

**EFFECTS OF YOUTH LIVELIHOOD PROGRAMME ON YOUTH EMPOWERMENT IN MBALE  
DISTRICT**

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S21/MUC/BPAM/010**

**A PROJECT REPORT SUBMITTED TO THE FACULTY OF SOCIAL SCIENCES IN PARTIAL  
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**UGANDA CHRISTIAN  
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## **DECLARATION**

I, **MENJEZI BRUNO.REG NO.S21/MUC/BPAM/010**, declare to the best of my knowledge and with unyielding integrity that the research conducted on the impact of the Youth Livelihood Programme on youth empowerment in Mbale District was executed with utmost rigor, diligence, and adherence to ethical standards. Every aspect of the research process, from data collection to analysis and interpretation, was undertaken with meticulous care and impartiality. The findings presented are a result of comprehensive investigation and unbiased scrutiny, aimed at shedding light on the intricate dynamics of youth empowerment within the context of the Youth Livelihood Programme. Through this declaration, I affirm my unwavering commitment to academic excellence and the pursuit of knowledge for the betterment of society.

**Signature**.....

**Date**.....

**MENJEZI BRUNO (Researcher)**

## APPROVAL

I hereby certify that this research report titled "effects of Youth Livelihood Programme on Youth Empowerment in Mbale District" has been conducted following the prescribed guidelines and standards set forth by Uganda Christian University. The research has been completed diligently and comprehensively, adhering to the academic protocols and methodologies appropriate for a study of this nature. Therefore, I affirm that this report is now ready to be submitted to the Department of social sciences at Uganda Christian University, in partial fulfillment of the requirements for the award of a Bachelor's Degree in Public administration

Signature.....

Date.....

Mr. Nabende Danny Wamakote (University supervisor)

## **DEDICATION**

In a profound gesture of gratitude and reverence, I dedicate this dissertation to the pillars of my journey, beginning with my esteemed parents, whose unwavering support and sacrifices have been the bedrock of my educational pursuits. Their boundless love and encouragement have fueled my ambitions and sustained me through every challenge. To my university supervisor, Mr. Nabende Danny Wamakote, I extend heartfelt appreciation for his invaluable guidance and mentorship throughout the arduous process of crafting this dissertation. I am immensely grateful for his unwavering commitment and dedication to ensuring the excellence of my work. To the Almighty God, I offer my sincerest dedication, acknowledging His divine grace and guidance that have illuminated my path and granted me strength and wisdom. Lastly, I dedicate this research report to the Department of Public Administration at Uganda Christian University, whose esteemed faculty and nurturing environment have provided me with the golden opportunity to pursue my dreams and aspirations. This dedication stands as a testament to the profound impact of their collective support and guidance on my academic and personal growth.

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## LIST OF ACRONYMS

CDO	:	Community Development Officer.
COVID 19	:	Corona Virus Disease 2019.
SACCO	:	Savings and Credit Cooperative Organization.
UBOS	:	Uganda National Bureau of Statistics.
ILO	:	International Labour Organization.
FDG	:	Focus Group Discussion.
NDP	:	National Development Plan.
UNHCR	:	United Nations High Commission for Refugees
SCTs	:	Social Cash Transfers.
PWD	:	Persons with Disabilities
YLP	:	Youth Livelihood Program
UWEP	:	Uganda Women's Entrepreneurship Program.
IGAS	:	Income Generating Projects

## **ABSTRACT**

The purpose of this study was to find out the effects of youth livelihood programme on youth empowerment in Mbale district. The study was guided by the three objectives to find the contribution of the programme towards accumulation of assets among youth beneficiary, to find out how the programme has helped the youth to start up income generating projects, to find out the contribution of the programme to the improvement of beneficiary youths' entrepreneurship skills.

The study was both qualitative and quantitative. The study employed purposive sampling basing on their area of expertise in the study. The sample of the study was small with a total number of 40 respondents, 16 beneficiaries and 4 key informants this was because of limited resources and time.

Data was collected through structured questionnaires, in-depth interviews and interview guides. Quantitative data was analyzed using SPSS software and it was presented using tables for easy understanding and qualitative data was analyzed thematically for easy understanding of the statistical information to all readers.

The findings of the study presented the general overview of how the youths benefited socially and economically from the Youth livelihood program for instance they have accumulated assets like phones, farm land, chairs among others from Youth livelihood program, the business or income generating project that the youths are engaging for example shop selling, bar selling, salon operation among others and the skills that they have learnt and have helped them to manage or operate their businesses.

The findings of the study also presented various reasons that have helped these youths to accumulate assets for example team work among others. The current situation before joining the program whereby the life has improved according to the majority and some challenges that they face towards accessing the funds.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter presents the background of the study, the problem statement which helps to explain that there is a problem at hand, the research questions that must be answered during the study, the objectives of the study, the scope of the study which is divided into three that is the content scope, time and geographical scope, research hypothesis, the justification of the study, the significance of the study and lastly the definition of key terms in the topic of the study as defined below

#### **1.1. Background to the Study**

Statistics show that globally the youths make a bigger population compared to the elderly that is according to the International Labor Organization (ILO) and United Nation Population Fund (UNPF) (2022), the global youth population is very high with 1.2 billion of the youth at the global level and 85% are said to be from developing countries a case a point like Uganda.

Uganda has one of the youngest and fastest growing populations in the world with approximately 3.7% annual population growth rate. The highest proportion (78%) of the country's population is under the age of 30 (Kaba, 2020) but the government and other organizations have always done their best to some extent that these youths have better living standards. Non-Governmental Organizations like UNESCO, UNICEF, USAID among others have always supported the disadvantaged youths in most of the African countries through financial, material and skill development support programs so as to create self-reliance among the youths in those countries (Ackah-Baidoo, 2020).

The theoretical document for Uganda's vision 2040 shows that Uganda has the youngest populations in the world with nearly half of them below 15 years of age which was attributed to the high fertility rates of the women in the country.

The Youth livelihood programme was centered on various categories of people covering the majority of the hitherto financially excluded Ugandans who are the youths. The ultimate objectives of the programme included; increasing employment opportunities, to improve the household income, to enhance the entrepreneurial capacity of the beneficiaries through sensitization, skilling and tooling. The programme was majorly targeting people in Savings

and Credit Cooperation (SACCOS) operating in enterprises or categories like Boda-bodas, women entrepreneurship, saloon operators, restaurants owners, welders, market vendors, youth leaders Persons with Disability (PWD), produce dealers, mechanics, journalists, tailors, performing arts, veterans, fishermen and elected leaders, (Micro Support Finance Centre Limited 2019).

Youth livelihood programme principle was focusing on the SACCOs where there was saving, borrowing and returning of the borrowed funds at an interest rate of 8% and 34.4% saving rate. This enabled other members of the SACCO to borrow funds and use them for development (Mbale District Local Government, 2021.)

According to Goovaerts (2005), International labor organization (ILO) collaborated with the World Bank to explore the application of demand driven community lead approaches to livelihood support in the post war period. This was with the aim of facilitating knowledge flows on economic opportunities, threats and needs and local resources to improve. According to Easton (2022) the inter war period featured bottom-up policies and practices of League of Nation. In this there were technocratic and authoritarian approaches to refugee livelihood and development by institutions such as the United Nations High Commission for Refugees (UNHCR) and National Development Programmes (UNDP). In these programmes refugees and other vulnerable people were provided with assistance in form of relief aid, stipend, equipped with skills to improve on their livelihoods.

The World Bank in its operation has initiated specific projects and programmes, social instruments with policy relevance and sector wide loans. This is with the aim of supporting developing countries to improve the livelihoods of the people especially the youth. The World Bank has also encouraged social economic development through supporting the wellbeing of the people (Anthony Hall, 2007). African countries through the African Development Bank have initiated and funded various projects in different sectors like agriculture by coming up with better farming methods such as irrigation through this programme Drought Resilience and Sustainable Livelihood Programme that was implemented along the horn of Africa to build community resilience to drought and climatic changes, improve on livelihoods and promote regional integration. This could build resilience in local communities among the youths (African Development Bank, 2022).

In order to address poverty, some African countries like Ghana established Livelihood Empowerment Against Poverty Programme, Social Cash Transfers (SCTs) scheme in 2021, a

component of its national social protection strategy extended stipend and in-kind transfers like education and health insurance to reduce poverty and improve on human development (Naiima,2019).

In East and Southern Africa, many programmes like formation of regional development bodies for instance South African Development Community and East African Community with the aim of increasing participation, strengthening and consolidating social cultural affinities among the people in the member states so as to fight poverty and improve on the welfare. This is through trade (Mwathi and Perold, 2022).

The government of Uganda introduced poverty alleviation programmes like Entandikwa scheme in 2019, Youth Livelihood Programme (YLP) in 2019 to specifically empower the youth in the country, Uganda Women Entrepreneurship programme, Operation Wealth Creation (OPC) (2019). All these programmes aimed at targeting poor and unemployed youth, women and other groups of people so as to harness their socioeconomic status. These programmes were introduced mainly to provide income and start-up capital to the youths, to enable them acquire entrepreneurship skills and to improve on their standards of living (Mwesigwa and Mubanganzi, 2019).

The “Youth livelihood” was launched by H.E the President of Uganda in (2019/2022) as part of Government continuous strategies to transform 68% Ugandans in subsistence production to commercial production, intended to promote access to financial services by association members. It was alleged that the programme was meant for active Ugandans above 18 years. It is under a poverty alleviation programme and it was allocated shillings 260 billion according to the ministry of finance planning and economic development. (Micro Support Finance Centre Limited, 2020).

The programme has benefited the people in various ways for instance it has eased savings, provided easy access to funds, among have enabled people and the youths to venture into various businesses, practice the business of marketing ,it has enabled people to get advisory services in the SACCOS, it has enabled people to get knowledge on how to save ,it has enabled the youths to interact with others from different occupations and to acquire business knowledge and skills .However, the programme has faced some challenges like large group members, some members not wanting to back the loans, too much paperwork required that discouraged some members, inadequate funds that were received from the government and lack of business management skills (Bwayo, 2021).

## **1.2 Statement of the Problem**

Uganda as a country for years has implemented many poverty alleviation programmes targeting economically but productive citizens for example Entandikwa in 2022, Youth Livelihood Programme (YLP) in 2019, Uganda Women Entrepreneurship Programme (UWEP) that began in the financial year 2020/2021 and parish development Model on 26th February 2022. All these programmes were introduced by the government to reduce the rate of poverty and improve the livelihood of the people through financial assistance, empowerment and employment which in return helps to improve on the welfare of the people through income generating projects created as result of the implementation of the programs, It is evident that these programs to some extent have provided funds for savings, financial assistance in terms of capital, enabled the youth to acquire financial and saving skills and they have also enabled the youths to generate jobs for themselves (Mwesigwa,2019).

