



**YOUTH INVOLVEMENT, EMPOWERMENT, STAKEHOLDER
ROLE CLARITY AND PROJECT SUSTAINABILITY: THE
CASE STUDY OF YOUTH LIVELIHOOD PROJECTS IN
NEBBI DISTRICT**

**BY MUKEONZIA CHRISTINE
REG. NO. 2015/HD10/2034U
Email: cmukeonzia@yahoo.com
Mob: +256 782 395027**

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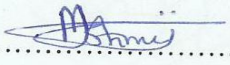
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OCTOBER, 2018

DECLARATION

DECLARATION

I **Mukeonzia Christine** declare that, to the best of my knowledge this dissertation is my own original work which has never been presented to any university or institution of higher learning for the award of any academic qualifications.

Signature:  Date: 3/10/2018

Mukeonzia Christine

APPROVAL

APPROVAL

This is to certify that the dissertation entitled: Youth involvement, empowerment, stakeholder role clarity and project sustainability: the case study of youth livelihood projects in Nebbi District has been submitted with our approval as the University Supervisors.

Signature: 

Date: 

Assoc. Prof. Vincent Bagire

Makerere University Business School

Signature: 

Date: 

Mr. Obedgiu Vincent

Makerere University Business School

DEDICATION

I dedicate this report to my dear husband Mr. Matua Phillip and my beloved children Immaculate, Duncan, Herbert and Joan.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS

AIDS: Acquired Immune Deficiency Syndrome

FAO: Food and Agriculture Organization

HIV: Human Immune Virus

MGLSD: Ministry of Gender Labour and Social Development

SDIP: Social Development Investment Plan

YLP: Youth Livelihood Project

ABSTRACT

The Ugandan government has initiated various policies, programmes and projects to address youth unemployment and poverty challenges across the country. One of such a programme is Youth Livelihood Programme which was aimed at empowering youth in Uganda to harness their socioeconomic potential, increase self-employment opportunities and income levels. However, sustainability of such programmes and projects is still questionable. This study sought to establish the relationship between youth involvement, empowerment, stakeholder role clarity and sustainability of youth livelihood Projects in Nebbi District. The researcher used descriptive and cross sectional research design to study the relationship between, youth involvement, empowerment, stakeholder role clarity and funds utilization with the aim of establishing whether they have effect on project sustainability using a snap shot study. A sample size of 92 group projects was selected from the population of 115 group projects in Nebbi District. Both primary and secondary data sources were used by the researcher. Structured questionnaires were used to collect data and this data was sorted, edited, coded and analyzed using SPSS software. Descriptive frequency Pearson correlation co-efficiency and regression analysis statistics were used to examine the study variables. The correlation analysis revealed a significant positive relationship between all the three independent variables that is, youth involvement, empowerment, stakeholder role clarity and project sustainability. This implies that, all the three independent variables are directly associated with project sustainability.

In the regression analysis, Model 1 included three control variables for study namely; length of project existence, number of project members and funds received from the YLP. All of the independent variables in the model were not significant predictors. Model 2 involves the introduction of youth involvement to the predictor variables in model 1. The findings indicated that Youth Involvement had a significant positive effect on project sustainability. Model 3 involved the introduction of Empowerment to the predictor variables used in model 2. Empowerment was itself found to have a significant positive effect on project sustainability. Model 4 involved the introduction of Stakeholder role clarity to the predictor variables used in model 3. Stakeholder role clarity was found to have a significant positive effect on project sustainability. Model 5 involved the introduction of Funds Utilization to the predictor variables used in model 4. Funds Utilization was also found to have a significant positive effect on project sustainability.

The study concludes that, sustainability of YLP is determined by whether the project groups are being involved at all levels of project cycle, whether they have the required skills for project implementation and whether there is clarity in the roles and responsibilities of the different stakeholders or not. Secondly, once project funds are disbursed when the project groups do not follow the established guideline by MGLSD for utilization of the funds, sustainability of the projects will not be guaranteed. The study recommends that targeted youth groups must be involved throughout the project cycle, more tailored training be provided to the project groups, roles of the different stakeholders have to be clearly specified and monitoring of the project groups enhanced to attain project sustainability

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The section covers introduction, background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope of the study, significance of the study and conceptual framework.

1.2 Background to the Study

Project sustainability is considered an inherent goal for all development programmes. It is the continuing of project benefits beyond the project period, and the continuation of local actions stimulated by the project, and the generation of successor services and initiatives as a result of project-built local capacity (Honadle & VanSant as cited in Wasilwa, 2015). Sustainability refers to the ability of a system to perpetuate itself using locally approved strategies and enable the continuation of the program in some way (Selzer, 2014; Wanjiku, 2016) which guarantee financial, institutional, environmental and social sustainability (Morfaw, 2014; Toner & Franks, 2006 as quoted in Mauto, 2013).

The Ugandan government has initiated various policies, programmes and projects to address youth unemployment and poverty challenges across the country (Youth Map Uganda, 2011). Such initiatives support youth to start or expand their business enterprises through access to small interest loans in groups. These programmes mostly promote low cost skills development and offer grants for training, tools and materials to stir young people to start income generating activities with the aim of creating a sustainable impact on the targeted beneficiaries (Ejang, Openjuru, Uwonda, Biryomumeisho, Kansiime, Ojok & Acom, 2016). Without meaningful involvement and empowerment, development programs for special target groups like youth are bound to fail

(Wanjala, 2014). This implies that sustainability will only be achieved when the youth are involved and empowered. Youth involvement entails a capacity-building process, based on enabling young people to actively make decisions that affect their lives and the lives of others in their community (World Scout Youth Involvement Policy, 2015). Such involvement enables young people to participate in any decision-making processes that affect their lives (Checkoway, 2011; Kim, 2016). Additionally, stakeholder involvement is critical to the success of every project in every organization (Njogu, 2016) and therefore play a crucial role in the successful management of these projects (Aaltonen, 2011).

In Uganda one such programme designed to enhance youth participation and empowerment is the Youth Livelihood Programme. This is a programme designed in response to the high unemployment rate and poverty among the youth in the country (Official Souvenir Magazine, 2015). The overall programme development objective is to empower the target youth to harness their socio-economic potential and increase self-employment opportunities and income levels. The major components are skills development, livelihood support and institutional support (Ministry of Gender Labour and Social Development MGLSD, 2013). The programme targets unemployed and poor youth aged 18-30 years including school dropouts, youth with disability, youth living with HIV and AIDS, single parent youth, graduates among others in all districts of Uganda. The funds disbursed to every Youth Interest Groups (YIG) are to be recovered and handed over to new groups. The revolving nature of the Youth Livelihood Project (YLP) was intended to enhance sustainability by ensuring continual availability of funds for new Project groups, through cash and in kind refunds and reimbursement (MGLSD, 2013). This requires urgent mobilization for repayment of the funds disbursed.

In Nebbi district, YLP implementation started in the financial year 2013/2014. A total of 115 Project groups were enrolled on the programme by September 2016 to implement different projects. The Ministry disbursed a total sum of 560,400,550/= to the Project groups in Nebbi district. However, only 44,238,550/= was recovered by September 2016 leaving out 516,161,879/= unrecovered (Nebbi District Data Base for YLP, September, 2016). In addition to poor recovery, most groups have dissolved and changed their projects (Ovona, Personal communication, September 15, 2016). The Resident District Commissioner Nebbi blamed the youth for poor project selection and diversion from original project plans (Adubango, 2016). Evidences of corruption in management of the Youth development funds were also cited (Wanjala, 2014). Consequently, in February 2017, Nebbi district was barred from receiving additional funds for YLP by Ministry of Gender Labour and Social Development. The Chief Administrative Officer Nebbi called this a disaster to the rest of the youth groups (Kermundu, 2016). According to Auditor General Report (2016) the low recovery rate may make the programme unsustainable since the YLP is revolving in nature, that possess a challenge on how best to promote sustainability of the Youth Livelihood Projects in Nebbi district, which is the basis of the study.

1.3 Statement of the problem

The government of Uganda initiated the Youth Livelihood Programme to increase self-employment opportunities and income levels of the targeted youth (MGLSD, 2013). The programme is expected to increase joint youth participation, instill a sense of ownership for projects and promote self-accountability necessary for survival of the youth group projects (Ejang *et al.*, 2016). However, sustainability of youth livelihood projects in Nebbi district is still questionable as most youth groups that benefited are no longer functional and have failed to pay back the funds. This has limited other groups from benefiting. Yet the group enterprises are not

generating profits for project continuity which is a key aspect for sustainability. By September 2016, 92% of the fund disbursed were not recovered (Nebbi District Data Base for Youth Livelihood programme, September 2016); creating a uniqueness in the implementation of the projects compared to other districts. This is because, the effect of YLP is little felt and the recovery rate of the youth funds in Nebbi district is very poor compared to other districts and this status is getting out of hand with youth failing to show commitment of paying back the funds (Adubango, 2016). This could be attributed to low youth involvement, lack of empowerment, lack of stakeholder role clarity and funds utilization. If there are no measures put in place to avert the situation, the sustainability of youth livelihood projects in the district will be more of a dream than reality. The study seeks to establish the relationship between youth involvement, empowerment, stakeholder role clarity and funds utilization in view of promoting project sustainability of Youth Livelihood Projects in Nebbi district.

1.4 Purpose of the study

The purpose of the study was to establish the relationship between youth involvement, empowerment, stakeholder role clarity and sustainability of youth livelihood Projects in Nebbi District.

1.5 Research Objectives

The study was guided by the following objectives.

- i. To examine the relationship between youth involvement and project sustainability
- ii. To examine the relationship between empowerment and project sustainability.
- iii. To examine relationship between stakeholder role clarity and project sustainability.
- iv. To examine the relationship between funds utilization and project sustainability.

- v. To examine the joint effect of youth involvement, empowerment, stakeholder role clarity and funds utilization on project sustainability.

1.6 Research Questions

The study sought to answer the following questions.

- i. What is the relationship between youth involvement and project sustainability?
- ii. What is the relationship between empowerment and project sustainability?
- iii. What is the relationship between stakeholder role clarity and project sustainability?
- iv. What is the relationship between funds utilization and project sustainability?
- v. What is the joint effect of youth involvement, empowerment, stakeholder role clarity and funds utilization on project sustainability?

