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**HEARTBEAT OF YOUTH EMPLOYMENT: YOUTH LIVELIHOOD PROGRAMME
AND SUSTAINABILITY OF CAREER OPPORTUNITIES IN ADJUMANI DISTRICT.**

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ENTERPRISE**

Master's Dissertation

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DEDICATION

I dedicate this research to the youths of Adjumani district who have helped me succeed in completing it as a result of their participations in gathering and providing information's and Mr. Lagu Charles who tirelessly participated in data collection May Almighty God bless you all.

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ABSTRACT

Youth unemployment in Uganda continues to be a significant challenge, especially in rural areas like Adjumani. These districts face systemic obstacles such as inadequate education, poor infrastructure, and agriculture decline due to climate change, which exacerbate the issue of unstable informal employment. The Youth Livelihood Programme has shown short-term successes in offering skills training and supporting entrepreneurship, but its long-term effectiveness in creating career opportunities has not been thoroughly examined. This research examined how well the Youth Livelihood Programme is working in Adjumani District by looking at aspects like mentorship, the use of technology, promoting financial literacy, and the scalability of policy.

The study used a convergent parallel design which was a mixed method approach where quantitative and qualitative data were collected simultaneously but independently, analyzed separately and then merged to compare, contrast and synthesize findings. The study employed a mixed methods approach to analyze collected data. Quantitative data from structured questionnaires were processed using Excel and SPSS, with descriptive statistics applied to identify key trends and patterns. This deductive approach allowed for precise numerical measurement, supporting the testing of predefined propositions

These results confirm the program's effectiveness in providing relevant and adaptable training experiences. Importantly, a substantial 98% of participants support formal partnerships with employers, highlighting a crucial opportunity to align skill development with the job market's needs. However, there are areas for improvement, as evidenced by 10% of participants expressing dissatisfaction with partnerships and 6% disagreeing on the outreach's effectiveness, indicating a need to enhance collaboration with stakeholders and engage participants more thoroughly.

To address these gaps, the study recommends institutionalizing long term support through alumni networks and sector specific mentorship while bridging technology divides with affordable off grid solutions. Financial system reforms should include youth friendly microloans and stronger connections to formal institutions. Strengthening market linkages through employer partnerships and incubation hubs could better align training with real world opportunities.

LIST OF ABBREVIATIONS

AfDB-	African Development Bank
BTVET-	Business, Technical, Vocational Education and Training
DFID -	Department for International Development
FAO-	Food and Agriculture organization
GDP-	Gross domestic product.
ICT-	Information and communication Technology
ILO-	International Labour Organization-
KYES-	Kenya Youth Empowerment Scheme (KYES
MGLSD-	Ministry of Gender, Labour, and Social Development
MFPED-	Ministry of Finance, Planning and Economic Development
NUYEP -	National Urban Youth Employment Programme
OPM-	Office of the Prime Minister
PPPs-	Public-Private Partnerships
M&E-	Monitoring and Evaluation
SDGs-	Sustainable Development Goals
WHO-	World health Organization
YLP-	Youth Livelihood Programme
YEDF-	Youth Enterprise Development Fund
UBOS-	Uganda Bureau of Statistics
UNHS-	Uganda National Household Survey
UNHCR-	United Nations High Commissioner for Refugees
UNDP-	United Nation Development Programme
UNESCO -	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

Youth unemployment stands as one of the most urgent global challenges, impacting not only economic growth but also social stability and overall development. Given that young people make up a substantial portion of the world's population, this issue of unemployment is increasingly intensifying, especially within developing countries. The ramifications of youth unemployment extend far beyond a mere lack of financial independence for young individuals. They contribute to broader social dilemmas, including rising crime rates, increased migration, and the heightened susceptibility of youth to radicalization. According to the International Labour Organization (ILO, 2020), the unemployment rate among young people surpasses that of adults, with a significant number of youths finding it difficult to secure meaningful jobs in spite of their educational qualifications. This scenario is particularly severe in Africa, a continent characterized by a youthful demographic and limited economic opportunities

