later. As much as we want to earn, have nice cars and a house you have to work for it.” – Sharon, 24

When asked about why she chose to work with this organisation Mary, another respondent, said:

“Most of the organisations are for women and children. But people are forgetting about the youth and it is like we are being left out.” – Mary, 28

Mary had reflected on the situation for youth in Uganda and chosen to work with an organisation that supported youth; an issue she felt had been left aside.

The findings of for this component of the CYE framework are close to its fear; there is only a focus on the activities and not on reflection (Jennings et al. 2006:47). The study has not found a clear explanation or reason for the lack of reflection; one assumption could be the lack of time. The organisations in this study had a hard time keeping the activities on-going. In addition, it is

important to take into consideration the situation for NGOs in the country which is becoming more and more limited. Helena, one of the informants, said that the context for NGOs with depressing legislation and threats from the state has influenced the programming and led to less organisations working with advocacy and good governance.

6.5.3 Participation in Sociopolitical Processes in Order to Effect Change

The CYE framework differs itself and youth empowerment from youth development on the aspect of participating in sociopolitical change. The authors see a difference between civic service and critical social engagement, which also incorporates social change efforts (Jennings et al. 2006:48). The CYE argue that youth are not empowered if they do not have the capacity to address structures, processes, and social values issues, for example, influencing policy or by critically educating the broader public (Ibid).

Applying the CYE framework to this study raises the question if the respondents' volunteering is civic service or social change efforts? The CYE framework does not provide a definition of social change, but an example: reading tutors who are also working with addressing the structures and processes resulting in illiteracy (Jennings et al. 2006:48). Hence, the youth should address the underlying processes which cause the problems (Jennings et al. 2006:50). The respondents in this study were involved in organisations who worked with issues important for the social and economic development in the community and in Uganda. According to themselves, they were making an impact on a local level. The organisations in this study work with a mixture of things: outreach, sensitising, teaching, counselling, guidance and mobilising. These activities both focus on prevention and the effects of the issues prevention. Hence, one could say the respondents in this study were working with both with social change and civic service. However, since there was a limited amount of reflection on sociopolitical change one could also question if these are the underlying factors and if the respondents could be able to do more to create social change. Another important aspect to take into consideration is why the respondents chose to volunteer: a majority did not talk a majority volunteer to gain experience and fewer talked about making social change.

It could be questioned if there is a need for such a strong focus on social change. Zimmerman's theory put less emphasis on social change, instead the interactional component refers to people's understanding about their community and how they related to socio-political issues (Zimmerman 1995:589). The volunteers in this study indicated an increased understanding about their community through their volunteering and were aware about the socio-political issues affecting them and their community. One of the key informants who have worked with investigating volunteering among youth in Uganda said:

“The very act of being involved like that is in itself empowering. Empowerment in that sense it is not only about getting a job, it is about making a difference” – Ian, VSO Coordinator

Zimmerman has also previously researched community participation and the sense of empowerment in an article written together with Rappaport (1988). They found previous research suggesting participation to be an important mechanism for Psychological Empowerment since it provides experience in organising people, identifying resources and in developing strategies (Zimmerman & Rappaport 1988:727). Zimmerman’s theory on Psychological Empowerment’s third component, the behavioural component, talks about taking actions to influence outcomes. It also gives the example, to take part in activities which would lead to empowerment outcomes (Zimmerman 1995:590). In this study the respondents engaged in volunteering as to develop their skills to achieve employment, hence they were doing what Zimmerman believed was important for Psychological Empowerment.

In summary to the fourth research question, volunteers do feel their efforts are impacting the community, especially when the volunteer respondents were able to be indirect contact with the community and the beneficiaries. The volunteers were to some extent involved in social change, which could be strengthened more through increased critical reflection on sociopolitical issues. These three last components of the CYE framework were found to be highly integrated when applied to this case study. Even though they were not always in line with the data they provided a new perspective.

7. CONCLUDING REMARKS

The purpose of study was to investigate how volunteering in Uganda within non-governmental organisations are creating opportunities for youth empowerment. The two most common reasons to volunteer were to gain work experience and to help the community. Through volunteering the youth respondents felt they learned new skills and developed on a personal level. The respondents believe they had an important role in the organisation, in which they also felt safe and welcomed. However, the support from the staff varied from limited to good, and the youth’s ability to influence the organisations was also limited. The youth respondents believed their work in the organisations had an impact on the community. Negative sides of volunteering were also present in this study. It was common for youth respondents to work long periods with large responsibilities without being paid. In conclusion, and to answer the study’s purpose, this case study found that youth empowerment creates opportunities for empowerment. There is, however, the possibility to further strengthen aspects such as the decision-making power for the volunteers to increase the empowerment outcomes.