1.7 Scope of the study

The scope of this study was in three dimensions, namely; geography, time and content/subject.

Geographical scope: This study was limited to Nebbi district in North-Eastern Uganda, one of the pilot districts for implementing the youth livelihood projects consisting of 15 lower local governments. The study focused on youth groups that had access to the youth livelihood funds both those who were paying and those not paying. A total of 115 group projects have been funded.

Subject Scope: The study also covered concepts of Youth Involvement, Empowerment, Stakeholder Role Clarity, Funds Utilization and Sustainability of youth livelihood projects.

1.8 Significance of the study

This study was considered to be very important for the following reasons;

The findings and recommendations of this study will be used to improve the design of similar projects in Nebbi District and Uganda as a whole.

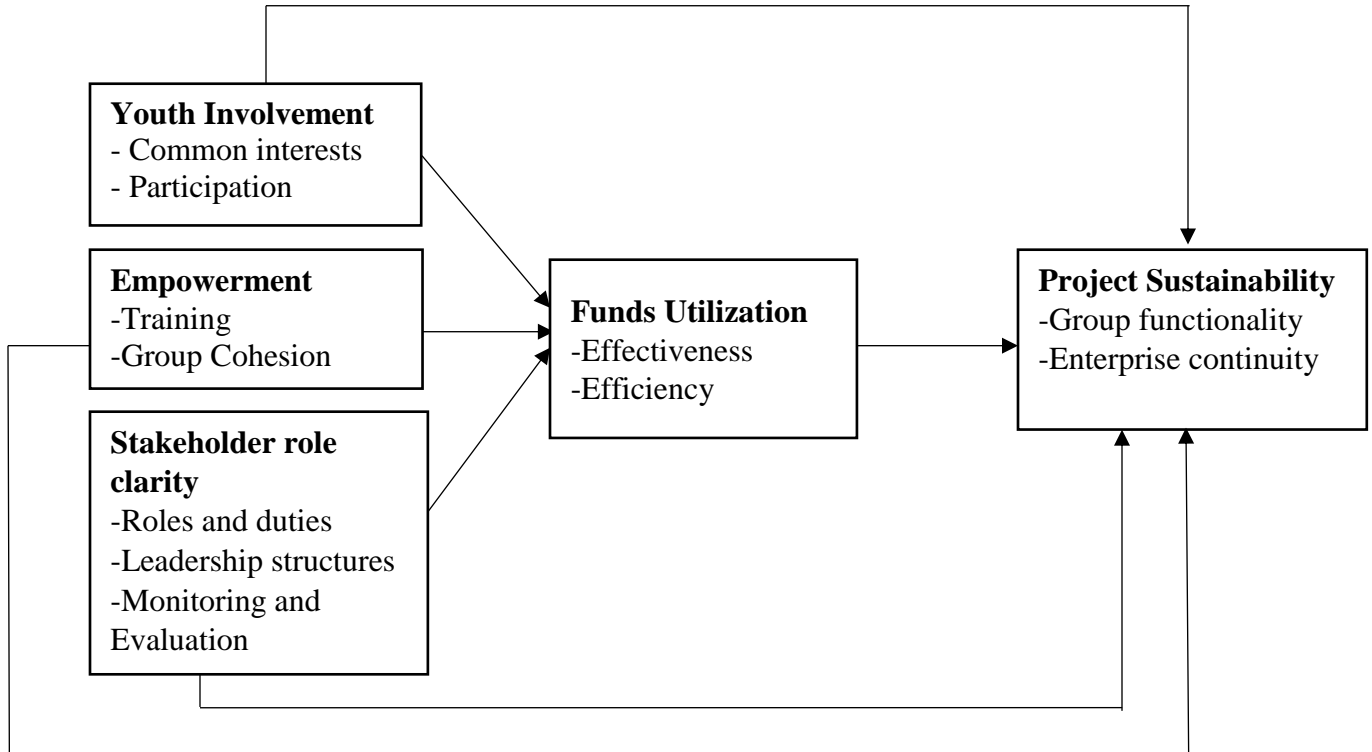
It is hoped that the findings of the study will contribute towards evidence based policy making especially for livelihood projects aimed at empowering vulnerable groups. This will be done through answering questions such as what worked, what did not, where, why and at what cost? which will be key to inform policy and decision making process in similar projects.

The information collected is expected to provide an opportunity to communicate and share the impact of YLP with other stakeholders, which is seen to be critical for strengthening and designing relevant youth projects that will provide basis for sustainability.

The findings of the study will add to the body of knowledge for researchers and other scholars by identifying areas of further research and acting as a reference for similar areas of study.

1.9 Conceptual Frame Work

Figure 1: Conceptual Frame Work



Adopted and modified from (Ifenkwe, 2012; Okiring, 2014; Rose, 2016; Selzer, 2014; Shilpa & Rakesh, 2013; Wasilwa, 2015).

The study focused on independent, mediating and dependent variables. The independent variables included youth involvement, empowerment, stakeholder role clarity. Funds utilization was the mediating variable. Sustainability of youth livelihood programme focused on group functionality and enterprise continuity.

Since the projects funds were given to groups, the functionality of these groups remained key as the member's act as surety for each other in recovering the loans and ensured that the project attains its expected outcome. Enterprise continuity is ensuring that project yields benefits beyond the project period.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This section contains review of related literature to the study variables indicated in the conceptual frame work. The first part of the literature defined the key concepts and the second part has explained the relationship between the variables of youth involvement, empowerment, stakeholder role clarity, funds utilization and sustainability of youth livelihood projects. The third part has summarized the reviewed literature in light of the topic as detailed below.

2.2 DEFINITIONS OF KEY CONCEPTS

2.2.1 Youth Livelihood Programme (YLP)

YLP is a five-year development programme (2013/14 - 2017/18) targeting poor and unemployed youth aged between 18 and 30 in the present 112 districts of Uganda, (Miranda, Bukenya, Kasirye, & Rotheram, 2016). It was launched in 2013 earmarking a total of 265 billion Uganda Shillings to benefit the youth through livelihoods, skills development and institutional capacity building. The purpose of the YLP was to empower youth in Uganda to harness their socioeconomic potential, increase self-employment opportunities and income levels (MGLSD 2013). The youth livelihood support is provided through Youth Interest groups of 10-15 persons inform of revolving funds (soft loans) with youth friendly terms (Official Souvenir Magazine, 2015).

YLP is responsive to Uganda's Vision 2040 whose mission is to realize "a Transformed Uganda Society from a Peasant to a Modern and Prosperous country within 30 years". In addition, the Programme is in line with the second Social Development Investment Plan (SDIP II- 2011/12 – 2015/16) of MGLSD (Miranda, *et al.*, 2016).

Therefore, this programme addresses unemployment problems among the youth since studies in developing countries indicate that insufficient employment opportunities amidst a rapidly growing young labor force can lead to social unrest and political instability (MGLSD 2013).

2.2.2 Youth Involvement

The Constitution of the Republic of Uganda (1995) defines a youth as a person between the age of 18 and 30 years. Whereas the Food and Agriculture Organization (FAO) of the United Nations defined youths as young men and women between the ages of 15 and 24 years (Ifenkwe, 2012).

Youth involvement refers to the human resources, programs, institutions and systems that provide young people with opportunities to meaningfully engage and inform economic, social and political processes and outcomes development programmes (Okiring, 2014). The logic behind youth involvement is to count for more inclusiveness in development process and programmes (Okiring, 2014).

2.2.3 Empowerment

While the entrepreneurship spirit is present in Uganda, the capability and skills of the youth to be successful entrepreneurs are lacking (Pletscher, 2015). With less experience and fewer skills than many adults, young people often encounter particular difficulty in accessing work (Manpower Group-youth unemployment challenge and solutions, 2012). Empowerment can be defined as a multi-dimensional social process that helps people gain control over their own lives (Eeva, 2016). It is a process that fosters power (that is, the capacity to implement) in people, for use in their own lives, their communities, and in their society, by acting on issues that they define as important, (Eeva, 2016). Fishers as quoted in Ifenkwe (2012) defines empowerment as authority, resources, information and accountability. He further explained that authority, training and information are

important for decision making and when provided, individuals can then be held accountable for their decisions. It is a process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes (Adhiambo, 2012). DFID-CSO Youth Working Group, (2010) identified the elements of empowerment as attitudinal, structural and cultural processes where young people gain the ability, authority and urgency to make decisions and implement change in their own lives and the lives of other people.

2.2.4 Stakeholder role clarity

A stakeholder is defined as any group or individual who can affect or is affected by the achievement of the organization's objectives and without whose support the organization would cease to exist (Freeman, Harrison, Wicks, Parmar & De Colle, 2010; Rose, 2016). A stakeholder is a person who has an interest in or investment in something and who is impacted by and cares about how it turns out. According to Clements (2012), role clarity, or lack of it, is especially relevant in joint venture projects, integrated project teams and is most common in newly formed project teams. He defined role clarity as a situation where project team members are sure of their day to day roles and responsibilities, the objectives of the project, their level of authority for spending or directing others and the formal reporting structures. In addition, role clarity has simply been referred to as a lack of role ambiguity, meaning that an individual group member has a clear understanding of his or her task and has clear information associated with a particular role in the Group (Lynn & Kalay, 2015). It is important for projects that have multiple stakeholders to have their roles clearly specified to avoid conflicts.

There are strategic stakeholders (those affecting project portfolios) and moral stakeholders who can also become strategic overtime. From a normative perspective, management actions should follow ethical guidelines and also serve moral stakeholders (Freeman *et al.*, 2007 as cited in

Beringer, Jonas & Kock, 2013). Further, there is need to focus on internal strategic stakeholders (those who are directly involved in the project management process) because they constitute the core of project management. As such, we expect these stakeholders to be a major source of influence with respect to project success (Beringer *et al.*, 2013). Thus, for the case of YLP strategic internal stakeholders are the Technical Support Team (TST) from MLGSD, Chief Administrative Officers, District Community Development officers in charge of YLP, Sub County Chiefs, Sub County Community Development Officers (SCDO) and Project groups at community level (Youth livelihood Programme document 2013). It should be noted that the right stakeholders should be involved in the right project planning and management process. According to Beringer *et al.*, (2013), each of these stakeholders is supposed to comply with his or her specific role in respect to the project. This will determine the success of the project and its sustainability.