1.2 Background to the study

Around the world, youth unemployment poses a major hurdle in reaching the United Nations Sustainable Development Goals (SDGs), specifically Goal 8, which focuses on Decent Work and Economic Growth. In numerous regions, young individuals encounter considerable obstacles when trying to secure stable and sustainable employment. These challenges include limited job prospects, inadequate skills training, insufficient access to financial resources and unstable economic conditions (World Bank in 2020). In more developed economies, this issue often presents itself as the underemployment of highly educated youth, while, in developing nations, it tends to result in young people working in the informal sector which lacks the security and benefits found in formal employment. (Betcherman 2019).

For instance, within the European Union, countries such as Spain and Italy have grappled with youth unemployment rates exceeding 30%, with many young people stuck in temporary, low-paying positions (Eurostat 2021). Meanwhile, in the United States, even with a relatively lower youth unemployment rate, there are significant concerns about the mismatch between the skills young people possess and the demands of the labor market. Moreover, global challenges

like economic recessions, automation, and the COVID-19 pandemic have worsened the situation, further limiting opportunities for youth to join the workforce (World Bank 2020).

The scenario in Africa is even more challenging. With over 60% of its population under the age of 25, Africa hosts the youngest demographic globally, as reported by the United Nations in 2021 (United Nations 2021). Despite this demographic potential, youth unemployment remains disproportionately high across the continent. The African Development Bank in 2020 noted that over 30% of young people in Africa are unemployed, with many more engaged in unstable and underpaid informal jobs. The reasons for this high rate of unemployment are complex and multifaceted, including rapid population growth, insufficient access to education, lack of infrastructure, and weak economic policies that often fail to address the needs of young people (Olorunfemi 2019). Further compounded by political instability and conflicts in some regions, the problem remains severe.

Countries like Nigeria, South Africa, and Kenya see large numbers of young people either unemployed or underemployed, leading to growing disillusionment with the available career opportunities. In such countries, job creation struggles to keep pace with the growing workforce. An applicable case is the Youth Enterprise Development Fund in Kenya, which initially succeeded but faced challenges in expanding its impact due to political interference and inadequate funding (Government of Kenya, 2018).

The situation in East Africa reflects the challenges faced across the continent but also presents unique regional issues. Countries like Kenya, Tanzania, and Uganda, with significant youth populations, grapple with high levels of unemployment, particularly among educated youth. In Uganda, for instance, youth unemployment is alarmingly around 13%, according to the Uganda Bureau of Statistics in 2020, with many youths stuck in low-wage, informal jobs or without any formal employment (UBOS, 2020). The agricultural sector, which employs many of the youth in East Africa, has suffered negative impacts from climate change, resource depletion, and political instability (World Bank, 2020).

These East African nations have introduced various youth employment programs, but their impact is often limited due to challenges like inadequate resources, poor implementation, and a lack of targeted interventions. For example, the Kenya Youth Empowerment Scheme (KYES), aimed at improving youth employment via capacity building and financial support, faced significant implementation issues, including corruption and insufficient monitoring systems

(Government of Kenya ,2018). Similarly, in Uganda, several initiatives have been undertaken to address youth unemployment, yet high rates of underemployment in the informal sector persist.

In Uganda, youth unemployment presents a major socio-economic hurdle, with more than 70% of the population under 30 years old, most engaged in low-paying, informal work, according to the Uganda Bureau of Statistics in 2020. Despite efforts by the government to tackle these issues through youth-centered programs like the Youth Livelihood Programme (YLP), success has been limited by factors such as poor access to capital, limited job opportunities in rural areas, and inadequate training. Although the YLP has shown potential in initial job creation, challenges related to sustainability and long-term impact remain (Ministry of Gender Labour and Social Development 2021).