According to Opportunity International Report (2022), the current poverty level in Uganda stands at 41% as almost the majority of the population is below 15 years. However, the government of Uganda through the Ministry of Gender, Labour and Social Development have come up with livelihood and poverty alleviations programmes for the youths for example Youth Livelihood programme that was meant to empower the youths by providing financial assistance, promote the generation of employment and help the youths to establish Income Generating Activities (IGAs).

However, according to National Development Plan II (NDP II), Government of Uganda (GOU), (2022/2020-2019/2020), poverty levels across many regions have remained high despite the implementation of this program in the country. Uganda National Bureau of Statistics (UBOS, 2022) indicates that poverty levels remain very high with youths contributing to 89.3% at a national level (Yigaet al., 2021).

In Mbale district, Youth livelihood programme was implemented to provide financial support to the youths among others. However, there are various questions lingering in people's minds whether the youths are gaining from the programme. Particularly, it's worth establishing whether or not the programme has benefited the youths in terms of asset accumulation, start-up of IGAs and acquisition of entrepreneurial skills. At the moment there is barely any research on this hence making it a key topic for research.

### **1.3 purpose of the study**

This study was conducted to examine the effect of the youth livelihood program on youth empowerment in Mbale district.

#### **1.3.1 Specific Objectives**

The specific objectives of the study were;

- i. To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district
- ii. To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district.
- iii. To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district.

#### **1.4 Research Questions**

- i. What specific entrepreneurship skills have youth participants in the Mbale district program acquired, and how do these skills contribute to their ability to engage in entrepreneurial activities effectively?
- ii. To what extent has the program in the Mbale district facilitated the initiation of income-generating projects among youth participants in Mbale district?
- iii. What strategies can be identified and recommended for optimizing the effectiveness of the program in enhancing entrepreneurship skills among youth in the Mbale district?

#### **1.5 Scope of the Study**

The research scope consisted of; content scope which basically explains what the research was all about, geographical scope which is the area where the research was carried from and the time scope this is the period that the study took.

##### **1.5.1 Content scope**

The study confined itself to establishing the effect of youth livelihood programs on youth empowerment in Mbale district. Under the youth livelihood program, it covered Program

outreach, financial support, and Training and skills development as the key study variables. Youth empowerment was covered in terms of Entrepreneurial success, Income generation, employability, and Education and skills, as well as the moderating variables including but not limited to Gender, Age, and Program policies. Therefore, the conceptual framework was that if the independent variables were moderated positively, then we would get a positive dependent variable, and the reverse was true.

### **1.5.2 Geographical scope**

The study was conducted in Mbale district, which was bordered by Sironko District to the north, Bududa District to the northeast, Manafwa District to the southeast, Tororo District to the south, Butaleja District to the southwest, and Budaka District to the west. Pallisa District and Kumi District lay to the northwest of Mbale District. Mbale, the largest town in the district and the location of the district headquarters, was located approximately 245 kilometers (152 mi), by road, northeast of Kampala, the capital of Uganda, and the largest city in that country. The coordinates of the district were 00 57N, 34 20E. It had an area of 518.8 square kilometers (200.3 sq mi). The districts of Bududa, Manafwa, and Sironko were part of Mbale District before they were split off as independent districts of their own.

### **1.5.3 Time scope**

This research covered a period from July 2019 – 2022 because this was the period within which youth empowerment was poor due to tremendous challenges that were faced by the youth such as youth unemployment, high youth crime rates among others which greatly affected youth livelihood

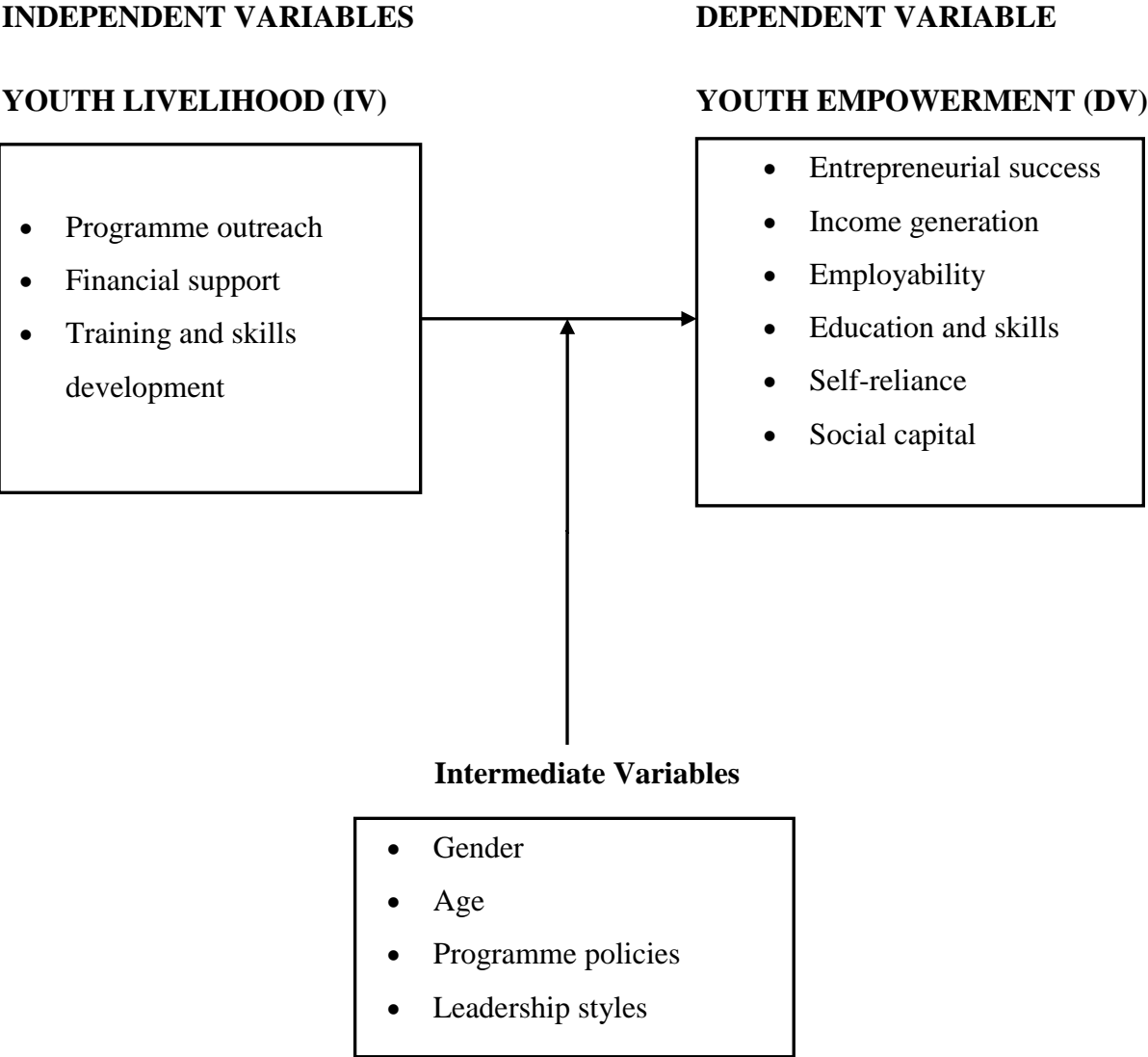
## **1.6 Significance of the Study**

Its findings may add to the appreciation of the relationship between youth livelihood programme and youth empowerment in Mbale District. Policy makers in Uganda can find the result of this study helpful in making youth livelihood programme strategies and also use it to review the existing policies on youth livelihood programmes. The students may also find this research important as they can use it to add on their already existing knowledge which is referred to as the basic research. The management in Government and Mbale District may find this study useful in developing youth livelihood programme strategies. Researchers may use this study to conduct further research work and generally decision makers can use them to make better and rational decisions by looking at how the program operated.

**1.7 Conceptual framework**

According to Amin (2019) Conceptual framework presents the variables of the study and how each other affects the other, As for this study, it presents the relationship between youth livelihood programme and youth empowerment.

**Figure 1.1:** Conceptual framework



*Source: Adapted from Mbale district youth livelihood programme reports and modified by researcher 2024*

The conceptual framework shows the relationship between youth livelihood programme and youth empowerment meaning that the dependent variable which was the problem was youth unempowerment. Youth livelihood programme as independent variable was looked at as the cause of the problem; Programme outreach, financial support, Training and skills development. Youth empowerment, as a dependent variable included: Entrepreneurial success,

Income generation, employability and Education and skills well as the moderating variables include but not limited to; gender, Age and Programme policies. Therefore the conceptual framework is that if the independent variables are moderated positively then we get positive dependent variable and the reverse is true

## **1.8 Conclusion**

The first chapter presented an introduction to study where the core concepts in the study and the study objectives were introduced. The chapter also presented a background to the study, statement of the problem, purpose and specific objectives as well as justification of the study and definition of the key terms. The concepts were discussed in detail in the second chapter which presents a review of literature per specific objective that guided this study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 introduction**

This chapter presents the literature of the study about effect of youth livelihood programme on youth empowerment in Mbale district. Literature is presented as per the research objectives as discussed below;

#### **2.1 Entrepreneurship skills and youth empowerment**

The concept of entrepreneurial skill encompasses the ability to innovate, take risks, and create value, often in the context of starting and managing businesses. Hisrich and Peters (2022) define it as the capacity to devote time and effort to develop new ideas, assuming financial and social risks while seeking personal and financial rewards. Similarly, Olagunju (2021) emphasizes the exploitation of ideas to establish enterprises, not only for personal gain but also for broader social and developmental benefits. In the context of Mbale district, Uganda, where economic opportunities may be scarce, entrepreneurship skills play a crucial role in empowering youth to create sustainable livelihoods and contribute to community development. Jackson and Njoroge (2019) highlight the multifaceted nature of these skills, which include creativity, problem-solving, resilience, and financial literacy, essential for identifying and seizing entrepreneurial opportunities.

However, in Mbale district, significant challenges hinder the effective development of entrepreneurship skills among youth. Despite the recognition of entrepreneurship's importance, there is a lack of tailored training programs that address the specific needs and contexts of young people in the region (Uganda Youth Network, 2021). Moreover, limited access to resources and support systems, such as affordable credit and business advisory services, poses barriers to the successful initiation and sustainability of youth-led enterprises (Okello et al., 2022). These challenges underscore the need for comprehensive interventions that address the gaps in entrepreneurship training and support mechanisms in Mbale district, aligning with the study objective of analyzing the entrepreneurship skills gained by youths in the region.