This study suggests adding push factors to the Functional Motivation theory to include aspects which force youth to volunteer, for example high youth unemployment. The CYE framework has been criticised for not discussing the negative sides of volunteering, for lacking a gender perspective, unclear definitions of concepts and components which are hard to separate. The result of this study contributes to existing literature on the topic, especially since there exists a limited number of studies focusing on the developing context. In addition, volunteering is often seen as purely positive and this research also highlights negative sides. In relation to the findings it is important to note that this is a limited case study and generalisation cannot go beyond the sample size. To draw further conclusions future research is needed, for example, research with a wider scope both in terms of sample size, organisation, and other developing countries.

Finally, I would like to end with a personal reflection. When starting this research project I expected to find volunteering to be carried out on a part-time basis, i.e. as a side project to work or studies. Instead, I met youth who were volunteering on a full-time basis and had been volunteering for up to two years without receiving financial allowance to fully cover food and transport. Most of them had completed higher degrees and were desperate to get work experience to be able to get paid employment. Even though one might think many of them would therefore be unhappy with their volunteering experience, which was not the case. They were thankful to get the experience to learn and to develop personal skills. It is, nevertheless, impossible to avoid the fact that organisations are taking advantage of the unemployment situation in Uganda to find labour.

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APPENDIX 1: List of Respondents

ORGANISATION REPRESENTATIVES

Letter	Name	Organisation type Local/National	Date of interview
A	Joseph	National	2012-12-06
B	Isaac	Local	2013-12-12
C	David	National	2013-12-12
D	Ivan	Local	2012-12-06
E	Ruth	National	2013-12-13

YOUTH VOLUNTEERS

Number	Name	Age	Gender	Organisation type (Local/National)	Date of interview	Use of translator
1	Grace	24	Female	National	2014-01-10	-
2	Sharon	24	Female	National	2014-01-09	-
3	Faith	25	Female	National	2014-01-13	-
4	Maria	26	Female	Local	2014-01-13	-
5	Emmanuel	23	Male	Local	2014-01-13	-
6	Brenda	24	Female	Local	2014-01-13	-
7	Joan	25	Female	National	2014-01-14	-
8	George	20	Male	National	2014-01-20	-
9	Fred	24	Male	National	2014-01-15	Yes
10	Florence	28	Female	Local	2014-01-15	Yes
11	Okello	28	Male	Local	2014-01-15	-
12	Mary	28	Female	Local	2014-01-15	-
13	Jackie	24	Female	National	2014-01-09	-
14	Miriam	22	Female	National	2014-01-09	-
15	Richard	23	Male	National	2014-01-14	-

KEY INFORMANTS

Name	Title, Organisation	Date of interview
Helena Okiring	Uganda Youth Organisation Network (UYONET)	2014-01-20
Maureen Wanyama	Project Coordinator at YES Uganda and Committee member National Youth Council	2014-01-15
Ian Ellis	Voluntary Service Overseas (VSO) Coordinator Uganda	2014-01-25

APPENDIX 2: Survey

SURVEY ON VOLUNTEERING

Thank you for taking the time to complete this survey done by Lisa Ewertson, Master Student in International Development and Management at Lund University in Sweden, for her master thesis on youth engagement in youth organisations. The survey should take about 10 minutes of your time.

Please follow the following instruction when completing this survey:

- **Respond to all questions**
- **Please mark only one box per question.**

If you are interested in being interviewed for this study please write your name and contact details below. (This information will only be used to contact you for a potential interview and not shared with anyone else). _____

Your responses in this survey will be **anonymous** in the study.

GENERAL INFORMATION

1. Age _____

2. Gender

- Male
- Female
- Other

3. Level of education

- No completed education
- Primary school
- Secondary school
- High school
- Higher degree

4. How would you describe your economic situation?

- Poor
- Lower Middle
- Middle
- Upper Middle
- Rich

5. What is your current employment status?

- Unemployed
- Full-time
- Part-time
- Student

YOUR ORGANISATION AND MEMBERSHIP

6. Which organisation are you a member of? _____

7. How many hours do you spent on average every week working as a volunteer within the organisation? _____

8. What is your role within the organisation?

- Member
- Leader
- Board member
- Other _____

9. How long have you been a member of the organisation? _____

10. Are you receiving any financial allowance for your volunteer time?

- Yes
- No

11. What is the main reason why you volunteer?

- To help the community
- To gain experience
- To be able to get a job
- It's fun
- Other _____

YOUR EXPERIENCE BEING A VOLUNTEER

12. Within your volunteer experience do you feel valued?

- Not at all
- To some extent
- Sometimes
- To a great extent
- Always

13. Within your volunteer experience do you feel respected?

- Not at all
- To some extent
- Sometimes
- To a great extent
- Always

14. Within your volunteer experience do you feel encouraged?

- Not at all
- To some extent
- Sometimes
- To a great extent
- Always

15. Within your volunteer experience do you feel supported by the leaders/mentors/older members?

- Not at all
- To some extent
- Sometimes
- To a great extent
- Always

16. Do you feel that you are able to influence your organisations and your volunteer experience?

- Not at all
- To some extent
- Sometimes
- To a great extent
- Always

17. Do you think your voluntary work is meaningful?

- Not at all
- To some extent
- Sometimes
- To a great extent
- Always

Thank you for taking the time to complete this survey!