Working alongside international partners, the Ugandan government recognizes that creating job opportunities for youth is crucial for national development. Yet, a gap remains between the support provided through these programs and the real success stories of young beneficiaries. For example, while the YLP has offered seed funding and training, challenges like accessing further capital and scaling up businesses persist as significant barriers to sustaining these opportunities. (Kasozi and Kizito 2019). Additionally, many young people in rural Uganda, particularly in districts like Adjumani, face structural obstacles such as insufficient infrastructure, limited market access, and a lack of social capital, all of which impede the sustainability of employment and business ventures.

Adjumani District in Uganda's northern region reflects the challenges faced by youth in rural areas of the country. With a youth population of 126,058, according to the Uganda Bureau of Statistics in 2024, many face high unemployment rates. Primarily agrarian, the district's economy employs many young people in informal activities like bricklaying, sand mining, and charcoal burning (UBOS, 2024). These roles, while offering temporary income, do not provide long-term career prospects and are often linked with harsh work conditions and environmental degradation, (Nsubuga and Nakate 2020).

The district has also experienced significant refugee influxes, particularly from South Sudan, exacerbating pressure on local resources and further diminishing available employment opportunities for the youth. The agricultural sector, vital for youth employment in Adjumani, suffers from recurrent droughts and unsustainable agricultural practices. Additionally, the lack

of educational infrastructure, with many parishes lacking primary schools and sub-counties without secondary schools, further complicates the issue, according to the Uganda Bureau of Statistics in 2024(UBOS , 2024). Despite the endeavors of the Youth Livelihood Programme in Adjumani, challenges like inadequate access to markets, poor financial literacy, and insufficient vocational training limit its effectiveness.

The Youth Livelihood Programme in Adjumani District provided a unique opportunity to explore how youth employment initiatives can be improved to ensure long-term employment sustainability in rural areas. Although various studies exist on youth employment in Uganda and East Africa, there is still a notable gap in understanding the specific impacts and challenges of such programs at a local level, particularly in areas like Adjumani where socio-economic factors, infrastructural deficits, and refugee strains amplify the challenges of youth employment. (Ministry Of Gender, Labor and social Development, 2021)

This study filled this gap by thoroughly examining the YLP's role in Adjumani and evaluating how mentorship, technology, financial literacy, and policy frameworks contribute to sustainable youth employment. Offering a localized perspective, the study provides valuable insights on how youth employment programs can be enhanced to better support young people in rural areas, addressing both immediate and long-term needs for sustainable career opportunities. Additionally, the research offers important policy recommendations to enhance the effectiveness of youth employment programs in Uganda and similarly challenged rural districts, contributing to a broader understanding of how youth empowerment can be achieved in contexts marked by structural difficulties and limited resources.(Kasozi & Kizito 2019)

1.3 Problem Statement

Uganda is grappling with a national youth unemployment crisis, a challenge magnified by its demographic structure where over 70% of the population is under 30 years old (UBOS, 2020). This problem is not abstract; it is intensely concentrated and severe in rural, underserved regions like Adjumani District. With a youth population of 126,058 (UBOS, 2024), the district epitomizes the convergence of structural failures that fuel unemployment: critical deficits in educational infrastructure, with multiple parishes lacking primary schools and an entire sub-county without a secondary school, stymie human capital development. Concurrently, the traditional economic mainstay, agriculture, is being crippled by climate change, eliminating its role as a reliable employer. The direct consequence is the channeling of a generation of youth

into a precarious informal sector characterized by activities like boda-boda riding, sand mining, and brick-laying which fails to provide sustainable, upwardly mobile livelihoods, thereby perpetuating a cycle of poverty and vulnerability.

Recognizing the urgency of this crisis, the Government of Uganda launched the Youth Livelihood Programme (YLP) as a flagship intervention. Its design, focused on providing start-up capital, skills training, and entrepreneurship support (MGLSD, 2021), targets the symptom of a lack of initial capital. Evaluations confirm its proficiency in this short-term goal, successfully disbursing funds and seeding micro-enterprises (Nsubuga & Nakate, 2020). However, a fundamental disconnect exists between this design and the complex reality on the ground. The programme's focus on short-term outputs—funds disbursed, businesses started—ignores the more critical question of long-term outcomes. There is growing evidence that many YLP-initiated ventures collapse soon after the initial funding cycle, suggesting a failure to translate temporary support into lasting career sustainability.