2.2.5 Funds Utilization

Funds utilization refers to efficiency and effectiveness in the management of funds meant for development programmes (MGLSD, 2013; Shilpa & Rakesh, 2013). The effective utilization of the funds is supposed to ensure the revolving nature where other youth groups benefits from repayments made by others. The utilization of the available funds under various grant schemes is a function of the institutional setup and efficiency (Gupta, Mukherjee, Sen & Srinivasan, 2011). Shilpa and Rakesh (2013) suggest that project managers need to determine how effectively and judiciously group project funds are put into use so that repayments can be done in time. This implies that, sustainability of group projects cannot be addressed without designing a strategy to ensure the proper utilization of funds. Such strategy helps to evade situations in which the funds remain idle or lack of profitable utilization of funds in hand.

2.2.6 Project Sustainability

Projects are temporary endeavors undertaken to produce specific objectives within a given time and at a specified cost. This means that a project must have a clearly defined scope, have a definite starting and ending points and a budget for successful completion (Chesiyna & Wanyoike, 2016). Project managers are therefore important change agents in organizations that have a strong influence on the sustainability of projects (Umugwaneza & Warren, 2016). The term sustainability is broad, forward looking and stakeholder oriented (Role of HR in Driving Sustainable Business Practices, 2013). It fundamentally needs to be understood as a mainstreaming issue, not as a separate, stand-alone area of activity and still less as a synonym for environment (Evans, 2012). Sustainability is the ability of a project to maintain its operations, services and benefits during its projected lifetime (Onah, Ayogu, & Agboeze, 2013). On the hand Evans (2012) considers it as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

However, others must have conceptualized project sustainability differently but given the nature and dimension of this study, project sustainability is looked at in terms of group functionality and enterprise continuity. This is so because the mode of implementation of these projects is that, the funds are channeled through groups to have the projects implemented. Sustainability will be enhanced if the groups are functional, their enterprises continue registering improved earnings to repay the loans advanced to them and continue to maximise the benefits of the project (Mugabi, 2018).

Therefore, the term project sustainability entails the continuation of benefits after major assistance from a donor has been completed. It is considered as the ability of a project to maintain its operations and services after the completion and handover of the project to the community, until

its projected life time (Dumrak, Baroudi & Pullen, 2015; Onah *et al.*, 2013). This can manifest itself in terms of group functionality and enterprise continuity.

The groups must remain functional and continue carrying out the project activities even after the external financial support has ended. Enterprise continuity is about taking responsibility for your enterprise and enabling it to stay on course whatever challenges it is faced with. It is about building and improving resilience to enable group enterprises to continue yielding benefits after phase out of external support (Business Continuity Institute, 2017).

2.3 RELATIONSHIP BETWEEN VARIABLES

2.3.1 Youth involvement and project sustainability

Community involvement and participation is one of the important factors that influence project implementation and sustainability (Chesiyna & Wanyoike, 2016). Youth should not only receive support but they should also make their own contributions by bringing resources such as skills and a bit of savings. This will reflect their commitment to the project and make it sustainable (International Labour Organization, 2012) and such commitments are only possible when the youth have common interests. Some researchers argue that, youth involvement in local leadership processes and development programmes is very low as they do not know that they can greatly contribute to the development of their communities through involvement in design and implementation of policies and programmes (Okiring, 2014). Yet when youth are involved in project initiation and implementation, there is the assurance of sustainability subject to some conditions, unlike when they have no idea about the project or when it is imposed on them (Olukotun, 2008 as cited in Onah *et al.*, 2013). Effective participation occurs when people, programs, institutions and systems are involved in an interplay of activities aimed at developing skills, habits, attitudes and a sense of awareness and responsibility in a young person so that in

turn, he/she can translate these into opportunities to influence the social, economic and political affairs of one's life, community, country and world (Okiring, 2014).

Similarly, interventions that regularly involve young people as partners and participants in the decision-making processes that determine program design, planning, and/or implementation is likely to be more sustainable. With the support of other stakeholders, YLPs need to engage young people in program leadership as a characteristic of their involvement in safe, positive, and structured activities (Matthew & Montgomery, 2011).

Through active involvement and participation, young people are empowered to play a vital role in their own development as well as in that of their communities. The active, informed and voluntary involvement of young people in decision-making both locally and globally is vital if development objectives are to be achieved (Summary Guideline for development Partners 2010-2011). However, Matthew and Montgomery (2011), argues that despite the increasing popularity of involving young people in the processes that affect their lives and communities, little is known about the demonstrated impacts that such participatory programming has on young people. Yet when not directly involved in the intervention, its effectiveness is not always obvious (Hempel & Fiala 2012). This explains why youth involvement and participation has been identified as a primary determinant of project sustainability and its relationship to project effectiveness has been estimated both qualitatively and quantitatively (Narayan & Mayoux as cited in Alnasser, Shaban, & Al-Zubi, 2014). In this case, Mauto (2013) noted that sustainable livelihood interventions need effective involvement of young people in development and implementation so as to make it successful and sustainable.

2.3.2 Empowerment and project sustainability

One critical factor to making the transition of youth into adulthood is having the right skills and opportunities to access decent work and participate in development programmes so as to improve their livelihood. This can only be done through empowering the youth. Empowerment happens when people, individually or collectively, conceive of, define and pursue better lives for themselves. This empowerment processes function through projects and programmes, building capacity and transforming relationships (Oswald & Ruedin, 2012).

Empowerment according to International Labour Organization (2012), is a combination of skills, good ideas and discipline to run a successful project. Young people need to be empowered so that they can voice their concerns, express their recommendations and participate in decision-making processes on issues that affect them. With a clear “theory of change” as to how empowerment activities will be sustained, there is need to invest holistically in capacity building of individuals, groups and organizations and in relationship building through systems and network development (Oswald & Ruedin, 2012).

The Skills Development Component of YLP supports the development of relevant livelihoods skills that create opportunities for self-employment among the youth. The component will provide hands-on training for the youth in marketable trades identified by the youth and provide basic start-up tool kits for the youth who successfully complete the trainings (MGLSD, 2013). The YLP offers onetime training for group leaders at the beginning of the project. However, this is what Ejang *et al.*, (2016) contend as insufficient and seemingly affecting the later running of the enterprises.

Additionally, Pletscher (2015) recognized that, the soft skills are much more important than the hard skills necessary for successful project implementation. Honesty, loyalty, being hard-working

and reliability are the basis for any kind of project work. This lack of soft skills, which have a lot to do with attitude and values compared to the more technical hard skills, can be observed on a daily basis and they determine project success. Chesiyana and Wanyoike (2016) emphasizes that some organizations spend a great deal of time and money on training efforts for general project management skills, but after the training, a project manager might still not know how to tailor their project management skills to the groups particular needs.

The key to the sustainability of any project has to focus not simply on technical skills but on processes of institutional change in the relationship between rural groups, with strengthened social capital and bargaining power and local government, with strengthened capacity to be transparent and responsive (Oswald & Ruedin, 2012). To this effect, MGLSD has announced reforms aimed at addressing gaps within the Youth Livelihood Project (Wandera, 2017). The Minister for Gender, Labour and Social Development Ms. Janat Mukyaya noted that, one of the key issues identified is the bad trend that the technical staff at the district lack entrepreneurial skills and continue to frustrate efforts of some groups. There is lack of monitoring skills among the officials has led to loss of tax payers' money. In this regard, the ministry needs to plan for a refresher programme for these officials, (Wandera, 2017). Therefore, process of empowerment sustains the impact of interventions (Oswald & Ruedin, 2012).

2.3.3 Stakeholder role clarity and project sustainability

Poor role clarity is an issue many projects suffer and it directly affects the motivation and performance of project team members and the project as a whole (Clements, 2012). Both research and practice suggest that stakeholders with the ability to influence projects play a crucial role in the successful management of projects (Aaltonen, 2011; Assudani & Kloppenborg, 2010).

Moreover, in the professional and academic management literature, a common view is that stakeholder management, role clarity and performance are strongly related as they are likely to determine project sustainability (Beringer *et al.*, 2013). Additionally, stakeholders and their interests may be affected by projects or project outcomes; thus, from an ethics and sustainable management perspective, they must not be ignored in project management, which is reflected in some definitions of project success (Freeman *et al.*, 2007 as cited in Beringer *et al.*, 2013; Turner, 2009). Stakeholders are assumed to be more effective when they understand what must be accomplished, whereas role ambiguity appears to decrease performance (Hall, 2008). Therefore, incomplete or ambiguous specification of group vision and ambiguous role in collaborative group/team work is important problem among project group members (Lynn & Kalay, 2015).

Beringer and associates as cited in Shah and Naqvi (2014) identified that some internal stakeholders with moderating effect of role clarity had positive effect on the strategic fit and as well average project success. Other researchers had it that, role clarity affects the nature of the relationship between the internal stakeholder's engagement and project success. Role clarity plays a vital role within project team and stakeholders, when fully moderated it determines project success and sustainability (Shah & Naqvi, 2014). Role clarity is therefore, is an important element of overall project team effectiveness (Feistritz & Jones, 2014).

Thus, to explore stakeholder engagement in project management, one must consider the degree to which stakeholder roles in the management system are ambiguous and the clarity of the distribution of task conduction within such a system (Beringer *et al.*, 2013). This is so because, influence of stakeholders on the results of the project can be high, especially in projects where they have a crucial role to play in setting objectives and/or in making different decisions throughout the project cycle. They often have the power to carry out legal procedures to direct the evolution of a

project toward success if the actions are directed for or against their will and interests. Therefore, effective management of project stakeholders' roles is a key element of success in any project (Rădulescu, *et al.*, 2016).

Effective collaborative practice requires that all members of the project team have a strong sense of professional identity and are confident about the distinct role they play in project management process. Substantial overlap in roles and unnecessary duplication of effort among stakeholders not only threaten sustainability of the projects, but also hinder effective long term planning (Alberta Health Services, 2009). Achieving sustainability-related targets in projects is increasingly becoming a key performance driver. Yet sustainability is a complex concept in projects and there are many diverse stakeholders. Some stakeholders are generally recognized as important yet there are others not always perceived as such and whose absence from the decision-making processes may result in a failure to address sustainability issues. Hence there is a need for a systematic approach to engage with stakeholders with high salience in relation to sustainability (Bal, Bryde, Fearon, & Ochieng, 2013). Understanding the different sustainability agendas of stakeholders and measuring their performance using key performance indicators in relation to their roles are important stages to be emphasized in any stakeholder engagement process to achieve sustainability-related goals (Bal *et al.*, 2013).