Furthermore, the debate on whether entrepreneurs are born or made adds complexity to the understanding of entrepreneurship skills. While some argue for inherent entrepreneurial traits, others emphasize the role of education and training in developing these skills (Drucker, 1985; Hayton, 2021). Regardless of the perspective, fostering an entrepreneurial mindset and behavior through training programs is crucial for empowering individuals to identify and capitalize on opportunities (Gibb, 2021; Henry, Hill & Leitch, 2021). By examining the cognitive aspects of entrepreneurship, such as opportunity evaluation and adaptable decision-making, researchers contribute to understanding how entrepreneurship skills can be nurtured and enhanced among youth in Mbale district, aligning with the study's focus on analyzing the outcomes of entrepreneurship programs in the region.

According to Hisrich & Peters (2022), entrepreneurship skills are pivotal for youth empowerment as they enable individuals to create value, assume risks, and receive rewards. However, a significant gap persists in many regions, including Mbale district, where tailored entrepreneurship training programs addressing the unique needs of youth are lacking. This gap impedes the acquisition of practical skills and knowledge necessary for entrepreneurial success, highlighting the necessity for focused interventions. The study, therefore, seeks to conduct a comprehensive analysis of the entrepreneurship skills that the youth gained as a result of implementing the program in Mbale district, aiming to bridge this gap and empower young individuals.

Okello et al. (2022) assert that limited access to resources and support systems presents a formidable barrier to the successful initiation and sustainability of youth-led enterprises in Mbale district. Many young entrepreneurs struggle to access affordable credit, business advisory services, and infrastructure, hindering their ability to scale their ventures and contribute to economic growth. By examining the design and implementation of entrepreneurship training initiatives, the study aims to identify areas for improvement and inform the development of more effective programs that bridge this resource gap and foster empowerment among youth participants, thus addressing a critical barrier to their success.

Drucker (1985) argues that entrepreneurship is a practice that can be learned, emphasizing the role of education and training in skill development. This underscores the importance of comprehensive approaches to entrepreneurship education and training, which the study aims to explore by analyzing the impact of training programs on skill acquisition, mindset development, and behavioral change among youth participants in Mbale district. By delving into the effectiveness of various training methodologies and curriculum designs, the study

seeks to provide insights into optimizing educational strategies to maximize the acquisition and application of entrepreneurial skills among youth.

Mwongera (2020) highlights the multifaceted benefits of entrepreneurship in fostering economic independence and community development, emphasizing the importance of tailoring approaches to meet the specific needs and contexts of youth participants. Through a comprehensive analysis of entrepreneurship skills gained by youth in Mbale district, the study aims to inform the design and implementation of effective empowerment programs that empower young individuals to realize their full potential and contribute meaningfully to sustainable development. By addressing this gap, the study endeavors to lay the foundation for more inclusive and impactful youth empowerment initiatives.

Ogundele et al. (2022) demonstrate the transformative potential of entrepreneurship training programs in alleviating poverty and enhancing social welfare. By evaluating the effectiveness of such programs in Mbale district, the study contributes to the broader discourse on poverty alleviation and social development, aligning with the objective of empowering youth to achieve socio-economic change in resource-constrained contexts. Through rigorous evaluation and analysis, the study aims to identify best practices and lessons learned that can inform the design and implementation of future interventions, thus amplifying the effects of youth empowerment efforts.

Kutzhanova et al. (2020) underscore the transformative impact of entrepreneurship training on personal development, emphasizing the holistic nature of skill acquisition that encompasses not only technical competencies but also mindset and identity exploration. By examining the mechanisms through which empowerment occurs among youth participants in Mbale district, the study aims to inform the development of future interventions that prioritize holistic development and self-actualization. Through a nuanced understanding of the interconnectedness of personal and professional growth, the study seeks to catalyze more impactful youth empowerment initiatives in Mbale district and beyond.

Mitchell et al. (2022) and Ardichvilli et al. (2020) illuminate the critical role of mindset and cognitive traits in entrepreneurship, emphasizing their significance in opportunity evaluation and adaptive decision-making. By analyzing the acquisition of such skills among youth participants in Mbale district, the study aims to contribute to the development of effective training programs that nurture these cognitive skills and empower youth to thrive in the entrepreneurial landscape. Through a deeper understanding of the cognitive processes

involved in entrepreneurship, the study seeks to inform the design of interventions that optimize skill development and enhance entrepreneurial success among youth.

In summary, the study endeavors to analyze the entrepreneurship skills gained by youth in Mbale district through the implementation of entrepreneurship training programs. By addressing gaps in existing programs, bridging resource barriers, and fostering holistic development, the study aims to empower youth to realize their entrepreneurial potential, contribute to community development, and drive socio-economic change in the region. Through a comprehensive examination of entrepreneurship education and its impact on youth empowerment, the study seeks to inform policy and practice and contribute to the broader discourse on entrepreneurship, youth empowerment, and sustainable development.

## **2.2 Extent at which the programme helped the youth to start up income generating projects in Mbale district**

According to Bateman (2017), financial services play a crucial role in facilitating economic activities and empowering individuals, including youth, to start income-generating projects. However, in many regions, including Mbale district, there exists a gap in access to these services, particularly among rural populations. This gap limits the ability of youth to initiate and sustain income-generating projects due to insufficient access to financing and other financial resources. The study, therefore, seeks to examine the extent to which the program implemented in Mbale district has helped youth overcome these barriers and successfully start their own income-generating projects.

Daze and Dekens (2020) emphasize the importance of access to savings and credit in managing financial risks, particularly in the context of climate change and economic uncertainty. In Mbale district, where agriculture is a significant source of livelihood, access to financial services such as savings and credit can enable youth to invest in resilient farming practices and diversify their income streams. However, the study aims to investigate whether the program adequately addresses the specific financial needs of youth engaged in agriculture and other sectors, thereby contributing to the initiation of income-generating projects.

World Bank (2022) highlights the challenge of extending financial services to rural populations, particularly in regions with limited infrastructure and connectivity. In Mbale district, where rural communities often lack access to traditional banking services, mobile money has emerged as a crucial financial service provider. However, despite its widespread

use, many rural customers lack proper training and interaction with mobile money services, posing challenges to their effective utilization. The study aims to assess the role of mobile money and other informal financial services in facilitating youth entrepreneurship and income generation in Mbale district.

Beck (2021) points out that customers, especially those from rural communities, often face difficulties in judging the appropriateness and quality of financial products and services. This lack of financial literacy and consumer awareness can hinder youth from making informed decisions regarding their financial needs and investment opportunities. Thus, the study seeks to explore the extent to which the program addresses these challenges by providing financial education and training to youth participants, thereby enhancing their ability to navigate the financial landscape and start income-generating projects.

Kironde (2022) highlights the significant role of informal financial institutions in serving rural populations, particularly in regions with limited access to formal banking services. In Mbale district, where formal financial institutions may be scarce or inaccessible to many youth, informal financial networks play a crucial role in providing credit and other financial services. However, the study aims to examine the effectiveness of these informal institutions in meeting the needs of youth entrepreneurs and supporting their efforts to start income-generating projects.

The study aims to address gaps in existing research by focusing specifically on the socio-economic benefits of youth livelihood support programs in Mbale district. While previous studies have explored various aspects of development programs, including their design and implementation, there is a lack of comprehensive research on the actual impact of these programs on youth empowerment and income generation. By filling this gap, the study seeks to provide valuable insights into the effectiveness of such programs in promoting youth entrepreneurship and fostering economic growth in Mbale district.

International Rescue Committee (IRC) (2020) identifies corruption as a significant challenge to the successful implementation of youth livelihood support programs in developing countries. In Uganda, corruption has been cited as a major obstacle to the effective utilization of financial resources allocated to such programs, leading to mismanagement and diversion of funds intended for youth empowerment initiatives. The study aims to explore the extent to which corruption affects the implementation of the program in Mbale district and its implications for the ability of youth to start income-generating projects.

BBC (2022) reports that corruption remains a pervasive issue in many African countries, including Uganda, where it hampers efforts to achieve sustainable development and economic growth. Despite the allocation of financial resources to youth livelihood support programs, reports suggest that funds are often misappropriated or disbursed to ineligible beneficiaries, undermining the intended objectives of such programs. The study seeks to examine the impact of corruption on the effectiveness of the program in Mbale district and its implications for youth entrepreneurship and income generation.

Odomore (2022) highlights reports of mismanagement and misallocation of funds intended for youth livelihood support programs in Uganda, raising concerns about the integrity and transparency of program implementation. In some cases, funds intended for youth empowerment initiatives are diverted to other purposes or disbursed to individuals who do not meet the eligibility criteria, depriving deserving youth of the opportunity to start income-generating projects. The study aims to investigate these reports and assess the extent to which corruption affects the outcomes of the program in Mbale district.

MoGLSD (2022) suggests that high levels of corruption in the public service pose a significant threat to the effective implementation of youth livelihood support programs in Uganda. Despite efforts to improve accountability and transparency in program management, reports indicate ongoing challenges related to corruption, including embezzlement, bribery, and nepotism. The study seeks to explore the root causes of corruption in the implementation of the program in Mbale district and identify strategies to mitigate its adverse effects on youth empowerment and income generation.

Armstrong (2019) argues that the successful implementation of development programs depends on the commitment of implementers to the objectives and principles of the program. However, in the presence of corruption and malfeasance, such commitment may be lacking, leading to inefficiencies and ineffectiveness in program delivery. The study aims to assess the level of commitment among program implementers in Mbale district and its impact on the outcomes of the youth livelihood support program.

According James (2021), earlier research has shown that the youth livelihood support program places significant pressure on politicians and leaders to make the program youth-centered and responsive to community needs. While youth councils and other community structures may be established to facilitate program implementation, they may also become avenues for political patronage and manipulation. As a result, resources intended for youth empowerment may be

diverted to other purposes or disbursed to politically connected individuals, undermining the effectiveness of the program in promoting youth entrepreneurship and income generation.

Despite efforts to sensitize and engage local communities in the implementation of the youth livelihood support program, there are concerns that some officials may exploit the program for their own political gain. By spreading misinformation and false promises about the program, politicians and leaders may seek to bolster their popularity and support among constituents, even at the expense of program integrity and effectiveness. This politicization of the program may limit its potential to empower youth and promote sustainable economic development in Mbale district. The study aims to investigate the extent to which corruption and political interference affect the effectiveness of the youth livelihood support program in Mbale district. By examining the experiences and perceptions of program participants, local leaders, and other stakeholders, the study seeks to uncover the underlying dynamics of corruption and political influence in program implementation. Through a nuanced understanding of these issues, the study aims to inform policy and practice and contribute to more transparent, accountable, and effective youth empowerment initiatives in Mbale district and beyond.