APPENDIX 3: Interview Guide for Youth Volunteers

Prior to the start of the interview information was given to the respondents on the research topic and how anonymity will be preserved. The respondent was asked to give verbal consent to participate in this study.

INTRODUCTION

- What is your gender?
- How old are you?
- What is your level of education?
- What is your economic situation? (Poor, Middle, Upper?)
- Describe your involvement in the NGO (What you do, for long you been involved, how often are you volunteering).
- For how long time do you plan to be a volunteer with this NGO?
- Why are you a volunteer? What made you start volunteering at this NGO?

WELCOMING AND SAFE ENVIRONMENT

- In what ways do you feel valued within your organisation?
- In what ways do you feel respected within your organisation?
- In what ways do you feel encouraged within your organisation?
- In what ways do you feel that you have ownership over the work you are doing within the organisation? [*Definition: the act of having and controlling property*]
- Could you please tell me about when and why you feel comfortable taking risks in your work?
- In what ways do you feel that you can share your feelings and opinions?
- In what ways do you feel that you can influence the organisation?

MEANINGFUL PARTICIPATION AND ENGAGEMENT & SOCIAL CHANGE

- In what ways do you feel that you are contributing to your organisations and the community?
- Could you please tell me in what ways you feel that your work is relevant to your own life?
- In what ways do you feel that your organisation is making a difference? In what ways do you feel a part of this?

YOUTH – ADULT RELATIONSHIP

- Could you please tell me about when you feel supported by the leaders and older people within your organisation? How?
- In what ways do you feel that you are getting the opportunity to lead and how do you get support in doing this? How?

EMPOWERMENT

- How do you feel that you learn and develop within your volunteering experience?
- In what ways do you feel that you improve your leadership skills and team work skills?
- In what ways do you think your volunteering will help you in the future?
- If you are defining empowerment as: “ a process in which you gain control over your own life and get a critical understanding of your environment”
- In what ways do you think your volunteer experience empower you?

APPENDIX 4: Interview Guide for personnel at Organisations

Prior to the start of the interview information was given to the respondents on the research topic and how anonymity will be preserved. The respondent was asked to give verbal consent to participate in this study.

VOLUNTEERING WITHIN THE ORGANISATION

- How many volunteers do you have within your organisation? What are their profile (age, gender, occupation)?
- For how long period of time do the youth normally volunteer? How much time per week do they help out (on average)?
- Why do you think youth volunteer within your organisation?
- What is the process when you want to volunteer within your organisation?
- Do the volunteers get any form of financial allowance or support? How much on average?
- Why do you have volunteers?

SUPPORTING THE VOLUNTEER

- How do you support your volunteers in their voluntary work?
- How do you make sure that the youth feel welcomed within your organisation?

THE VOLUNTEERS ABILITY TO INFLUENCE

- Can the youth influence the decisions being made within the organisation?

EMPOWERMENT / LONG-TERM PERSPECTIVE

- Can you see a change within the youth's personal development after they have been a volunteer compared to before?
- The youth, who are no longer volunteers within your organisation, do you know if the volunteer experience has helped them afterwards in life? How?

APPENDIX 5: Interview Guide for Key Informants

Prior to the start of the interview information was given to the respondents on the research topic. The respondent was asked to give verbal consent to participate in this study.

GENERAL

- What is your name? Is it okay for me to use the name in the study or do you want to be anonymous?
- Could you please tell me a little bit about what you are working with?

YOUTH IN UGANDA

- How would you describe the situation for youth in Uganda?

YOUTH ORGANISATIONS IN UGANDA

- How many youth organisations would you say there are in Kampala?
- How would you describe the difference between the youth organisations?
- How would you say youth organisations differ from other NGOs?
- What are the main opportunities for youth organisations in Uganda?
- What are the main challenges for youth organisations in Uganda?

VOLUNTEERING

- How do many of the youth organisations work with volunteer?
- In your opinion what is the best practice regarding working with volunteers that you have experienced?
- How common is volunteering among youth in Uganda?
- Have you seen any trends within youth volunteering?
- How is volunteering viewed upon in Uganda?