Bal *et al.* (2013), therefore emphasizes the importance of aligning the management of the relationship of stakeholder role clarity with the project sustainability related targets.

2.3.4 Funds Utilization and project sustainability

While there are several rules that govern the utilization of project funds to ensure transparency and accountability, decisions over the utilization of the funds are supposed to be mainly by the group

members (Chesiyna & Wanyoike, 2016). When availing funds for the project activities, it is important to understand the involved cost and risk factors. Wastage of funds will only result in the project short and long-term objectives not being met and can ultimately lead to loss (Shilpa & Rakesh, 2013).

The project groups may think that by accessing the fund, they can obtain free or cheap funds and services, compared to similar services that are available on the market. This may mean that some of these free riders (meaning young people that are only in it for getting cheap loans or free training), apply for support when they are not motivated to start a sustainable project or business (International Labour Organization, 2012). Yet such projects are undertaken to serve particular purposes of groups as they are used as vehicles for delivering a specifically defined value or benefits (Steinfort & Walker 2011 as cited in Dumrak *et al.*, 2015). Shilpa & Rakesh (2013) suggest that, the funds that exist within the project should be critically reviewed from time to time and employed properly and profitably. All this is only possible by gaining a high level of cash visibility.

The fundamental concept of project sustainability is to deliver long term affordability, quality and efficiency, value to users, whilst decreasing negative environmental impacts and increasing the economic sustainability (Bal *et al.*, 2013). The revolving fund approach of the YLP is meant to ensure continuous availability of funds for new Project groups in the respective local governments and enhance sustainability (MLGSD, 2013). Policy makers and donors want credible transparent results that satisfies some minimum standards of reliability (Hempel & Fiala, 2012) and many projects focus predominately on monetary benefits (Dumrak *et al.*, 2015). Yet sustainability is in various aspects of financial, environmental, institutional and social (Mauto, 2013). This implies that funds utilization will be more effective when there is public awareness of the project;

administrative procedures are easy to understand; funding is sufficient and appropriate technical support is available (Matta, 2015). Therefore, for projects to be sustainable, there is need to create an environment where all resources are responsibly put to their best use so as to meet the intended project objectives (Gutiérrez, Alcaraz, Susaeta, Suárez & Pin, 2015).

However, Ejang *et al.*, (2016) argues that financial mismanagement is one of the challenges strongly observed among the project groups especially by the project team leaders which is largely associated to their inexperience in handling finances. They observed that, when some of these leaders sign for big sums of money, they get excited and misuse the money. Yet with effective management and utilization of funds, a project group can even attract finance to meet their short-term and long-term requirements, (Shilpa & Rakesh, 2013). The project funds therefore need to operate and be managed within a given institutional and policy environment and its success to a great extent depends on them (ILO, 2012).

2.3.5 Youth involvement, empowerment, stakeholder role clarity, funds utilization and project sustainability

Karanja (2014) revealed that funds management, appropriate training and leadership are the major determinants that influence the sustainability of the projects.

Youth empowerment programs aim to develop psychosocial assets among participating youths through a dynamic process that integrates connections with, skill-building opportunities, prosocial environments, and regular involvement in program decision-making (Matthew & Montgomery, 2011).

The success of the implementing agency for youth project funds will depend first, on the performance of the internal management and mechanisms to deliver the services to young women

and men. This includes good governance in terms of a clear fund management organization structure and well developed and documented systems. Additional factors are qualified staff, financial resources allocated in such a way to allow for multi-annual planning and based on performance and regular reporting on fund performance to all key stakeholders (ILO, 2012). Furthermore, since the management of such government funded projects is made up of all types of stakeholders, there is need for effective training tailored to address specific project areas in order to enhance effective project implementation and sustainability (Chesiyna & Wanyoike, 2016). While skill and capacity gaps are often relatively easy to identify and support, social capital strengthening and network building can be easily overlooked (Oswald & Ruedin, 2012).

Services to youth need to be offered in a demand-driven way and be tailored to the specific needs of youth. Youth have low business and life experience. They also have not built a track record, have limited business contacts and limited capital (savings, land or a house) that they can use as investment in the business. Some youth are also very mobile, which makes it more challenging for service providers to work with them (ILO, 2012). Yet as soon as repayments are feasible, youth should obtain credit, as this will help them to invest in a sustainable business, rather than investing in a business that has limited chances of becoming viable. In an environment where agencies have not been insisting on repayments, the risk of attracting ‘the wrong target group’ is high (ILO, 2012).

It is believed that involvement would lead to empowerment through capacity-building, skills, and training and would make projects more efficient and effective (Komalawati, 2008). National inter-ministerial and multi-stakeholder taskforces need be established to coordinate and monitor implementation of all youth employment related interventions with strong youth involvement and participation so as to enhance its sustainability (ILO, 2012).

2.4 CONCLUSION

Sustainability of youth livelihood programme is very key according to the reviewed literature and this is possible when there is continued flow of benefits to the group members from the projects after external support has ended. However, it is not clear whether YLP being implemented in Uganda and Nebbi in particular is sustainable since there is limited information about it. The literature also indicates that there seems to be relationship between youth involvement, empowerment, stakeholder role clarity, funds utilization and project sustainability. However, there seems to be a gap as to whether the project groups are being involved at all levels of project cycle, whether they have the required skills for effective implementation, what their roles and responsibilities are and the effect on sustainability of the YLP.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section describes the data collection methods that were used to obtain information from the respondents and provides details of how the data was handled, processed, analyzed and presented. This includes the research design, study population, the sample size and selection procedure, sources of data, the instruments of data collection, the validity and reliability of these instruments,

operationalization of the variables and their measurements, ethical considerations, data analysis and presentation.

3.2 Research Design

The researcher used descriptive and cross sectional research design to study the relationship between, youth involvement, empowerment, stakeholder role clarity and funds utilization with the aim of establishing whether they have effect on project sustainability. The method was appropriate because it enabled the researcher to collect data at a particular point in time and had a deeper understanding of the situation in Nebbi district in respect to youth livelihood projects.

3.3 Study Population

The study population was 115 group projects that were funded under the YLP in Nebbi District by the end of September 2016 (Nebbi District Data Base for YLP, September 2016).

3.4 Sample Size and Selection Procedure

A sample size of 92 group projects was selected using Krejcie and Morgan (1970) method from the population of 115 group projects that were funded in Nebbi District. Purposive sampling technique was used to select the group projects from each sub county using the list from the District data base September, 2016.

3.5 Data sources and collection methods

Both primary and secondary data sources was used by the researcher. Primary data was collected from the area of interest under investigation while secondary data was collected from review of documents. The unit of analysis was the projects and the unit of inquiry was the project team leaders. From the 92 projects, 3 respondents were purposively selected in each project based on the role they

play in the management and implementation of their respective projects. In this regard, the respondents included the chairpersons, secretaries and treasurer of each group project. These are the key persons involved in the direct management and implementation of group projects. Therefore, the researcher targeted 276 respondents from whom the primary data was collected using structured questionnaires that were designed and delivered physically to the respondents. This permitted respondents time to consider their responses carefully without interference and responses were standardized. The secondary data was obtained through documentary review of reports, journals, magazines, text books and websites.

3.6 Validity and Reliability of the Instruments

In the evaluation of a measurement instrument, validity and reliability were the two fundamental elements. Validity is concerned with the extent to which an instrument measures what it is intended to measure whereas reliability is concerned with the ability of an instrument to measure consistently (Polit & Hungler, 1993; Tavakol & Dennick, 2011). The concepts in the instruments were discussed with both supervisors to check the accuracy and relevance to the study. Upon thorough discussions, a consensus was reached on the items to be included in the final instrument and this helped to ensure validity of the content.

Cronbach's Alpha coefficient was used to test for reliability. The questionnaires were issued to the individuals to give their opinion regarding the relevance of the questions using a five (5) point Likert scale.

Table 1: Reliability analysis

| Variable | Cronbach's Alpha | Number of Items |
|-------------------|-------------------------|------------------------|
| Youth involvement | .905 | 16 |
| Youth empowerment | .871 | 16 |

| | | |
|--------------------------|------|----|
| Stakeholder role clarity | .894 | 16 |
| Funds utilization | .777 | 10 |
| Project sustainability | .925 | 11 |

Results in table 1 showed that all variables under study had reliable questions since the cronbach's alpha statistic for all of the variables was above 0.70 according to the threshold value suggested by Nunnally (1978).

3.7 Operationalization of the Variables and their Measurements

| | |
|---|--|
| Variables and Constructs | These were measured using the 5-point Likert scale on which the items were attached ranging from Strongly disagree (1), Disagree (2), Not Sure (3), Agree (4), Strongly Agree (5). |
| Youth Involvement -Common interests -Participation | Youth involvement refers to the human resources, programs, institutions and systems that provide young people with opportunities to meaningfully engage and inform economic, social and political processes and outcomes development programmes (Okiring, 2014). |

| | |
|---|---|
| <p>Empowerment</p> <ul style="list-style-type: none"> -Training -Group Cohesion | <p>Empowerment is defined as attitudinal, structural and cultural processes where young people gain the ability, authority, and urgency to make decisions and implement change in their own lives and the lives of other people for which they are accountable. (DFID-CSO Youth Working Group, 2010; Ifenkwe, 2012).</p> |
| <p>Stakeholder Role Clarity</p> <ul style="list-style-type: none"> -Roles and duties -Leadership structures -Monitoring and supervision | <p>A stakeholder is defined as any group or individual who can affect or is affected by the achievement of the organization's objectives and without whose support the organization would cease to exist (Freeman, Harrison, Wicks, Parmar and De Colle, 2010; Rose, 2016). Role clarity is defined as a situation where project team members are sure of their day to day roles and responsibilities, the objectives of the project, their level of authority for spending or directing others and the formal reporting structures (Clements, 2012).</p> |
| <p>Funds Utilization</p> <ul style="list-style-type: none"> -Effectiveness -Efficiency | <p>Funds utilization refers to efficiency and effectiveness in the management of funds meant for development programmes (MGLSD Programme document, 2013; Shilpa & Rakesh, 2013).</p> |
| <p>Project Sustainability</p> <ul style="list-style-type: none"> -Group functionality -Enterprise continuity | <p>The term project sustainability refers to continuation of benefits after major assistance from a donor has been completed. It is considered as the ability of a project to maintain its operations, services and initiatives after the completion and handover of the project to the community, until its projected life time as a result of project built local capacity (Dumrak, Baroudi & Pullen, 2015; Onah et al., 2013, Selzer, 2014; Wasilwa, 2015)</p> |

3.8 Data Analysis

Structured questionnaires were used to collect data and this data was sorted, edited, coded and analyzed using SPSS software. Descriptive frequency Pearson correlation coefficient and regression analysis statistics were used to examine the study variables. Statistical tools such as frequency distribution tables were used to describe and present the demographic characteristics of the sample.