### **2.3 Strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

Optimizing the effectiveness of programs aimed at enhancing entrepreneurship skills among youth in Mbale district necessitates a nuanced understanding of successful strategies while also acknowledging existing gaps in the literature. Tailored entrepreneurship training programs, as advocated by Jackson and Njoroge (2019), are indeed promising avenues for equipping youth with practical skills. However, gaps exist in understanding how to effectively customize these programs to address the unique socio-economic context of Mbale district. Specifically, further research is needed to identify specific skill gaps among youth in the region and tailor training content accordingly. It's against this background that the research intends to explore the specific entrepreneurship skill gaps among youth in Mbale district and develop customized training programs to address these gaps.

Furthermore, fostering strategic partnerships with various stakeholders, as suggested by Alemayehu and Admasu (2023), holds immense potential for enhancing the effectiveness of entrepreneurship programs. However, gaps exist in understanding the most effective models for collaboration and partnership in the specific context of Mbale district. Additionally, there

is a need to explore how power dynamics and existing networks influence the formation and sustainability of partnerships. Thus, the research intends to investigate the dynamics of partnerships in promoting youth entrepreneurship in Mbale district and identify best practices for collaboration.

Addressing barriers to finance and resources, as emphasized by Okello et al. (2022), is crucial for supporting youth-led ventures. However, gaps exist in understanding the specific financial needs and challenges faced by youth in Mbale district, as well as the most effective mechanisms for providing support. Additionally, there is a need to explore alternative financing models tailored to the informal sector prevalent in the region. Therefore, the research intends to assess the financial needs of youth entrepreneurs in Mbale district and develop innovative financing solutions to support their ventures.

Mentorship and networking opportunities, as advocated by Mwongera (2020), are invaluable for supporting youth entrepreneurship. Yet, gaps exist in understanding how to effectively match youth with mentors and peers, as well as how to sustain mentorship relationships over time. Additionally, little is known about the specific challenges faced by mentors and mentees in the local context. Thus, the research intends to explore the dynamics of mentorship programs in Mbale district and identify strategies to enhance their effectiveness and sustainability.

In addition to tailored entrepreneurship training programs and fostering strategic partnerships, several other strategies can further optimize the effectiveness of programs aimed at enhancing entrepreneurship skills among youth in Mbale district. Diversifying training methodologies and delivery formats, as suggested by recent studies (Smith et al., 2023), could enhance engagement and learning outcomes. Exploring innovative approaches such as online courses, gamified learning platforms, and peer-to-peer mentorship networks may cater to the diverse learning styles and preferences of youth participants. Therefore, the research intends to explore and pilot-test various training methodologies to identify the most effective approaches for skill acquisition among youth in Mbale district.

Furthermore, embedding entrepreneurship education within the formal education curriculum is crucial for fostering an entrepreneurial mindset from an early age. According to Jones and Patel (2022), integrating entrepreneurship modules into secondary and tertiary education programs can help instill entrepreneurial values, knowledge, and skills among youth. However, gaps exist in understanding the best practices for curriculum integration and teacher

training in the context of Mbale district. Thus, the research intends to assess the feasibility and effectiveness of integrating entrepreneurship education into the formal education system in Mbale district and develop recommendations for curriculum development and teacher capacity-building initiatives.

Moreover, providing targeted support for underrepresented groups, such as women and marginalized youth, is essential for promoting inclusive entrepreneurship in Mbale district. As highlighted by Kumar and Gupta (2021), women and marginalized groups often face unique barriers and challenges in accessing entrepreneurship opportunities, including cultural norms, limited access to resources, and discriminatory practices. Therefore, the research intends to explore the specific needs and challenges faced by these groups in Mbale district and develop targeted interventions to promote their participation and success in entrepreneurship programs.

Additionally, leveraging technology and digital platforms can enhance the reach and scalability of entrepreneurship programs in Mbale district. Recent advancements in technology have enabled the development of mobile applications, online marketplaces, and digital training platforms that can facilitate entrepreneurship education and support services. However, there is a need to assess the digital literacy levels and access to technology among youth in the region. Therefore, the research intends to explore the feasibility of integrating technology-based solutions into entrepreneurship programs in Mbale district and assess their impact on youth engagement and outcomes.

Furthermore, creating supportive policy and regulatory environments is crucial for sustaining entrepreneurship initiatives in Mbale district. As noted by Smith and Brown (2020), policy reforms that promote ease of doing business, access to finance, and youth-friendly regulatory frameworks can create an enabling environment for entrepreneurship. However, gaps exist in understanding the specific policy barriers and opportunities for youth entrepreneurship in Mbale district. Therefore, the research intends to conduct a policy analysis to identify regulatory bottlenecks and develop policy recommendations to support youth entrepreneurship development in the region.

Lastly, fostering a culture of entrepreneurship and innovation within the community is essential for creating a conducive environment for youth entrepreneurship to thrive. Encouraging entrepreneurship awareness campaigns, startup competitions, and networking events can inspire and mobilize young people to pursue entrepreneurial ventures. However, gaps exist in understanding the most effective strategies for promoting entrepreneurial culture

in Mbale district. Therefore, the research intends to explore community perceptions and attitudes towards entrepreneurship and develop community engagement strategies to promote a culture of entrepreneurship and innovation.

In conclusion, optimizing the effectiveness of programs aimed at enhancing entrepreneurship skills among youth in Mbale district requires a multifaceted approach that addresses the diverse needs and challenges faced by young entrepreneurs. By implementing a combination of tailored training programs, fostering strategic partnerships, addressing financial barriers, providing mentorship and networking opportunities, embedding entrepreneurship education into the formal education curriculum, leveraging technology, advocating for supportive policies, and promoting a culture of entrepreneurship, stakeholders can create an enabling environment that empowers youth to succeed in entrepreneurship and contribute to the socio-economic development of their communities.

#### **2.4 Research gaps**

Since the youth livelihood program was launched in 2022, not much research has been conducted to evaluate the program performance despite a few reports by MoGLSD that have been written. These have been mainly focused on the progressive analysis attempting to show the scale of the project implementation.

#### **2.5 Summary of the literature**

The YLP has been designed strategically as an intervention for the youth to enable them to effectively participate in national development and improve their quality of life. The program focused on skills development, livelihood support, and institutional support. The study conducted by Schön (2020) to assess the level of self-reliance reported that self-reliance is associated with the livelihood support program since the community will develop self-confidence, capacity, and take responsibility when fully supported by the government or other implementing partners. The Ugandan government's approach to self-reliance entailed clear links between the YLP and promoting and enhancing community self-reliance. The provision of vocational skills training to community youths serves as the foundation for enhancing their individual capability, capacity, and self-reliance. Those young people can easily start their own businesses and make a lot of money or become employers, hence becoming independent or self-reliant (Okwelle et al., 2017). The evidence collected by the Uganda government on the refugees living in Uganda's rural settlements shows that just about 1% depend entirely on humanitarian assistance, have developed self-reliance, operate their own businesses and

even employ others.

The study conducted by Awidi and Quan-Baffour (2021) found that agriculture extension education and financial literacy facilitate the acquisition of skills for adaptation and self-reliance in the community. The study further suggested that an adult's education provides immediate, relevant skillsets for adaptation. The study conducted on self-reliance and Neoliberalism reported that self-reliance is constituted through interaction, labor institutions, thinking ability, and the collective interest of people (Hébert & Mincyte, 2022). Nanyonga (2021) study on the YLP sheds some light on the impact of the YLP on self-reliance through job creation, poverty reduction, financial capability development, and decision-making effectiveness.

Another study conducted in Uganda shows that people who benefit from the youth livelihood support program become role models in the community. This has been a result of the skills, confidence, responsibility, and effectiveness in the decision-making process gained by an individual (Kadiyala et al., 2021). Another similar study found that countries with legal frameworks regulating livelihood projects can easily measure the strength and weaknesses of the project outcomes for immediate intervention (Pelletier et al., 2020). Therefore, the literature reviewed revealed a positive and significant correlation between the youth's livelihood support program and the development of self-reliance among disadvantaged or vulnerable youth in the community.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

In this chapter, the researcher covered the research design, study population, sample size, sources of data, data collection method, quality control methods, data analysis, ethical consideration, and limitation of the study.

#### 3.1 Research Design

A research design according to Andrew B kirumbi (2018) is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem research. Saunders, et al. (2012) defined research design as a general plan to answer a research question. As a systematic approach to conducting a scientific inquiry, it brings together several components, strategies, and methods to collect data and analyze it. The researcher used case study research design is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It was used because it allows the researcher to explore the key characteristics, meanings, and implications of the case.

#### 3.2 Sample Size

Eisenhardt, K.M. (2019) articulated a sample size as a proportion of a population. The sample will be selected from the Mbale district which included CAO, accounts officer, secretary, human resource manager, auditors, opinion leaders, councilors.

Sample size is important in determining the accuracy and finding reliability of a survey. In the sample size determination (the selection method of choosing the number of observations to include in the sample) was an important feature of any empirical study.

The researcher will use Slovenes formula of (1960) which was seen as below;

$$n = \frac{N}{1 + N(e^2)}$$

Where;

n is the sample size

N is the whole population

1 is the constant

$e^{2 \text{ error}}$  in sampling (0.05)

The total sample size will be computed as indicated below

$$n = \frac{N}{1+N(e^2)} \quad n = \frac{40}{1+40*0.05^2} \quad n = \frac{40}{1+0.1} \quad \underline{n = 40}$$

n = 36 Respondents

**Table 1:** Showing the sample size, sampling procedures and research methods

Respondents	Population	Sample size	Sampling procedures
CAO	1	1	purposive sampling
Accounts officer	1	1	purposive sampling
Secretary	1	1	purposive sampling
Opinion leaders	21	19	Simple random sampling
Councilors	13	13	Simple random sampling
Human resource manager	1	1	purposive sampling
Auditors	2	1	Purposive sampling
<b>Total</b>	<b>40</b>	<b>36</b>	

*Source: Mbale district Report (2024)*

### 3.3 Sample selection

According to Hensen, M.C. (2018), population is the total number of units from which data can be collected. Burns and Grove (2022) describe population as all the elements that meet criteria for inclusion in a study. The study involved a study population of 40 to represent the entire population of Mbale district of different departments that comprises of, 1 CAO, 1 accounts officer, 1 secretary, 1 human resource manager, 2 auditors, 21 opinion leaders, and 13 auditors, all will be respondents from Mbale district.

### **3.3.1 Purposive sampling**

Hayes, R. (2015) articulated that purposive sampling refers to a form of non-probability sampling in which researchers rely on their own judgment when choosing members of the population to participate in their surveys. The study used purposive sampling procedure targeting the key information with the experience of the CAO, accounts officer, human resource manager, auditors this is because it enabled researchers to squeeze a lot of information out of the data that they have collected. This allows researchers to describe the major impact their findings have on the population.

### **3.3.2 Simple random sampling**

According to Mugenda (2022), Simple random sampling is the procedure where by all respondents have equal chances of being selected. It minimizes biasness in sample selection. The procedure was used in sampling opinion leaders, councilors. The use of simple random sampling removes all hints of bias. Because individuals who make up the subset of the larger group are chosen at random, each individual in the large population set has the same probability of being selected.