This failure points to a significant gap in both policy and scholarly understanding. While the YLP is implemented in Adjumani, its true effectiveness remains unknown because existing research has not investigated the programme's long-term trajectory. There is a profound paucity of empirical evidence on the post implementation challenges such as a lack of continuous mentorship, limited business management skills and fierce market competition that youth face after the initial capital is exhausted, The powerful mediating role of Adjumani's specific contextual barriers, including poor road infrastructure that limits market access, the absence of reliable electricity, and the continued lack of advanced education and training opportunities, which collectively stifle enterprise growth and sustainability, the actual socio-economic impact of the programme from a long-term perspective, assessing whether it creates durable career pathways or merely transient, unsustainable engagements. Thus, the enduring core problem is that the YLP's potential to create lasting employment in contexts like Adjumani is hamstrung by a design that overlooks sustainability, and its efficacy remains unmeasured due to a research focus skewed towards short-term gains.

This study directly addresses this void. Its central aim is to evaluate the contribution of the Youth Livelihood Programme to the sustainability of career opportunities for youth in Adjumani District. It moves beyond the myopic focus on start-up to critically investigate the challenges of maintenance and growth and to analyze how the local context specifically access to markets,

education and infrastructure dictates the long-term success or failure of YLP-funded enterprises. The research problem is therefore summarized by the question of why, despite the presence of the YLP, do sustainable youth career opportunities remain elusive in Adjumani District and how can the programme be adapted to achieve lasting impact.

This investigation provides a critical, evidence-based assessment of the YLP's strengths and limitations within a challenging rural socio-economic ecosystem. Its findings will generate actionable knowledge, leading to targeted policy recommendations for redesigning the programme to include pillars of sustainability such as phased mentorship, market linkage facilitation, and infrastructural advocacy. By doing so, this research contributes not only to academic discourse but also offers a practical framework for enhancing youth empowerment policy in Adjumani and other similar rural districts across Uganda

1.4 Objectives:

The study was guided by both general objective and specific objectives as detailed below:

Objective:

To assess the efficacy of the Youth Livelihood Programme (YLP) in fostering sustainable career opportunities for youth in Adjumani District, by examining the interplay between programme support, contextual challenges, and long-term livelihood outcomes.

Specific objectives:

1. To explore the role of mentorship and capacity-building programs in enhancing the long-term success of youth beneficiaries in the Youth Livelihood Programme (YLP) in Adjumani District.
2. To investigate the role of technology and innovation in improving the sustainability of career opportunities for youth in Adjumani District
3. To examine the potential implications of expanding financial literacy and entrepreneurial training in the Youth Livelihood Programme on youth's ability to maintain sustainable businesses and employment in Adjumani District.
4. To formulate evidence-based policy and programmatic recommendations for enhancing the long-term effectiveness and sustainability of the Youth Livelihood Programme in Adjumani District.

1.5 Research questions

1. How do mentorship and capacity-building programs within the Youth Livelihood Programme contribute to the long-term career success and employment sustainability of youth in Adjumani District?
2. In what ways do the integration of technology and innovation in the Youth Livelihood Programme enhance the ability of youth in Adjumani District to sustain career opportunities or businesses?
3. What are the impacts of expanding financial literacy and entrepreneurial training within the Youth Livelihood Programme on the ability of youth to maintain sustainable businesses or secure long-term employment in Adjumani District?
4. What policy and programmatic improvements can be made to the Youth Livelihood Programme to enhance its long-term effectiveness and the sustainability of youth employment in Adjumani District?