3.9 Ethical Considerations

The respondents were informed about the purpose of the study, and they were invited to participate in the research. Dates and times for answering the questionnaires were negotiated with the participants. This was the first stage of building a trusting relationship with the respondents.

Confidentiality and anonymity was discussed with the participants. They were assured that the information collected will be purely used for academic purpose. The respondents were not required to indicate their names on the questionnaire.

Since educational research focuses primarily on human beings, the rights and welfare of the subjects who participated in the study were protected. An introduction letter to conduct the researcher was obtained from University to introduce the researcher to the respondents and assure them on the purpose of the study.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

In this chapter, data on the study variables was analyzed and presented in two sections. The results presented were analyzed using descriptive analysis, factor analysis, correlation analysis and regression analysis. The first category presents the descriptive findings and the second section presents inferential statistics.

4.2 Demographic characteristics of the respondents

The study purposed to collect data from 92 group projects from Nebbi district and the researcher managed to reach all the 92 group projects which accounts for 100% response rate. The demographic characteristics of the respondents analyzed include; gender, age group and education level. Those of the projects include; length of existence, number of members, the project funds the groups received under Youth Livelihood Project and specific projects that the groups engage in. The findings in the table 2 below show that majority of the respondents (58.7%) were male. This is indication that there are more male beneficiaries of the youth livelihood programs in Nebbi District than females, though the percentage of female beneficiaries was also sizeable (41.3%).

Table 2: Demographic characteristics of the respondents

| Variable | Category | Frequency | Percent |
|-----------------|-----------------|------------------|----------------|
| Gender | Male | 162 | 58.7 |
| | Female | 114 | 41.3 |
| | Total | 276 | 100.0 |
| Age group | 18 - 21 years | 58 | 21.0 |
| | 22 - 25 years | 113 | 40.9 |
| | 26 - 30 years | 92 | 33.3 |
| | Above 30 years | 13 | 4.7 |
| | Total | 276 | 100.0 |
| Education | Primary | 80 | 29.0 |
| | Secondary | 167 | 60.5 |
| | Certificate | 18 | 6.5 |
| | Diploma | 10 | 3.6 |
| | Degree | 1 | 0.4 |
| | Total | 276 | 100.0 |

The results in table 2 show that the majority of the respondents (40.9%) is aged between 18 and 21 years, followed by the 26 –30 years’ age group constituting (33.3%), implying that the sample used in the study has majority people in their mid-youth age.

The findings further showed that the majority of the respondents, (60.5%) had secondary education as their highest level of education, followed by 29.0% with primary as their highest level of education. This indicates that the respondents of the study were not highly educated probably because the criteria for YLP targets most vulnerable youth but most of them could read and write. However, the questionnaire was interviewer administered where the respondents could not competently read.

4.3 Background characteristics of the group projects

Table 3: Background characteristics of the group projects

| Variable | Category | Frequency | Percent |
|---|----------------------------|-----------|---------|
| Length of existence | 1 - 2 years | 78 | 84.8 |
| | 3 - 4 years | 13 | 14.1 |
| | 5+ years | 1 | 1.1 |
| | Total | 92 | 100.0 |
| Number of project members | 5 - 9 | 1 | 1.1 |
| | 10 - 14 | 5 | 5.4 |
| | 15 - 19 | 78 | 84.8 |
| | 20+ | 8 | 8.7 |
| | Total | 92 | 100.0 |
| Funds received by project members under YLP | 1 - 3m | 31 | 33.7 |
| | 4 - 6m | 44 | 47.8 |
| | 7 - 9m | 16 | 17.4 |
| | 10m+ | 1 | 1.1 |
| | Total | 92 | 100.0 |
| Types of projects funded | Produce buying and selling | 26 | 28.3 |
| | Carpentry and Joinery | 3 | 3.3 |
| | Events management | 1 | 1.1 |
| | Butchery | 1 | 1.1 |
| | Animal rearing | 13 | 14.1 |
| | Bakery | 1 | 1.1 |
| | Brick laying | 2 | 2.2 |
| | Grinding Mill | 1 | 1.1 |
| | Others (Specify) | 44 | 47.8 |
| | Total | 92 | 100.0 |

The duration that most projects had been in operation was such that, majority (84.8%), was between 1-2 years, followed by those which had spent 3 to 4 years (14.1%). This distribution reflects that most of these the group projects were funded within the last two years and the funds are released in phases and the youths form groups to target these phase releases. Regarding the number of project members in the groups, majority of the project groups (84.8%) had between 15

to 19 youths. The amount of funds released to majority of the project members (47.8%) and (33.7%) is between 4 to 6 million shillings and 1 to 3 million respectively. Most of these project groups 28.3% are specifically involved in produce buying and selling, however generally a very high percentage of approximately 47.8% are engaged in activities other than those specified in table 3 above. Some of these activities include; Agro forestry and tree production, fish caging, hair dressing and cutting.

4.4 Factor analysis

In order to discover the structure of the variables as formed by their underlying components and to determine if an underlying combination of the components could summarize the original set of variables, a factor analysis was performed. Factor analysis is specifically carried out to establish the hierarchy of significance of the components of the major constructs and the indicators of the constructs that best explain the constructs by virtue of the factor loadings associated with them. Using the Varimax method for principal components measurement, only those factors with an Eigen value greater than 1 were retained according to Guttman-Kaiser rule.

4.4.1 Factor structure of Youth involvement

The results in table 4 show the underlying the factor structure of Youth involvement, which exhibits the underlying combination of its constructs namely; Common Interest and Participation.

Table 4: Factor structure of Youth involvement

| | Common Interest | Participation |
|--|------------------------|----------------------|
| The project members respect each other's views | .819 | |
| The project group was formed by youth with common interests | .809 | |
| The project members are able to bring together their experiences and expertise for better management of the project | .808 | |
| The project members support each other through decision making in terms of enterprise management. | .803 | |
| The project members share common values and beliefs | .776 | |
| The project team leaders create conducive environment for all members to participate in the project activities | .752 | |
| The project members jointly developed a business plan | | .882 |
| The project members collectively participated in selecting the enterprise of their interest | | .816 |
| The project members are involved in monitoring and evaluation of the project activities | | .541 |
| Eigen value | 4.203 | 2.391 |
| Variance (%) | 42.032 | 23.906 |
| Cumulative Variance (%) | 42.032 | 65.938 |
| Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization, Rotation converged in 3 iterations. | | |

Results in table 4 revealed the factor structure for youth involvement consisted of two significant factors. In their order of importance; common interest (Eigen value = 4.203, Variance = 42.032%) was more important followed by participation (Eigen value = 2.391, Variance = 23.906%), each explaining 42% and 23.9% variance respectively. The salient features underlying each of the factors in their order of importance depicted by their factor loadings are as summarized in table 4 above.

4.4.2 Factor structure of Empowerment

Table 5: Factor structure of Empowerment

| | Group Cohesion | Training |
|--|-----------------------|-----------------|
| All the project members have up to date information about the group project | .817 | |
| All project related records are well kept and maintained in the group | .797 | |
| The project members feel comfortable expressing their ideas during meetings | .752 | |
| There is good team collaboration | .712 | |
| The project team leaders regularly organize meetings for all project members to inform each other on the progress of the project work | .695 | |
| The project members were trained in group dynamics | .597 | |
| The project members acquired all the necessary skills and knowledge to manage their enterprises during the training | | .861 |
| All the project members were adequately prepared through training before receiving the funding | | .793 |
| Refresher trainings are organized for the project members | | .726 |
| The project members have the ability to carry on project activities with minimal supervision | | .703 |
| There were other skills the project members needed after starting the project | | .638 |
| Eigen value | 3.483 | 3.369 |
| Variance (%) | 31.667 | 30.623 |
| Cumulative Variance (%) | 31.667 | 62.29 |
| Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization, Rotation converged in 3 iterations. | | |

Results in table 5 indicate that the group cohesion was the more significant of the empowerment (Eigen value = 3.483, Variance = 31.667%) among the project members than the training (Eigen value = 3.369, Variance = 30.623%). The former explaining 31.7% variation and the latter, 30.6%. The issues that underscored each of the components are as summarized in table 5 with their respective factor loadings indicating their level of importance.

4.4.3 Factor structure of stakeholder role clarity

Table 6: Factor structure of stakeholder role clarity

| | Roles & Duties | Leadership Structures | Monitoring & Evaluation |
|--|---------------------------|------------------------------|------------------------------------|
| The project team leaders take the initiative to pay their monthly group installments | .897 | | |
| The project team leaders mobilize and guide their members for effective management | .874 | | |
| The project members are guided on how well to run their project | .750 | | |
| The project members know their roles/duties and performs them as expected | .679 | | |
| The committees give feed back to the project members | | .885 | |
| The committee are aware of their roles and perform them as expected | | .846 | |
| The project group has democratically elected leadership | | .709 | |
| There are tools for tracking changes in the group project | | | .865 |
| The sub county leadership provides regular monitoring and guidance | | | .768 |
| The stakeholders regularly share information about the project | | | .561 |
| There is result framework developed for the group project | | | .537 |
| Eigen value | 3.720 | 2.138 | 1.510 |
| Variance (%) | 29.003 | 21.443 | 15.615 |
| Cumulative Variance (%) | 29.003 | 50.446 | 66.061 |
| Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization, Rotation converged in 4 iterations. | | | |

Of the three construct of stakeholder role clarity as depicted in the conceptual framework, roles and duties (Eigen value = 3.720, Variance = 29.0%) was the prominent explaining 29.0% variation, followed by leadership structures, (Eigen value = 2.138, Variance = 21.443%) and lastly monitoring and evaluation (Eigen value = 1.510, Variance = 15.615%) which contributes 21.4% and 15.6% respectively. All of the three constructs explained approximately 66.1%. Further still the results in the table summarize the items that under scored each of the constructs in their order of significance in as far as their corresponding factors are concerned. The magnitude or level of

importance of each item is illustrated by the factor loadings, where a higher value indicates a higher magnitude.