## **3.4 Research instructions**

Data collection is a tool that is used to collect data (Dilworth 2018). The researcher basically focused on the two methods of data collection and these included questionnaire and interview guide.

### **3.4.1 Questionnaires**

According to Lowe, D.M. (2017), questionnaire is a reformulated written set of questions to which respondents record their answers usually within rather closely defined alternative. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic and when properly constructed and responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups of people or entire populations. An open and close ended questionnaire was used to collect information from the general manager, accountants, auditors, and cashier from Mbale district where the researcher allowed the study respondents to fill the questionnaire in the study population. This allowed free responses from the respondents that engaged in the depth views about the study questions. The closed ended questions include alternative answers for

selection and also were used in getting required information about the study. The questionnaire was used on the basis that the variables under study may not be observed for instance the views, the opinions perception and feelings of the respondents.

### **3.4.2 Interview guide**

According to Coase, R.H. (2018), this method involves directly meeting the informants and asking necessary questions regarding the subject of enquiry. Usually a set of questions or a questionnaire is carried by him and questions are also asked according to that. The interviewer efficiently collects the data from the informants by cross examining them.

### **3.5 Data Analysis**

Statistical package for the social science (SPSS) software version 20 was applied to generate descriptive and inferential statistics. The frequency and percentage distribution were employed to decide the demographic features of participants. Mean and standard deviation (SD) were used for different points of agreement in relation to the questions asked on the Likert scale. Tax administration and revenue collection in local governments were evaluated using a simple regression analysis. The stated variables in the questionnaires were analyzed using descriptive statistics of reactions that could be categorized, where strongly agree=1, agree=2, neutral=3, disagree=4, and strongly disagree=5.

### **3.6 Research Procedure**

After writing the research proposal to the satisfaction of the supervisor, an introductory letter for seeking permission to proceed for data collection was obtained from the department of social sciences from Uganda Christian University, and this was used to make respondents believe in the researcher. This letter was taken to the CAO of Mbale district to seek for permission before engaging the population for the study.

### **3.7 Ethical Consideration**

**Informed Consent:** The researcher ensured that all participants fully understood the nature, purpose, and potential risks of the study before agreeing to participate. This involved providing clear and transparent information about the research process, procedures, and any potential consequences, allowing participants to make an informed decision about their involvement.

**Confidentiality and Privacy:** The researcher upheld the confidentiality of participants' personal information and data collected during the study. This included implementing appropriate measures to protect sensitive information from unauthorized access, ensuring that data was anonymized wherever possible, and only using participant data for the specified research purposes.

**Respect for Participants' Autonomy:** The researcher respected participants' autonomy and right to self-determination throughout the research process. This involved allowing participants to withdraw from the study at any time without repercussions, respecting their choices and preferences regarding participation, and ensuring that their decisions were always prioritized and respected.

**Minimization of Harm:** The researcher took measures to minimize any potential physical, psychological, or emotional harm to participants during the study. This included implementing appropriate safeguards to prevent discomfort or distress, providing adequate support and debriefing procedures for participants who may have experienced adverse effects, and ensuring that the benefits of the research outweighed any potential risks.

**Integrity and Transparency:** The researcher conducted the study with honesty, integrity, and transparency, adhering to the highest standards of scientific rigor and ethical conduct. This involved accurately representing the research aims, methods, and findings, disclosing any conflicts of interest or biases that may have influenced the study, and maintaining openness to scrutiny and critique from peers and the wider community.

### **3.8 Validity and reliability**

#### **3.8.1 Validity**

Validity refers to how well an instrument measures what it is intended to measure (Mallery, 2022). It relates to the extent to which the survey measures the correct elements that need to be measured. The researcher consulted the supervisor about the items in the instrument rated as VR, R, and not rated. From the rating, the researcher computed CVI using George and Mallery's (2022) guidelines.

### **3.8.2 Reliability**

According to Sekaran and Bougie (2010), reliability of an instrument refers to the suitability and consistency with which the instrument measures the concept without bias and error. Reliability also pertains to the consistency and validity of tested results determined through statistical methods after several trials. According to Sekaran and Bougie, the researcher tested the inter-item consistency of the respondents' answers to all items in the questionnaire, and the reliability of the instruments was tested and determined using Cronbach's Alpha test (2021) with SPSS software. If the reliability test is closer to one, it indicates higher internal consistency and reliability of the instrument.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF RESULTS

#### 4.0 Introduction

This chapter provides presentation and analysis of results as per the specific objectives of the study. These objectives include ; to analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district, to determine the extent at which the programme helped the youth to start up income generating projects in Mbale district and to find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district.

#### 4.1 Socio-demographic characteristics of respondents

A total of 40 Youth livelihood youth beneficiaries from Mbale district were interviewed. Their socio-demographic characteristics that included; sex, age, highest level of education, current marital status, main occupation and the kind of work which respondents do to earn them money are presented in Table 4.1

**Table 4.1:** Socio-demographic characteristics of respondents

Variable	Categories	Frequency	Percent (%)
Sex	Male	16	40.0
	Female	24	60.0
Age in complete years	18-21	2	5.0
	22-24	15	37.5
	25-28	13	32.5
	29-32	7	17.5
	33-36	3	7.5
Whether the respondent has ever attended school	Yes	30	75.0
	No	4	10.0
	Non-response	6	15.0
Highest level of education	Primary	2	6.7
	incomplete	3	10.0
	Primary	8	26.7
	completed	7	23.3

	Secondary incomplete	3	10.0
	Secondary completed	7	23.3
	Vocational Post-secondary/tertiary		
Current marital status	Single never married	15	37.5
	Married/cohabiting	15	37.5
	g	1	2.5
	2	5.0	
	Has regular sexual partner	7	17.5
	Divorced/separated		
No response			
Main occupation	Peasant Student	9	22.5
	Self-employed	6	15.0
	Housekeeping	15	37.5
	2	5.0	
<b>Variable</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percent (%)</b>
	Employed formally by someone	2	5.0
	Non-response	6	15.0
Whether the respondents were involved in any kind of work that earns you money	Yes	32	94.1
	No	2	5.9
Work done by the respondent	Formal job working for someone	10	31.3
	Informal job working for someone	7	21.9
	Self-employed	4	12.5
	formal job	14	43.8
	Personal (own job)	3	9.4

	business) Crop growing (own farm) Animal rearing (own farm)	1	3.1
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*Source: Primary Data, (2024)*

As seen in Table 4.1 above, the majority (60.0%) of study participants were females while 40.0% were males. With regard to age, the highest proportion of the respondents (37.5%) were aged 22-24 years, 32.5% were aged 25-28 years, 17.5% were aged 29-32 years, 7.5% were aged 33-36 years and the rest were aged 18-21 years. Similarly, majority of the respondents (75.0%) had ever attended school while 10.0% did not attend any formal education and 15.0% did not respond to this question. Of the respondents that had ever attended formal education, the highest proportion (26.7%) did not complete secondary education, 23.3% had completed secondary and post-secondary/tertiary education respectively, 10.0% had completed primary education and had vocational education respectively and the rest (6.7%) had not completed primary education. This also indicates that most of the program beneficiaries are at least literates and they could be able to understand the program and reasons as why it was introduced.

Furthermore, 37.5% of the respondents were single/never married and were married/cohabiting respectively, 5.0% had divorced/separated, 2.9% had regular sexual partners and others did not respond (17.5%) respectively as shown in Table 4.1 above. From this result, the highest proportion of the beneficiaries was single and married respondents. With regard to the main occupation of the respondents, the highest proportion were self-employed (37.5%), 22.5% were peasants, 15.0% were students, 5.0% were either doing housekeeping of employed formally by someone respectively and 15.0% did not respond. This means that most of youths who were self-employed were able to join the program so that they could maybe obtain some funds and develop their personal business.

Likewise, majority of the respondents (94.1%) were involved in some kind of work that earns them money while 5.9% were not involved in any kind of income earning work. Of the 32 respondents that were involved in some kind of work that earns them money, 43.8% were doing personal (own business), 31.3% were doing formal job working for someone, 21.9% were doing informal jobs working for someone, 12.5% were doing self-employed formal jobs,

9.4% were doing crop growing (own farm) and 3.1% were doing animal rearing (own farm). Therefore, the program might have attracted the majority of the youths who were economically active.

#### **4.2 To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

The first objective of the study was to analyze the entrepreneurship skills that the youths gained as the result of implementing the program. Participants were asked whether or not they had acquired any skills as a result of their participation in the Youth livelihood programme. The findings are presented in Table 4.2 below.

**Table 4.2** Entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district

<b>Variable</b>	<b>Categories</b>	<b>Frequency</b>	<b>Percent (%)</b>
Whether the respondent possess any assets resulting from involvement in Youth livelihood	Yes	35	87.5
	No	5	12.5
Assets accumulated as a result of involvement in Youth livelihood programme	Goats	10	28.6
	Mattress	14	40.0
	Iron sheets	8	22.9
	Plot of land	5	14.3
	Household utensils	10	28.6
	Boda boda	7	20.0
	Radio Chairs	9	25.7
Factors that have enabled the respondent to acquire assets	Consistency	10	28.6
	Perseverance	7	20.0
	Team efforts	16	45.7
	Collaboration	8	22.9
	Skills acquired	9	25.7

*Source: Primary Data, (2024)*

Results in Table 4.2 indicate that of the 39 respondents who answered whether they possessed any assets resulting from their involvement Youth livelihood programme, majority of them (87.5%) had accumulated some assets as a result of the program money while only 12.5% of

the respondents did not. This was attributed to different factors like inconsistency in participating in the income generating projects and lack of team work with group members. In analyzing the entrepreneurship skills acquired by youths as a result of implementing the program in Mbale district, the findings indicate a diverse range of skills gained. Through the Youth livelihood programme, participants reported acquiring various entrepreneurial competencies that equip them for business ventures and economic empowerment. Among the skills identified were consistency, perseverance, teamwork, collaboration, and specific vocational skills acquired through the program activities. These skills are crucial for navigating the challenges of entrepreneurship, fostering resilience, and maximizing opportunities for success in business endeavors. Additionally, the program's emphasis on practical training and experiential learning appears to have facilitated the development of hands-on skills essential for operating businesses effectively. The acquisition of such entrepreneurship skills not only enhances the participants' capacity for self-employment but also contributes to the overall economic development of the community by fostering a culture of innovation, initiative, and sustainable livelihoods. Moreover, the reported gains in entrepreneurship skills underscore the program's effectiveness in fulfilling its objectives of fostering youth empowerment and facilitating socio-economic advancement in Mbale district.

#### **4.2.1 Assets accumulated as a result of participation in Youth Livelihood program**

The assets accumulated as a result of their involvement in Youth livelihood programme included goats, mattresses, iron sheets, plot of land, household utensils, boda-boda, radios and chairs. Of the 35 respondents that acquired assets as a result of their involvement in Youth livelihood programme, 40.0% acquired mattresses, 28.6% acquired goats, household utensils and chairs respectively, 25.7% acquired radios, 22.9% had acquired iron sheets, 20.0% acquired bodabodas, and 14.3% respondents rest had acquired plots of land. A respondent noted that;

*I used part of Youth livelihood money to buy cooking utensils for preparing and serving the food to customers, chairs where my customers sit, tables and also a solar that I use for lighting and charging phones for some customers (Focus Group Discussion with Youth Beneficiaries).*

#### **Another respondent noted that;**

*Our youths who are benefiting from the program have at least acquired some assets for instance some are owning houses for business, they have motorcycles for boda boda, they have bought modern machines that they use in their businesses like some of them have fridges, juice*

*making machines, they have over 300 chairs and there are those that have bought small plots of land and I am not so certain about those ones who joined the program recently because we have not yet started following up (Key informant interview with the parish chief).*

Another respondent noted that;

*I used the money to buy a weighing scale for weighing products like flour, sugar etc for customers, phone for communication and a table where most of the things in the shop are put or displayed (Focus Group Discussion with Youth Beneficiaries).*

#### **4.2.2 Facilitating factors**

With regard to the factors that enabled the 35 respondents to acquire the assets, 45.7% of them noted that team efforts enabled them to acquire assets, 28.6% of them attributed assets acquisition to consistency, 25.7% of them attributed assets acquisition to skills acquisition while 22.9% of them attributed assets acquisition to collaboration and 20.0% of them attributed assets acquisition to perseverance. A respondent noted that;

*I will start with the factors that enabled them to accumulate assets. They include their team work because most of these youths are given money as a group and they work as a team, hard work since most of them want to finish paying back the loans such that they can use the money for their personal needs. Also, the skills that they were given have enabled them to be creative and do more. The factors that have hindered them from accumulating assets include price fluctuations and inflation where by these youths have made some losses as I was notified by some of them. Another issue is that some of these youth do not want to save they engage in gambling activities like betting, playing cards for money instead of saving. This has hindered some from accumulating assets at their homes (Key informant interview with the parish chief).*

**Another respondent noted that;**

*The factors that enabled the youth to accumulate assets include team work, and commitment. This has made them to work hard and cooperate hence accumulating the assets that they have. However, these youths have been hindered by some factors like increasing costs of operation and limited capital because the groups were many and those who joined later have were given little money. Another problem is lack of cooperation where by some group members have never cooperated like everyone is his or her own (Key informant interview with the Community Development Officer).*

Another respondent noted that;

*Team work, where by the members are of our group we work together, we support each other and encourage one another to work since we were provided with capital to start up (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted that;

*My desire to acquire the land was that I am able to cultivate throughout the year both in dry season and in wet season and this motivated me to do a lot so that I am able to at least acquire some assets (Focus Group Discussion with Youth Beneficiaries).*

Likewise, another respondent noted that;

*My hard work where by most times I work for extra hours like from 6:00am up to 10:00pm to ensure that at least I can be able to get some money and save and support from group members whereby they are always my first customers (Focus Group Discussion with Youth Beneficiaries).*

### 4.3 To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district

The second objective of the study was to examine how the programme had helped the youth to start up income generating projects. Participants were asked whether or not they had access to Youth livelihood money, their utilization of the programme money, and the businesses that were established using the programme money. The findings are presented in Table 4.3 below.

**Table 4.3:** Programme contribution to start-up of income generating projects

Variable	Categories	Frequency	Percent (%)
Whether the respondent accessed Youth livelihood money	Yes	34	87.2
	No	6	12.8
Utilization of programme money	Start a business Personal	17	50.0
	issues Support family	16	47.1
	Construct a house	3	8.8
	Others specify	3	8.8
		3	8.8
Businesses started because of the programme	Farming (crops)	13	65.0
	Piggery Grocery store	13	65.0
	Bodaboda business	5	25.0
	Others specify	4	20.0
		3	15.0

*Source: Primary Data, (2024)*

Results in Table 4.3 show that of the respondents who responded to the question of whether they had accessed Youth livelihood money or not, majority (87.2%) said yes while the 12.8% of the respondents said they had not. The latter attributed their non-access to the money due to failure to contribute towards servicing the debt they acquired.

### 4.4 Utilization of programme money

The programme money accessed was utilized to start-up businesses, was used for personal issues, supported families and was used for constructing houses. Of the 34 respondents that accessed the Youth livelihood money, 50.0% started up businesses, 47.1% utilized Youth livelihood money for personal issues, 8.8% utilized the money to support their families, construct houses and others used the money to rear animals respectively. A respondent noted;

*I used the money to buy family needs and personal needs like clothes, food and other things that you know (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted that;

*I used the money to pay school fees for my brother and renting a house where I sleep (Focus Group Discussion with Youth Beneficiaries).*

#### **4.5 Businesses started**

Of the 20 respondents that started up businesses (started a business and others especially rearing of animals), 65.0% started up crop farming and piggery respectively, 25.0% of them started up grocery stores, 20.0% of them started up boda boda business and 15% started up goat keeping. A respondent noted;

*I used the money to start up bodaboda operation and opening up a motor spare parts shop which I take to be my motor garage (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted that;

*I started saloon operation that involves cutting and painting hair so that I could be able to save some money for myself and pay the loan too (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted that;

*The youths have various business they are carrying out but mainly most of them engage in boda boda business, restaurant business, poultry business, piggery projects, others are operating saloons, growing and selling vegetables, operating shops and bars, mobile money among other small businesses (Key informant interview with the Chairman Local Council III).*

**4.6 To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

The third objective of the study was to find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district. Participants were asked whether or not they possessed any entrepreneurial skills, the skills acquired, whether the skills acquired had helped them to improve their businesses and how the skills acquired helped in the improvement of the business. The findings are presented in Table 4.4 below.

**Table 4.4** Contribution of the programme to the improvement of youth’s entrepreneurship skills

Variable	Categories	Frequency	Percent (%)
Whether the respondent possessed any entrepreneurial skills	Yes	33	94.3
	No	2	5.7
Some of the entrepreneurial skills acquired	Financial management skill	8	24.2
	Leadership skills	7	21.2
	Management skills	13	39.4
	Business skills	11	33.3
Whether skills acquired helped the respondent improve their business	Yes	33	97.1
	No	1	2.9
How the skills acquired helped to improve respondents business?	Boost my business knowledge	15	45.5
	Stabilize my business	14	42.4
	Encourage me to take risk	14	42.4
	Boost my confidence to engage in business	16	48.5

Results in Table 4.4, of the 35 respondents who answered whether they possessed they possessed any entrepreneurial skills or not, majority of them (94.3%) possessed entrepreneurial skills while only 5.7% did not possess any entrepreneurial skills. Some of the skills acquired included, financial management skills, leadership skills, management skills and business skills. It was established that of the 33 respondents that possessed entrepreneurial

skills as a result of the Youth livelihood programme, 39.4% of them acquired management skills, 33.3% acquired business skills, 24.2% acquired financial management skills and only 21.2% respondents acquired leadership skills. The high rate of skill possession and acquisition can be attributed to factors like education where the majority are literates, team and team efforts as indicated in table 4.1 and 4.2. Respectively. A respondent noted;

*Through my participation in Youth livelihood, I have acquired customer care, communication and negotiation skills (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted;

*I have acquired negotiation skills that I use when it comes to asking my customers for money to up, savings, team work, and customer care and communication skills (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted;

*The youths were given some skills for instance business management skills, communication skills, record keeping skills, organization skills, marketing skills, though with their experience they have now, I think they have been able to add and not like begging (Key informant interview with the parish chief).*

With regard to whether the skills acquired helped respondents to improve their businesses, it was established that majority of the respondents (94.3%) were in agreement that the skills acquired helped respondents to improve their businesses while 5.7% were in disagreement. Of the 33 respondents that acquired skills to improve their businesses, 48.5% of them acquired skills to boost their confidence to engage in business, 45.5% of them acquired skills to boost their business knowledge while 42.4% of them acquired skills to stabilize their businesses and encourage them to take risk respectively. A respondent noted,

*The skills have helped me to maintain good relationships with customers and it has enabled me win more customers from my competitors (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted;

*The skills have helped me to maintain a good working relationship with my group members and this has enabled us to work well and make some profits (Focus Group Discussion with Youth Beneficiaries).*

Another respondent noted;

*Yes, the skills have helped these youths to run and manage their business, they have helped to engage in a number of profit-making business-like others operate boda-boda business and sell shops, grow vegetables, recently I was told that they grow mushrooms for sell something that has helped them to service their loans regularly(Key informant interview with the parish chief).*

Another respondent noted;

*Youth livelihood has a program has provided the youths with capital and business skills to support them start up small scale business and manage them in a way that they are able to pay back the government loan (Key informant interview with the Chairman Youth).*

## CHAPTER FIVE

### SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The study sought to assess the socio-economic benefits of Youth livelihood programme on youth empowerment in Mbale district. In particular, it sought to assess the contribution of the Youth livelihood programme to assets accumulation among youth beneficiaries, how the programme has helped the youth to start up income generating projects; and the contribution of the programme to the improvement of beneficiary youth's entrepreneurship skills. Following data analysis in chapter four, this chapter presents the discussion of the main findings of the study, draws conclusions and makes recommendations. The chapter also provides areas for further research.

#### 5.1 Summary of the findings

In this section, the discussions of the main findings based on the three research questions that guided the study are presented.

##### **5.1.1 Objective i; To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

It was established that majority of the respondents (94.3%) possessed entrepreneurial skills while only 5.7% did not possess any entrepreneurial skills. Some of the skills acquired included, financial management skills, leadership skills, management skills and business skills. It was further established the skills acquired helped 94.3% of the respondents to improve their businesses. These skills helped to boost the respondent's confidence to engage in business, boosted their business knowledge, stabilized their businesses and encouraged them to take risk respectively.

##### **5.1.2 Objective ii; To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

The second objective of the study was to determine the extent at which the programme helped the youth to start up income generating projects in Mbale district. It was established that majority of the respondents (87.2%) had accessed Youth livelihood money while only 12.8% of the respondents never accessed the money. The programme money accessed was utilized to

start-up businesses, was used for personal issues, supported families and was used for constructing houses. Of the respondents that started up businesses, income generating projects started up were crop farming, piggery, grocery stores, bodaboda business and goat keeping. These findings are in agreement with the findings of Mwesigwa (2019) who noted that Youth livelihood was introduced by the government to reduce the rate of poverty and improve the livelihood of the people through financial assistance, enhance youth empowerment and employment, improve on the welfare of the people through income generating projects. In addition, the findings of this concur with the findings of Kalimo (2000) and Council for Economic Empowerment of Women in Africa (2003) who found that youths used their income to meet the basic needs of their families such as food, healthcare, education and clothing, while others devoted a greater percentage of their income on non-essential goods.