4.4.4 Factor structure of Funds utilization

Table 7: Factor structure of Funds utilization

| | Efficiency | Effectiveness |
|--|------------|---------------|
| The project team leaders make proper accountability to the members | .921 | |
| The project group has proper financial records or reports in place | .914 | |
| Repayments are made within the agreed time frame | .824 | |
| The project group organizes a planning meeting before funds are used | .821 | |
| The funds were accessed shortly after the project group had developed the project | | .838 |
| The group received all the funds approved for implementing their projects | | .799 |
| Project members have basic knowledge on proper financial management | | .638 |
| Eigen value | 3.171 | 1.978 |
| Variance (%) | 39.634 | 24.728 |
| Cumulative Variance (%) | 39.634 | 64.362 |
| Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization, . Rotation converged in 3 iterations. | | |

Results in table 7 indicate that of the two dimensions of funds utilization, efficiency the (Eigen value = 3.171, Variance = 39.634%) was the more pertinent measure than effectiveness (Eigen value = 1.978, Variance = 24.728%). Thus each explaining 39.6% variation and 24.7%. The issues that underscored each of the components are as summarized in table 7 with their respective factor loadings indicating their level of importance.

4.4.5 Factor structure of Project sustainability

Table 8: Factor structure of Project sustainability

| | Group functionality | Enterprise continuity |
|--|------------------------|--------------------------|
| All project members actively participate in group project activities | .855 | |
| The project group has functional committees | .821 | |
| The project group explores new avenues for financial support | .777 | |
| The project group has sustainability plan in place | .729 | |
| The surrounding community is supportive of the group project activities | | .889 |
| The project group generates enough profits to sustain its enterprise in the future | | .830 |
| The group project is positively impacting on the community | | .637 |
| Eigen value | 3.13 | 1.938 |
| Variance (%) | 44.714 | 27.688 |
| Cumulative Variance (%) | 44.714 | 72.402 |
| Extraction Method: Principal Component Analysis, Rotation Method: Varimax with Kaiser Normalization, Rotation converged in 3 iterations. | | |

Results in table 8 showed the factor structure for project sustainability to consist of both of its constructs as significant factors. In their order of importance group functionality (Eigen value = 3.130, Variance = 44.714%) was the more significant factor, explaining 44.7%, followed by enterprise continuity (Eigen value = 1.938, Variance = 27.688%) which explains 27.7% variance. The items under each factor with loadings above 0.50 were retained. The underlying items for each construct with their loadings indicating their weights are as summarized in table 8.

4.5 Correlation analysis

Correlation analysis was employed to establish if there exists a relationship between pairs of the different variables of the study. This analysis facilitated the objectives of the study, and consequently provided answers the questions of the study.

Table 9: Correlation analysis

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|------------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-------------|---------------|----------|
| 1. Youth Involvement | 1 | | | | | | | | | | | | | |
| 2. Common Interest | .906** | 1 | | | | | | | | | | | | |
| 3. Participation | .869** | .578** | 1 | | | | | | | | | | | |
| 4. Empowerment | .651** | .681** | .458** | 1 | | | | | | | | | | |
| 5. Training | .479** | .506** | .331** | .858** | 1 | | | | | | | | | |
| 6. Group cohesion | .658** | .685** | .468** | .918** | .582** | 1 | | | | | | | | |
| 7. Stakeholder role clarity | .730** | .710** | .579** | .842** | .614** | .856** | 1 | | | | | | | |
| 8. Roles and duties | .663** | .645** | .525** | .661** | .435** | .708** | .881** | 1 | | | | | | |
| 9. Leadership structures | .763** | .755** | .589** | .748** | .520** | .781** | .934** | .820** | 1 | | | | | |
| 10. Monitoring and Evaluation | .371** | .339** | .319** | .731** | .618** | .678** | .704** | .409** | .465** | 1 | | | | |
| 11. Funds utilization | .338** | .300** | .301** | .602** | .572** | .510** | .560** | .387** | .463** | .589** | 1 | | | |
| 12. Effectiveness | -.028 | -.075 | .033 | .305** | .420** | .158 | .182 | .000 | .068 | .441** | .744** | 1 | | |
| 13. Efficiency | .532** | .523** | .415** | .590** | .429** | .601** | .650** | .577** | .621** | .433** | .740** | .101 | 1 | |
| 14. Project sustainability | .581** | .581** | .441** | .629** | .429** | .663** | .698** | .647** | .703** | .380** | .613** | .012 | .901** | 1 |

** . Correlation is significant at the 0.01 level (2-tailed).

4.5.1 Relationship between youth involvement and project sustainability

The first objective of the study was to establish the relationship between youth involvement and project sustainability. As shown in table 9 above, there was a significant positive relationship between youth involvement and project sustainability ($r = .581, p < .01$). This result held true for both components of youth involvement, however the relationship was stronger with common interest ($r = .581, p < .01$). This implies that the higher the level of the youth involvement in the youth livelihood projects the more sustainable the group projects under YLP in Nebbi.

4.5.2 Relationship between empowerment and project sustainability

The second objective of the study was to examine the relationship between empowerment and project sustainability of group projects under YLP in Nebbi. As seen in table 9 above, there was also a significant positive relationship between empowerment and project sustainability of group projects in Nebbi District ($r = .629, p < .01$). Furthermore, the relationship was stronger with group cohesion ($r = .663, p < .01$) than with training ($r = .441, p < .01$). The result implies that the more empowered the youth groups under YLP the more sustainable the projects will be.

4.5.3 Relationship between stakeholder role clarity and project sustainability

The third objective of the study was to assess the relationship between stakeholder role clarity and project sustainability. The findings in table 9 further revealed that there was a significant positive relationship between stakeholder role clarity and project sustainability ($r = .698, p < .01$). Whereas project sustainability was positively correlated with all dimensions of stakeholder role clarity, the relationship with leadership structures was the strongest ($r = .703, p < .01$). This is an indication that the sustainability of the group projects under the YLP would improve if there was clarity in roles, most especially in regard to the leadership structures of the project groups.

4.5.4 Relationship between funds utilization and project sustainability

Findings in table 9 revealed that there was a significant positive relationship between funds utilization and project sustainability ($r = .613, P < .01$). This result implies that a prudent utilization of the funds provided under the YLP would lead to sustainability of the projects. However, the relationship only existed for the efficiency and not the effectiveness.

4.5.5 Regression models for project sustainability

In order to determine whether youth involvement, empowerment, stakeholder role clarity and funds utilization jointly have a significant effect on project sustainability, a hierarchical regression analysis was performed. This was done to find out how the independent variables predict the dependent variable. Control variables that were used included; length of project existence, number of project members, and YLP Funds. The predictor variables were youth involvement, empowerment, stakeholder role clarity and funds utilization. The results of the regression analysis are summarized in table 10 below:

Table 10: Hierarchical regression models for project sustainability

| | Model 1 | Model 2 | Model 3 | Model 4 | Model 5 |
|--|----------------|----------------|----------------|----------------|----------------|
| | β | β | β | β | β |
| (Constant) | | | | | |
| Length of project existence | .105 | .024 | .061 | .042 | .073 |
| Number of project members | .002 | .012 | .010 | -.004 | .007 |
| YLP Funds | .071 | .060 | .108 | .080 | .098 |
| Youth Involvement | | .575 | .108 | .128 | .192 |
| Empowerment | | | .108 | .164 | .003 |
| Stakeholder role clarity | | | | .461 | .339 |
| Funds utilization | | | | | .371 |
| R Square | 0.017 | 0.341 | 0.472 | 0.51 | 0.593 |
| Adjusted Square | 0.017 | 0.31 | 0.43 | 0.475 | 0.558 |
| R Square Change | 0.017 | 0.324 | 0.121 | 0.048 | 0.083 |
| F Change | 0.503 | 41.83 | 18.87 | 8.186 | 16.68 |
| Sig (F Change) | 0.681 | 0.000 | 0.000 | 0.005 | 0.000 |
| Dependent Variable: Project Sustainability Predictor variables: Youth involvement, Empowerment, Stakeholder role clarity and funds utilization. Control variables: Number of project members Length of project existence and YLP Funds | | | | | |

4.5.6 The joint effect of youth involvement, empowerment, stakeholder role clarity and funds utilization on project sustainability

Model 1 included three control variables for study namely; length of project existence, number of project members and funds received from the YLP. All of the control variables in the model were not significant predictors, since the associated significance levels for all these variables were above the bearable level of 5% and further still the F change was not significant, implying that the addition of the control variables to the null model was not significant.

Model 2 involves the introduction of youth involvement to the control variables in model 1. On introducing youth involvement into model 2, the confounding variables remained non-significant at the 5% level. However, youth involvement ($\beta = .575$, $P < 0.01$) was found to have significant positive effect on project sustainability, with a contribution of 32.4% (R Square Change = 0.324), which was found to be significant (F change = 41.83, $p < 0.01$). This means that, the more the youth are involved in the YLPs the more sustainable the projects will be. The model was significant upon introduction of youth involvement.

Model 3 involved the introduction of empowerment to the predictor variable used in model 2. Empowerment was itself found to have a significant positive effect on project sustainability, ($\beta = .108$, $p < 0.01$), contributing to the prediction by 12.1% (R Square Change = 0.121) and it was found to be a significant contribution (F change = 18.87, $p < 0.01$). The results of the model imply that improvement in the empowerment levels of the youth would lead to improvement in the sustainability of the projects. This means that the model is significant.

Model 4 involved the introduction of stakeholder role clarity to the predictor variables used in model 3. Stakeholder role clarity was found to have a significant positive effect on project sustainability, ($\beta = .461$, $p < 0.05$), contributing to the prediction by 4.8% (R Square Change = 0.048) and it was found to be a significant contribution (F change = 8.186, $p < 0.05$). The results of the model imply that improvement in the level of the clarity of the roles played by the YLP stakeholders would lead to improvement in the sustainability of the projects and therefore, the model is significant.

Model 5 involved the introduction of funds utilization to the predictor variables used in model 4. Funds utilization was also found to have a significant positive effect on project sustainability, (β

= 0.371, $p < 0.01$), contributing to the prediction by 8.31% (R Square Change = 0.083) and it was found to be a significant contribution (F change = 16.68, $p < 0.01$). The results of the model imply that improvement in the effectiveness of the utilization of the funds in the YLP would lead to improvement in the sustainability of the projects hence the model is significant.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter discusses the findings of the study, conclusion and recommendations in relation the study objectives. Areas for further research were also suggested and limitations to the study were also presented. The discussion explains the findings of the study in support or in contrast to the literature review upon which conclusions and recommendations were drawn.

5.2 Discussion of the findings

The main purpose of the study was to establish the relationship between youth involvement, empowerment, stakeholder role clarity and sustainability of youth livelihood Projects in Nebbi District. In this section the researcher discusses the findings of the study.

5.2.1 Relationship between youth involvement and project sustainability

From the findings, there was a significant positive relationship between youth involvement and project sustainability. This implies that, when level of youth involvement is high, there is likelihood that projects will be sustainable. For example, when the youth participate in enterprise selection, implementation, monitoring and evaluation, they will own such a project making it sustainable. This is in line with Matthew and Montgomery (2011) that interventions that regularly involve young people as partners and participants in the decision-making processes to determine program design, planning, and/or implementation are likely to be more sustainable.

Through active involvement and participation, young people are empowered to play a vital role in their own development as well as in that of their communities. The active, informed and voluntary

involvement of young people in decision-making both locally and globally is vital if development objectives are to be achieved (Summary Guideline for development Partners 2010-2011).

5.2.2 Relationship between empowerment and project sustainability

The results also showed a significant positive relationship between empowerment and project sustainability of group projects in Nebbi District. This implies that the more empowered the project members under YLP are, the more sustainable the projects will be. This is in line with Eeva (2016) who established that empowerment is very essential for full realization of human potential, equal participation and leadership in the economy which is vital for sustainable development. This is in agreement with Oswald and Ruedin (2012) who asserted the need to invest holistically in capacity building of individuals, groups and organizations and in relationship building through systems and network development in order to make projects sustainable.

In contrast, Chesinya and Wanyoike (2016) noted that some organizations spend a great deal of time and money on training efforts for general project management skills, but after the training, some project management members might still not know how to tailor their project management skills to the groups particular needs hence frustrating sustainability efforts.

5.2.3 Relationship between stakeholder role clarity and project sustainability

Furthermore, the study findings under the above objective revealed that there was a significant positive relationship between stakeholder role clarity and project sustainability. This is an indication that the sustainability of the group projects under the YLP would improve if there was clarity in roles, most especially in regard to the leadership structures of the project groups. For instance, the project team leaders would be able to mobilize the members to pay back the loan and organize frequent meetings to give feedback to the project members about project performance.

This is in agreement with Beringer *et al.*, (2013) in their view that, role clarity and performance are strongly related as they are likely to determine project sustainability. Similarly, Lynn and Kalay (2015) asserted that, role clarity has been found to have a significant positive effect on, group commitment, reduced tension, lower burnout, lower turnover intentions, satisfaction and is a key factor in maximizing group performance and project sustainability. However, poor role clarity is an issue many projects suffer and it directly affects the motivation and performance of project team members and the project as a whole (Clements, 2012). It is therefore important to note that, role clarity is an important element of overall team effectiveness and sustainability (Feistritz & Jones, 2014). That is why Bal *et al.*, (2013), therefore emphasizes the importance of aligning the management of the relationship of stakeholder role clarity with the project sustainability related targets.

5.2.4 Relationship between funds utilization and project sustainability

Findings revealed that there was a significant positive relationship between funds utilization and project sustainability. This result implies that a prudent utilization of the funds provided under the YLP would lead to sustainability of the projects. This is in line with Karanja (2014) who revealed that funds management, appropriate training and leadership are the major determinants that influence the sustainability of the projects. Therefore, for projects to be sustainable, there is need to create an environment where all resources are responsibly put to their best use so as to meet the intended project objectives (Gutiérrez, *et al.*, 2015) and make them sustainable.

However, the relationship existed more for the efficiency than effectiveness hence efficiency was more pertinent measure of sustainability. This is in line with Bal *et al.*, (2013) that fundamental concept of project sustainability is to deliver long term affordability, quality and efficiency, value

to users, whilst decreasing negative environmental impacts and increasing the economic sustainability. Yet with effective management and utilization of funds, a group can even attract finance to meet their short-term and long-term requirements (Shilpa & Rakesh, 2013).

5.2.5 The joint effect of youth involvement, empowerment, stakeholder role clarity and funds utilization on project sustainability

The results of the study further indicated that, youth involvement, empowerment, stakeholder role clarity and funds utilization have a significant positive effect on project sustainability. This means that, the more the youth are involved in the YLPs coupled with improvement in their empowerment levels, clarity in the roles of stakeholders and effectiveness in the utilization of the funds in the YLP, the more sustainable the projects would be. This is in line with ILO (2012) that multi-stakeholder taskforces need be established to coordinate and monitor implementation of all youth employment related interventions with strong youth involvement and participation so as to ensure that the funds are put to the rightful use in order to enhance its sustainability. It is also consistent with Gutiérrez, *et al.*, (2015) who established that for projects to be sustainable, there is need to create an environment where all resources are responsibly put to their best use so as to meet the intended project objectives.

5.3 Conclusion

The hierarchical regression established that all the independent variables that is, youth involvement, empowerment and stakeholder role clarity have significant positive effect on project sustainability. Similarly, when funds utilization is introduced on top of the three independent variables, the results further show a significant effect on project sustainability. From the above findings, the following conclusions can be drawn; First, sustainability of YLP is determined by

whether the project groups are being involved at all levels of project cycle, whether they have the required skills for project implementation and whether there is clarity in the roles and responsibilities of the different stakeholders or not. Secondly, once project funds are disbursed when the project groups do not follow the established guideline by MGLSD for utilization of the funds, sustainability of the projects will not be guaranteed. Therefore, to ensure continued flow of project benefits to the project members, there is need to involve and empower project groups, make stakeholder roles clear, ensure effective and efficient utilization of funds.

5. 4 Recommendations

Targeted youth groups must be involved right from project initiation throughout the project cycle so as to create a sense of ownership and make the projects sustainable. This could be done by allowing the youth to select enterprises of their choice, actively participate in implementation, monitoring and evaluation of the project.

More tailored training should be provided to the project team members. Such trainings could cover enterprise management, financial management, group dynamics, among others. In addition, the training should target all the project members for an adequate number of days to enable them acquire all the necessary skills needed for the effective management of the projects.

There is need to clearly specify the roles of the different leadership structures and stakeholders so as to avoid role conflicts and make the projects viable and sustainable.

The sub county and district officials should frequently monitor the project groups so as to offer constant guidance in order to ensure proper utilization of funds and make the group projects sustainable.

Finally, the District should develop customized funds utilization procedures for the Project groups so as to ensure efficiency and effectiveness in order to make the group projects more sustainable.

5.5 Suggested areas for further research

There is need to examine mediator effect of funds utilization between the independent variables and the dependent variable.

5.6 Limitations of the study

Accessing some of the respondents was a big challenge since some of them who have failed to pay back the loan were living under fear of being arrested. They also feared the confidentiality of the information given out about their group. However, this was solved by research assistants explaining the objective of this research to the respondents and assuring them of the confidentiality of the information that will be collected from them.

Respondents of the study were not highly educated but most of them could read and write, however the questionnaire was interviewer administered where the respondents could not competently read.

There was limited literature on YLP especially in Uganda since it is a new project few direct studies have been conducted on youth involvement, empowerment, stakeholder role clarity and sustainability of the project.

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APPENDICES

Appendix 1: Research Questionnaire

MAKERERE UNIVERSITY BUSINESS SCHOOL

Questionnaire on Youth Involvement, Empowerment, Stakeholder Role Clarity and Sustainability Youth Livelihood Projects in Nebbi District

Dear Respondent,

I am Mukeonzia Christine a research student of Makerere University Business School pursuing Master of Business Administration of Makerere University. I am collecting data for my dissertation in partial fulfillment of the requirement for the award of Master of Business Administration. The purpose of the study is to establish the relationship between youth involvement, empowerment, stakeholder role clarity and sustainability of youth livelihood Projects in Nebbi District. In this regard, you have been selected as a key respondent to provide accurate data for the study. This study is purely academic and the data provided will be treated with paramount confidentiality.

You may kindly spare about 30 - 45 minutes to answer the questions and provide the valuable information according to the instructions provided.