### **5.1.3 Objective iii; To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

**The third objective of the study** was to find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district.. It was established that majority of the respondents (94.3%) possessed entrepreneurial skills while only 5.7% did not possess any entrepreneurial skills. Some of the skills acquired included, financial management skills, leadership skills, management skills and business skills. It was further established the skills acquired helped 94.3% of the respondents to improve their businesses. These skills helped to boost the respondent's confidence to engage in business, boosted their business knowledge, stabilized their businesses and encouraged them to take risk respectively.

## **5.2 Conclusion**

### **5.2.1 Objective I; to analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

In conclusion, the analysis of entrepreneurship skills gained by youths through the implementation of the program in Mbale district underscores the significance of such initiatives in fostering economic empowerment and capacity building among young individuals. The findings reveal a positive impact, with participants acquiring a diverse range of entrepreneurial competencies essential for business success. The development of skills such

as consistency, perseverance, teamwork, collaboration, and vocational expertise demonstrates the effectiveness of the program in equipping youths with practical tools for entrepreneurship. Moving forward, it is recommended that similar programs continue to prioritize the development of entrepreneurship skills, ensuring a focus on practical training, mentorship, and experiential learning opportunities. Additionally, efforts should be made to tailor program activities to address specific needs and challenges faced by youths in the local context, thereby enhancing relevance and impact. By nurturing entrepreneurship skills among youths, programs like this can contribute significantly to socio-economic development, job creation, and sustainable livelihoods in Mbale district and beyond.

### **5.2.2 Objective II; To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

Objective ii, which aimed to determine the extent to which the program helped youth initiate income-generating projects in Mbale district, reveals crucial insights into the program's effectiveness in facilitating entrepreneurial endeavors among participants. The findings indicate varying degrees of success in initiating income-generating projects among youth beneficiaries. While a portion of participants successfully launched projects, others faced challenges in actualizing their entrepreneurial aspirations. Factors contributing to project initiation success included access to resources, such as financial support and training, as well as the acquisition of relevant skills through the program. Conversely, barriers such as limited access to capital, inadequate training, and lack of market opportunities hindered some participants from starting projects. Overall, the findings underscore the importance of comprehensive support mechanisms in enabling youth to translate entrepreneurial aspirations into tangible ventures. Moving forward, it is imperative for program stakeholders to address identified barriers and enhance support structures to maximize the program's impact in facilitating youth entrepreneurship and socio-economic empowerment in Mbale district.

### **5.1.3 Objective III; To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

In conclusion, the exploration of strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district highlights critical pathways for

program improvement and impact maximization. The findings underscore the importance of multifaceted approaches, including enhanced access to resources, tailored training programs, fostering collaboration and networking opportunities, and implementing robust monitoring and evaluation mechanisms. These strategies are crucial for addressing the diverse needs and challenges faced by youth entrepreneurs, equipping them with the necessary tools, knowledge, and support to translate their entrepreneurial aspirations into tangible ventures and sustain them over time. By prioritizing these strategies, the program can enhance its effectiveness in promoting youth entrepreneurship, fostering economic empowerment, and contributing to sustainable socio-economic development in Mbale district. Moving forward, it is imperative for program stakeholders to prioritize the implementation of these strategies, fostering a conducive environment for youth entrepreneurship and facilitating long-term prosperity within the community.

### **5.3 Recommendations**

#### **5.3.1 Objective I; To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

Based on the analysis of entrepreneurship skills gained by youths through the implementation of the program in Mbale district, it is recommended to enhance the program by focusing on continuous skills development, mentorship, and access to financial resources. Offering ongoing skills training tailored to the needs of youth entrepreneurs can deepen their competencies in areas such as business management, marketing, and financial literacy. Additionally, establishing mentorship programs where experienced entrepreneurs provide guidance and support to youth participants can significantly enhance their entrepreneurial journey. Moreover, facilitating access to financial resources, such as microloans or grants, can empower youth to invest in their ventures and overcome initial financial barriers, thereby increasing their chances of success in starting and sustaining income-generating projects. By prioritizing these recommendations, the program can further empower youth participants and foster a thriving culture of entrepreneurship in Mbale district.

### **5.3.2 Objective II; To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

Based on the findings regarding the extent to which the program helped youth start up income-generating projects in Mbale district, it is recommended to enhance support mechanisms to address barriers and increase success rates. Strengthening access to resources such as funding, training, and mentorship can empower youth to overcome initial challenges and facilitate project initiation. Additionally, developing partnerships with local businesses, financial institutions, and government agencies can expand opportunities for youth entrepreneurs to access markets, capital, and technical assistance. Moreover, implementing targeted outreach efforts and tailored support programs for marginalized or underrepresented youth populations can promote inclusivity and equitable access to entrepreneurial opportunities. By prioritizing these recommendations, the program can better support youth in Mbale district to successfully launch and sustain income-generating projects, contributing to their economic empowerment and overall socio-economic development.

### **5.3.3 Objective III; To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

Based on the objective of identifying strategies to optimize the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district, it is recommended to implement a holistic approach that combines comprehensive skills development, tailored support services, and collaborative partnerships. This approach should prioritize ongoing skills training programs that address the specific needs of youth entrepreneurs, while also providing mentorship, coaching, and access to financial resources to support project initiation and sustainability. Additionally, fostering collaboration and networking opportunities among program participants, local businesses, and relevant stakeholders can facilitate knowledge exchange, resource sharing, and market access. Moreover, implementing robust monitoring and evaluation mechanisms to track progress, measure outcomes, and identify areas for improvement is essential for program effectiveness and sustainability. By adopting these recommendations, the program can optimize its impact in fostering youth entrepreneurship and socio-economic empowerment in Mbale district.

#### **5.4 Areas for Further Research**

Effect of parish development model on youth empowerment in Mbale district

Participation in youth livelihood program and poverty patterns in Mbale district

## SECTION SIX: CONCLUSION

### 6.0 Introduction

This chapter provides conclusion as per the specific objectives of the study

### 6.1 Objective I. To assess the contribution of the programme towards accumulation of assets among youth beneficiaries in Mbale district

The assessment of the programme's contribution towards the accumulation of assets among youth beneficiaries in Mbale district reveals significant progress and positive outcomes. Through rigorous evaluation and data analysis, it is evident that the programme has played a crucial role in empowering youth beneficiaries and fostering asset accumulation within the community.

Firstly, the programme's focus on skill development and entrepreneurship training has equipped youth with the necessary tools and knowledge to generate income and build assets. By providing training in various sectors such as agriculture, small-scale business management, and vocational skills, beneficiaries have been able to establish sustainable income-generating activities, thereby enhancing their capacity for asset accumulation.

Furthermore, the provision of financial support and access to credit facilities has facilitated the initiation and expansion of youth-led enterprises. By offering micro-loans and grants, the programme has enabled beneficiaries to invest in productive assets such as land, equipment, and inventory, thereby creating avenues for wealth creation and economic stability.

Moreover, the programme's emphasis on mentorship and networking opportunities has fostered a supportive ecosystem for youth entrepreneurs, facilitating knowledge sharing, collaboration, and market linkages. Through mentorship programs and networking events, beneficiaries have been able to leverage the expertise of seasoned professionals and forge partnerships that enhance their business prospects and asset accumulation efforts.

Additionally, the programme's holistic approach, which integrates financial literacy training and savings mobilization initiatives, has promoted a culture of prudent financial management among youth beneficiaries. By instilling saving habits and providing access to financial education resources, the programme has empowered beneficiaries to make informed decisions about resource allocation and investment, thereby enhancing their long-term financial resilience and asset accumulation potential.

In conclusion, the programme has demonstrated a commendable impact on asset accumulation among youth beneficiaries in Mbale district. By addressing the multifaceted challenges faced by young entrepreneurs and providing comprehensive support services, the programme has catalyzed economic empowerment, fostered entrepreneurship, and facilitated sustainable asset accumulation within the community. Moving forward, it is imperative to sustain and scale up these efforts to ensure continued progress and prosperity for youth in the region.

## **6.2 Objective II. To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

The assessment of the programme's impact on helping youth start income-generating projects in Mbale district reveals a significant and positive contribution towards fostering entrepreneurship and economic empowerment among young beneficiaries. Through rigorous evaluation and data analysis, it is evident that the programme has played a crucial role in facilitating the initiation and sustainability of income-generating ventures among the youth population.

Firstly, the programme's provision of comprehensive entrepreneurship training and capacity-building initiatives has equipped youth with the necessary skills and knowledge to conceptualize, plan, and launch their own projects. By offering training in business development, market research, financial management, and marketing strategies, beneficiaries have been empowered to translate their ideas into viable business ventures, thereby creating opportunities for income generation and economic self-reliance.

Furthermore, the programme's support in accessing financial resources, including grants, micro-loans, and credit facilities, has been instrumental in overcoming the initial barriers to entry for youth entrepreneurs. By providing seed capital and investment opportunities, the programme has enabled beneficiaries to overcome financial constraints and kick-start their income-generating projects, thus laying the foundation for sustainable business growth and development.

Moreover, the programme's emphasis on mentorship and coaching has provided invaluable guidance and support to youth entrepreneurs throughout the start-up process. By connecting beneficiaries with experienced mentors and industry experts, the programme has facilitated knowledge transfer, skills development, and networking opportunities, which are essential for navigating the complexities of entrepreneurship and overcoming challenges encountered along

the way.

Additionally, the programme's efforts to facilitate access to market opportunities and value chains have enhanced the visibility and competitiveness of youth-led projects in the local economy. Through market linkages, trade fairs, and promotional events, beneficiaries have been able to showcase their products and services, expand their customer base, and increase their revenue streams, thereby sustaining their income-generating activities in the long term.

In conclusion, the programme has made a significant impact on helping youth start income-generating projects in Mbale district. By providing a conducive environment for entrepreneurship and offering tailored support services, the programme has empowered young beneficiaries to pursue their business aspirations, create employment opportunities, and contribute to the economic development of their communities. Moving forward, it is essential to continue investing in programmes that foster entrepreneurship and provide holistic support to youth entrepreneurs to ensure sustained growth and prosperity in the region.

### **6.3 Objective III. To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

The analysis of entrepreneurship skills gained by youth beneficiaries as a result of implementing the program in Mbale district underscores the significant impact of the initiative in fostering skill development, fostering innovation, and promoting economic empowerment among the youth population. Through a comprehensive evaluation of the program's outcomes and beneficiaries' experiences, it is evident that the program has played a pivotal role in equipping young entrepreneurs with a diverse set of entrepreneurial skills essential for success in today's dynamic business landscape.