1. SECTION A: BIO-DATA

Please fill out the following particulars and tick in the appropriate box

1. Title of the respondent: (a) Group Chairperson (b) Group secretary
(c) Group Treasurer
2. Gender of the respondent: (a) Male (b) Female
3. Age group of the respondent:
(a) 18-21years (b) 22-25 years (c) 26-30 years (d) Above 30 years
5. Highest Level of Education:
(a) Primary (b) Secondary (c) certificate (d) Diploma
(e) Degree (f) Masters (g) Any other (*specify*):

2. SECTION B: CHARACTERISTICS OF THE GROUP PROJECTS

1. Name of the project:
2. Name of the Sub county where it is located:.....
3. For how long has the project existed?
(a) 1- 2 years (b) 3 - 4 years (c) 5 years and above
4. Number of project members
(a) 5 - 9 (b) 10 - 14 (c) 15-19 (d) 20 members and above

5. What projects are the groups involved in? (*tick all that applies*)

| SN | Project | Yes | No |
|----|----------------------------|-----|----|
| 1 | Produce buying and selling | | |
| 2 | Welding | | |
| 3 | Carpentry and Joinery | | |
| 4 | Events management | | |
| 5 | Butchery | | |
| 6 | Animal rearing | | |
| 7 | Bakery | | |
| 8 | Brick laying | | |
| 9 | Brinding Mill | | |
| 10 | Others (<i>Specify</i>) | | |

6. How much funds did the project group receive under YLP?

(a) 1,000,000/= - 3,000,000/=

(b) 4,000,000/= - 6,000,000/=

(b) 7,000,000/= - 9,000,000/=

(c) 10,000,000/= and above

3. SECTION C: YOUTH INVOLVEMENT

In sections C – G, kindly rank the following options into 1= Strongly Disagree, 2= Disagree, 3= Not Sure, 4= Agree and 5= Strongly Agree.

| COMMON INTEREST | | SCORES | | | | |
|----------------------|---|--------|---|---|---|---|
| 1 | The project group was basically formed for Youth Livelihood Project | 1 | 2 | 3 | 4 | 5 |
| 2 | The project group was formed by youth with common interests | 1 | 2 | 3 | 4 | 5 |
| 3 | The project members share common values and beliefs | 1 | 2 | 3 | 4 | 5 |
| 4 | The project members were given enough time to generate the enterprise of their interest | 1 | 2 | 3 | 4 | 5 |
| 5 | There is an enterprise that the project members had wanted to develop other than the one being implemented | 1 | 2 | 3 | 4 | 5 |
| 6 | The project members are able to bring together their experiences and expertise for better management of the project | 1 | 2 | 3 | 4 | 5 |
| 7 | The project members support each other through decision making in terms of enterprise management. | 1 | 2 | 3 | 4 | 5 |
| 8 | The project members respect each other's views | 1 | 2 | 3 | 4 | 5 |
| 9 | The project team leaders create conducive environment for all members to participate in the group activities | 1 | 2 | 3 | 4 | 5 |
| PARTICIPATION | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | The project members collectively participated in selecting the enterprise of their interest | 1 | 2 | 3 | 4 | 5 |
| 2 | The project members jointly developed a business plan | 1 | 2 | 3 | 4 | 5 |
| 3 | The project members make decisions on management of the project | 1 | 2 | 3 | 4 | 5 |
| 4 | The procurement committee of the group project were involved in procurement process | 1 | 2 | 3 | 4 | 5 |
| 5 | The project members are actively participating in the project work | 1 | 2 | 3 | 4 | 5 |
| 6 | Project members meet routinely to discuss the project issues | 1 | 2 | 3 | 4 | 5 |
| 7 | The project members are involved in monitoring and evaluation of the project activities | 1 | 2 | 3 | 4 | 5 |

3. SECTION D: EMPOWERMENT

| | TRAINING | SCORES | | | | |
|---|---|---------------|---|---|---|---|
| 1 | All the project members were adequately prepared through training before receiving the funding | 1 | 2 | 3 | 4 | 5 |
| 2 | The project members acquired all the necessary skills and knowledge to manage their enterprises during the training | 1 | 2 | 3 | 4 | 5 |
| 3 | The project members have the ability to carry on project activities with minimal supervision | 1 | 2 | 3 | 4 | 5 |
| 4 | There were other skills the project members needed after starting the project | 1 | 2 | 3 | 4 | 5 |
| 5 | Regular support supervision and technical guidance was offered to the project members after starting the project. | 1 | 2 | 3 | 4 | 5 |
| 6 | Refresher trainings are organized for the project members | 1 | 2 | 3 | 4 | 5 |
| 7 | The project members are able to use what they have earned in the project to improve their life | 1 | 2 | 3 | 4 | 5 |
| | GROUP COHESION | | | | | |
| 1 | The project group has its constitution | 1 | 2 | 3 | 4 | 5 |
| 2 | The project members are aware of the content of the constitution | 1 | 2 | 3 | 4 | 5 |
| 3 | The project team leaders regularly organize meetings for all project members to inform each other on the progress of the project work | 1 | 2 | 3 | 4 | 5 |
| 4 | All project members attend group meetings | 1 | 2 | 3 | 4 | 5 |
| 5 | The project members feel comfortable expressing their ideas during meetings | 1 | 2 | 3 | 4 | 5 |
| 6 | All the project members have up to date information about the group project | 1 | 2 | 3 | 4 | 5 |
| 7 | There is good team collaboration | 1 | 2 | 3 | 4 | 5 |
| 8 | All project related records are well kept and maintained in the group | 1 | 2 | 3 | 4 | 5 |
| 9 | The project members were trained in group dynamics | 1 | 2 | 3 | 4 | 5 |

4. SECTION E: STAKEHOLDER ROLE CLARITY

| | ROLES AND DUTIES | SCORES | | | | |
|---|--|---------------|---|---|---|---|
| 1 | The project members know their roles/duties and performs them as expected | 1 | 2 | 3 | 4 | 5 |
| 2 | The project is aware about the repayments conditions | 1 | 2 | 3 | 4 | 5 |
| 3 | The project team leaders take the initiative to pay their monthly group installments | 1 | 2 | 3 | 4 | 5 |
| 4 | The project team leaders mobilize and guide their members for effective management | 1 | 2 | 3 | 4 | 5 |
| 5 | There are grievance handling mechanisms in the project | 1 | 2 | 3 | 4 | 5 |
| 6 | The project members are guided on how well to run their project | 1 | 2 | 3 | 4 | 5 |
| | LEADERSHIP STRUCTURES | | | | | |
| 1 | The project group has democratically elected leadership | 1 | 2 | 3 | 4 | 5 |
| 2 | The project members are aware of the existence of the different committees | 1 | 2 | 3 | 4 | 5 |
| 3 | The committee are aware of their roles and perform them as expected | 1 | 2 | 3 | 4 | 5 |
| 4 | The committees give feed back to the project members | 1 | 2 | 3 | 4 | 5 |
| | MONITORING AND EVALUATION | | | | | |
| 1 | The project members know the purpose of the project | 1 | 2 | 3 | 4 | 5 |
| 2 | There is result framework developed for the group project | 1 | 2 | 3 | 4 | 5 |
| 3 | The sub county leadership provides regular monitoring and guidance | 1 | 2 | 3 | 4 | 5 |
| 4 | There are tools for tracking changes in the group project | 1 | 2 | 3 | 4 | 5 |
| 5 | There is no conflicting guidance from the different stakeholders involved | 1 | 2 | 3 | 4 | 5 |
| 6 | The stakeholders regularly share information about the project | 1 | 2 | 3 | 4 | 5 |

5. SECTION F: FUNDS UTILISATION

| | EFFECTIVENESS | SCORES | | | | |
|---|---|---------------|---|---|---|---|
| 1 | The funds were accessed shortly after the group had developed the project | 1 | 2 | 3 | 4 | 5 |
| 2 | The project group received all the funds approved for implementing their projects | 1 | 2 | 3 | 4 | 5 |
| 3 | The project was implemented as planned | 1 | 2 | 3 | 4 | 5 |
| 4 | The project group has clearly followed procedures for the use of project funds | 1 | 2 | 3 | 4 | 5 |
| 5 | Project members have basic knowledge on proper financial management | 1 | 2 | 3 | 4 | 5 |
| | EFFICIENCY | | | | | |
| 1 | The project group organizes a planning meeting before funds are used | 1 | 2 | 3 | 4 | 5 |
| 2 | The project group has proper financial records or reports in place | 1 | 2 | 3 | 4 | 5 |
| 3 | There is continuous monitoring of funds utilization by the stakeholders | 1 | 2 | 3 | 4 | 5 |
| 4 | Repayments are made within the agreed time frame | 1 | 2 | 3 | 4 | 5 |
| 5 | The project team leaders make proper accountability to the members | 1 | 2 | 3 | 4 | 5 |

6. SECTION G: PROJECT SUSTAINABILITY

| | GROUP FUNCTIONALITY | SCORES | | | | |
|---|--|---------------|---|---|---|---|
| 1 | The project group has functional committees | 1 | 2 | 3 | 4 | 5 |
| 2 | All project members actively participate in group activities | 1 | 2 | 3 | 4 | 5 |
| 3 | The project group has sustainability plan in place | 1 | 2 | 3 | 4 | 5 |
| 4 | The project group is capable of operating even after repayment of the loan | 1 | 2 | 3 | 4 | 5 |
| 5 | The project group has plans for diversification | 1 | 2 | 3 | 4 | 5 |
| 6 | The project members explores new avenues for financial support | 1 | 2 | 3 | 4 | 5 |
| | ENTERPRISE CONTINUITY | | | | | |
| 1 | The project group planned for sustainability strategies from the inception of the project. | 1 | 2 | 3 | 4 | 5 |
| 2 | The project group generates enough profits to sustain its enterprise in the future | 1 | 2 | 3 | 4 | 5 |
| 3 | The project group has made some savings to diversify into new businesses | 1 | 2 | 3 | 4 | 5 |
| 4 | The group project is positively impacting on the community | 1 | 2 | 3 | 4 | 5 |
| 5 | The surrounding community is supportive of the group project activities | 1 | 2 | 3 | 4 | 5 |

Appendix 2: Introduction Letter



MAKERERE UNIVERSITY BUSINESS SCHOOL

Plot M118, Portbell Road, P. O. Box 1337, Kampala- Uganda
Phone: Direct Lines: +256 -414-338120 / +256-414-223447; Fax: +256-414-505921

Faculty of Graduate Studies and Research

January 5 , 2018

To Whom It May Concern

Dear Sir/Madam,

RE: MUKEONZIA CHRISTINE MBA 2015/HD10/2034U

The above named is a student of Makerere University Business School pursuing studies leading to the award of Master of Business Administration of Makerere University. She has completed the course work component of the course and is currently carrying out research on the topic: - **"Youth Involvement, Empowerment, Stakeholder Role Clarity and Project Sustainability; A case Study of youth Livelihood Projects in Nebbi District"**.

Any assistance rendered to her will highly be appreciated.


Thank you,


Ibembe S. Pamela

Faculty Registrar

AD/RS

Email: deangrc@mubs.ac.ug

 [mubs fgsr](https://www.facebook.com/mubsfgsr)

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Website: www.mubs.ac.ug

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