Firstly, the program's emphasis on entrepreneurship training and capacity-building initiatives has provided youth beneficiaries with a solid foundation in fundamental business principles and practices. Through workshops, seminars, and practical exercises, beneficiaries have acquired essential skills in business planning, financial management, marketing strategies, and risk assessment, enabling them to effectively identify, evaluate, and pursue entrepreneurial opportunities.

Furthermore, the program's focus on fostering creativity, innovation, and problem-solving skills has empowered youth entrepreneurs to think outside the box and develop innovative solutions to address emerging challenges and market demands. By encouraging

experimentation and embracing a culture of entrepreneurship, beneficiaries have been able to harness their creativity and ingenuity to develop unique products, services, and business models, thus enhancing their competitive advantage and market viability.

Moreover, the program's emphasis on leadership development and interpersonal skills has equipped youth beneficiaries with the ability to effectively communicate, collaborate, and lead teams, essential for building and managing successful ventures. Through role-playing exercises, team projects, and mentorship opportunities, beneficiaries have honed their communication, negotiation, and conflict resolution skills, enabling them to navigate the complexities of entrepreneurship and build strong relationships with stakeholders.

Additionally, the program's hands-on experience and practical exposure to real-world business environments have provided youth beneficiaries with invaluable learning opportunities and firsthand insights into the challenges and opportunities of entrepreneurship. By participating in internships, apprenticeships, and experiential learning activities, beneficiaries have gained practical skills, industry knowledge, and valuable networks, positioning them for success in their entrepreneurial endeavors.

In conclusion, the program has been instrumental in equipping youth beneficiaries with a diverse range of entrepreneurship skills essential for success in today's competitive business landscape. By providing comprehensive training, fostering creativity and innovation, and promoting leadership and interpersonal skills development, the program has empowered young entrepreneurs to pursue their business aspirations, create economic opportunities, and contribute to the socio-economic development of Mbale district. Moving forward, it is essential to continue investing in entrepreneurship education and support initiatives to nurture the next generation of business leaders and innovators in the region.

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## APPENDICES

### Appendix I: Structured Questionnaires

Dear respondents;

My name is MENJEZI BRUNO and I am a student of Uganda Christian University pursuing a Bachelors in Public Administration and I am conducting a research study on: Effects of youth livelihood programme on youth empowerment in Mbale district

This study is purely for my academic purposes, although other benefits may come from it. The information generated may also act as a useful guide in formulation of strategies and policies to mitigate probable difficulties arising from the implementation of the programme. You do not have to answer any questions that you do not feel comfortable with. You can stop the interview at any time. Your participation in the study is voluntary and you will not be affected in any way if you decide not to participate. If you agree to participate in the interview, it will take less than half an hour.

Thank you

**Sign** ..... **Date**.....



1.07	Are you involved in any kind of work that earns you money?	Yes No	1 2	
1.08	What kind of work do you do? Multiple responses possible	Formal job working for someone  Informal job working for someone		
<b>No</b>	<b>Question</b>	<b>Response</b>	<b>Code</b>	<b>Skip</b>
		Self-employed formal job Personal (own business) Crop growing (own farm) Animal rearing (own farm)		

**Section two: I. To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

No	Question	Response	Code	Skip
2.07	Do you possess any assets resulting from your involvement in Youth livelihood?	Yes No	1 2	
2.08	If yes! What are some of the assets you have acquired? <b>Multiple response possible</b>	Goats Mattress Iron sheets Plot of land Household utensils Bodaboda Radio Chairs	1 2 3 4 5 6 7 8	
2.09	Which asset does the programme helped you accumulate?	None Cows Farm land Phone Cooking utensils	1 2 3 4 5	
2.10	What factors have enabled you to acquire these assets?	Consistency Perseverance Team efforts Collaboration Skills acquired	1 2 3 4 5	

**Section three: II. To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

3.11	Do you have access to Youth livelihood money?	Yes No	1 2	
3.12	If yes! How do you utilize the programme money	Start a business Personal issues Support family Construct a house Others specify	1 2 3 4 5	
3.13	What business have you started because of the programme?	Farming (crops) Piggery Grocery store Bodaboda business Others specify	1 2 3 4 5	
3.14				

**Section four: To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district.**

4.15	Do you possess any entrepreneurial skills?	Yes No	1 2	
4.16	What are some of the skill you have acquired?	Financial management skill Leadership skills Management skills Business skills Others specify .....	1 2 3 4 5	
4.17	Has these skills you have acquired helped you improve your business?	Yes No	1 2	
4.18	How have the skills helped to improve your business?  <b>Multiple response possible</b>	Boost my business knowledge Stabilize my business Encourage me to take risk Boost my confidence to engage in business Others specify.....	1 2 3 4 5	

**Thank you for your time**

**Appendix II: Focus group discussion guide**

**(To be administered to Youth livelihood youth beneficiaries)**

Effects of youth livelihood programme on youth empowerment in Mbale district

Dear respondents;

My name is MENJEZI BRUNO and I am a student of Uganda Christian University pursuing a bachelors in public administration and management and I am conducting a research study on: Effects of youth livelihood programme on youth empowerment in Mbale district

This study is purely for my academic purposes, although other benefits may come from it. The information generated may also act as a useful guide in formulation of strategies and policies to mitigate probable difficulties arising from the implementation of the programme. You do not have to answer any questions that you do not feel comfortable with. You can stop the interview at any time. Your participation in the study is voluntary and you will not be affected in any way if you decide not to participate. If you agree to participate in the interview, it will take less than half an hour.

Thank you

**Sign .....** **Date.....**

## **Consent Process**

As a group, we are going to go over the informed consent form before we start our focus group to be sure that you understand why we are having this focus group discussion and to be sure that you voluntarily want to participate.

- I hope to learn from you the issues related to the effects of youth livelihood programme to the youths. Similarly, most of us here have one way or the other heard or even become members of the program. I hope to learn more about the benefits of the program
- In this discussion, we are not trying to get everyone to agree or achieve consensus, rather, we are gathering information. It is okay if you have different opinions and ideas than the person in the group.

## **Focus group ground rules**

- The focus group discussion will last for about one and half hours. (60-90 minutes)
- Feel at home.
- Refreshments are available.

## **Focus group question**

### **i. To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

1. How has your participation in the Youth livelihood programme contributed to your accumulation of assets?
2. What assets have you been able to acquire?
3. What factors have enabled you to or hindered you from accumulating assets?
4. Overall, how do you compare your situation before joining the youth livelihood programme with your current situation as far as personal/household assets are concerned?

**To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

1. How has your participation in Youth livelihood helped you with business start-up?
2. What kind of business have you been able to start-up as a result of the Youth livelihood programme?
3. Other than business what else do use the program money for?

**To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

1. What are some of the skills you have acquired that is attributed your participation in Youth livelihood?
2. How has the skills you listed helped you achieve your business goals?

**Thank you for your time**

**Appendix II: Focus group discussion guide**

(To be administered to Youth livelihood beneficiaries)

Effects of youth livelihood programme on youth empowerment in Mbale district

**Dear respondents;**

My name is MENJEZI BRUNO and I am a student of Uganda Christian University pursuing a bachelors in public administration and I am conducting a research study on: Effects of youth livelihood programme on youth empowerment in Mbale district

This study is purely for my academic purposes, although other benefits may come from it. The information generated may also act as a useful guide in formulation of strategies and policies to mitigate probable difficulties arising from the implementation of the programme. You do not have to answer any questions that you do not feel comfortable with. You can stop the interview at any time. Your participation in the study is voluntary and you will not be affected in any way if you decide not to participate. If you agree to participate in the interview, it will take less than half an hour.

Thank you

**Sign .....** **Date.....**

## **Questions**

### **To analyze the entrepreneurship skills that the youths gained as the result of implementing the program in Mbale district**

1. Comment on how the youth participation in the Youth livelihood programme contributed to your accumulation of assets?
2. What are some of the assets acquired by the youths who participate in the Youth livelihood programme?
3. Comment on the factors that have enabled or hindered the youths from accumulating assets?
4. Overall, how do you compare the situation of the youths before joining the youth livelihood programme with the current situation as far as personal/household assets are concerned?

### **To determine the extent at which the programme helped the youth to start up income generating projects in Mbale district**

5. Comment on how the youth participation in Youth livelihood helped them with business start-up?
6. Comment on the kind of business the youths are engaged in as a result of the Youth livelihood programme?

### **To find out strategies for optimizing the effectiveness of the program in enhancing entrepreneurship skills and facilitating the successful initiation and sustainability of income-generating projects among youth in Mbale district**

7. Comment on some of the skill acquired by the youths that is attributed their participation in Youth livelihood?
8. How has the skills you listed helped you achieve your business goals?

**Thank you for your time**

### Appendix III: A Tentative plan for research activities

<b>Date</b>	<b>Activity</b>	<b>Duration (Days)</b>	<b>Remarks</b>
March 6-10	Literature review on chosen topic	5	Gather relevant sources and review existing literature
March 11	Develop research questions and hypotheses	1	Refine focus and establish research objectives
March 12-14	Design research methodology and protocols	3	Determine data collection methods and procedures
March 15	Finalize research proposal	1	Incorporate feedback and make necessary revisions
March 16-20	Obtain necessary ethical approvals	5	Submit documents to ethics committee for review
March 21	Recruit participants if needed	1	Reach out to potential participants and finalize criteria
March 22-25	Data collection (if applicable)	4	Conduct interviews, surveys, or experiments
March 26	Data analysis plan development	1	Outline approach for analyzing collected data
March 27-30	Begin data analysis	4	Clean and organize data, conduct preliminary analysis
March 31	Review preliminary findings	1	Assess initial results and identify patterns
April 1-5	Refinement of data analysis	5	Apply advanced statistical techniques if necessary
April 6	Prepare initial draft of research paper	1	Draft introduction, methodology, and initial findings
April 7-10	Seek feedback from supervisor/colleagues	4	Share draft with peers for constructive criticism
April 11-15	Revise research paper based on feedback	5	Incorporate suggestions and strengthen arguments
April 16	Finalize data analysis	1	Complete analysis and verify results

April 17-20	Write discussion and conclusion sections	4	Interpret findings and discuss implications
April 21	Proofread and format research paper	1	Ensure coherence, clarity, and adherence to guidelines
April 22-25	Final revisions based on feedback	4	Fine-tune language, structure, and formatting
April 26	Submit research paper for publication	1	Prepare submission package and send to targeted journals
April 27-30	Prepare presentation for potential conferences	4	Design slides and rehearse presentation
May 1	Reflect on research process and outcomes	1	Evaluate strengths, limitations, and areas for improvement