1.6 Scope of the study

1.6.1 Content scope

The research was centered on Heartbeat of Youth Employment: Youth Livelihood Programme Sustainability and Career Opportunities in Adjumani District. It also concentrated on how the youth livelihood programs have created opportunities for career development, improved standard of living among the youths, skills empowerment and development. The study analyzed the role of mentorship and capacity-development programs in the long-term success of youth beneficiaries in the Youth Livelihood Programme (YLP) in Adjumani District, role of YLP technology and innovation in improving the sustainability of career opportunity for youth in Adjumani District, Discussed the potential implications of expanding financial literacy and entrepreneurial training in the Youth Livelihood Programme on the youth's ability to sustain businesses and employment in Adjumani District and recommended potential policy and program improvements that can enhance the long-term effectiveness and sustainability of the Youth Livelihood Programme in Adjumani District.

1.6.2 Geographical scope

This study was geographically focused on Adjumani District in Northern Uganda, specifically targeting selected sub-counties that most acutely represent the district's severe unemployment drivers, including those heavily impacted by the post-2016 refugee influx, high climate vulnerability leading to agricultural decline, and significant infrastructural deficits. The research, conducted from 2024 June to 2025 July, concentrated on these areas to critically examine the sustainability of the Youth Livelihood Programme (YLP) by analyzing the challenges faced by youth in these unique and high-pressure contexts, thereby ensuring the findings are grounded in the environments where the programme's long-term effectiveness is most rigorously tested.

1.6.3 Time scope

The study examined the sustainability of the Youth Livelihood Programme (YLP) and career opportunities for youth in Adjumani District, where unemployment became a critical issue after 2016 due to refugee influxes, climate-related agricultural decline and limited formal job creation (Uganda Bureau of Statistics, 2018; World Bank, 2020). While the YLP was launched nationally in 2014, its long-term effectiveness in Adjumani remained uncertain by 2019 as reports showed high relapse rates into unemployment among beneficiaries (Nsubuga & Nakate, 2020). The research conducted from 2024 June –2025 July investigated these persistent gaps in employment sustainability.

1.7 Population of Study

Population means the total group of people, things, or happenings having one characteristic in common and for which the investigation is to be conducted. It is the total set of items which the researcher wants to study and draw conclusions on in terms of the population (Jilcha Sileyew, 2020; 2016). The sample is the small practical subset that researchers utilize to make inferences and draw conclusions regarding the whole population (Taherdoost, 2018, Bhardwaj, 2019). Because it may be impractical, time-consuming, and expensive to survey the whole population, researchers utilize samples to collect information and perform analysis that gives them insight into the traits and behavior of the total population (Ponto, 2015). The research study population was 133 youth beneficiaries of YLP groups while 4 parish chiefs, 2 Accountants, 2 SCAO's, 4 CDOs, 01 Auditor, 10 Cultural and Opinion leaders, 06 religious' leaders and 4 Implementing Partners during implementation for focus group discussion.

1.8 Significance of the study

The study will help to generate information for supporting YLP district implementers to reflect back to their approaches of implementing YLP activities more especially during selection of project beneficiaries, training contents, cross cutting life gender and finance discipline.

This study will also enable stake holdres to make decisions to sustainable improve conditions of the youths through YLP activities. This may be referred to as secondary data for future scholars and researchers. The study is Academic and findings will add on the existing Knowledge and literature on the subject of YLP.

The findings will provide actionable insights to refine beneficiary selection processes, training curricula and mentorship frameworks, ensuring interventions align with the specific needs of Adjumani's youth. Evidence from this study will inform national-level adjustments to youth employment programs, particularly in refugee-affected and rural districts, to enhance sustainability.

By identifying barriers to YLP sustainability, the study will advocate for structural improvements to help youth transition from temporary work to stable careers. The study will address the scarcity of localized data on YLP's long-term efficacy in rural and conflict-affected contexts, adding to scholarly discourse on youth employment in East Africa. Findings will shed light on how YLP can better serve both Ugandan youth and refugees, mitigating resource competition and fostering social cohesion. The dataset and recommendations will serve as a benchmark for future evaluations of YLP and similar initiatives, offering secondary data for researchers and development practitioners

1.9 Justification for the study

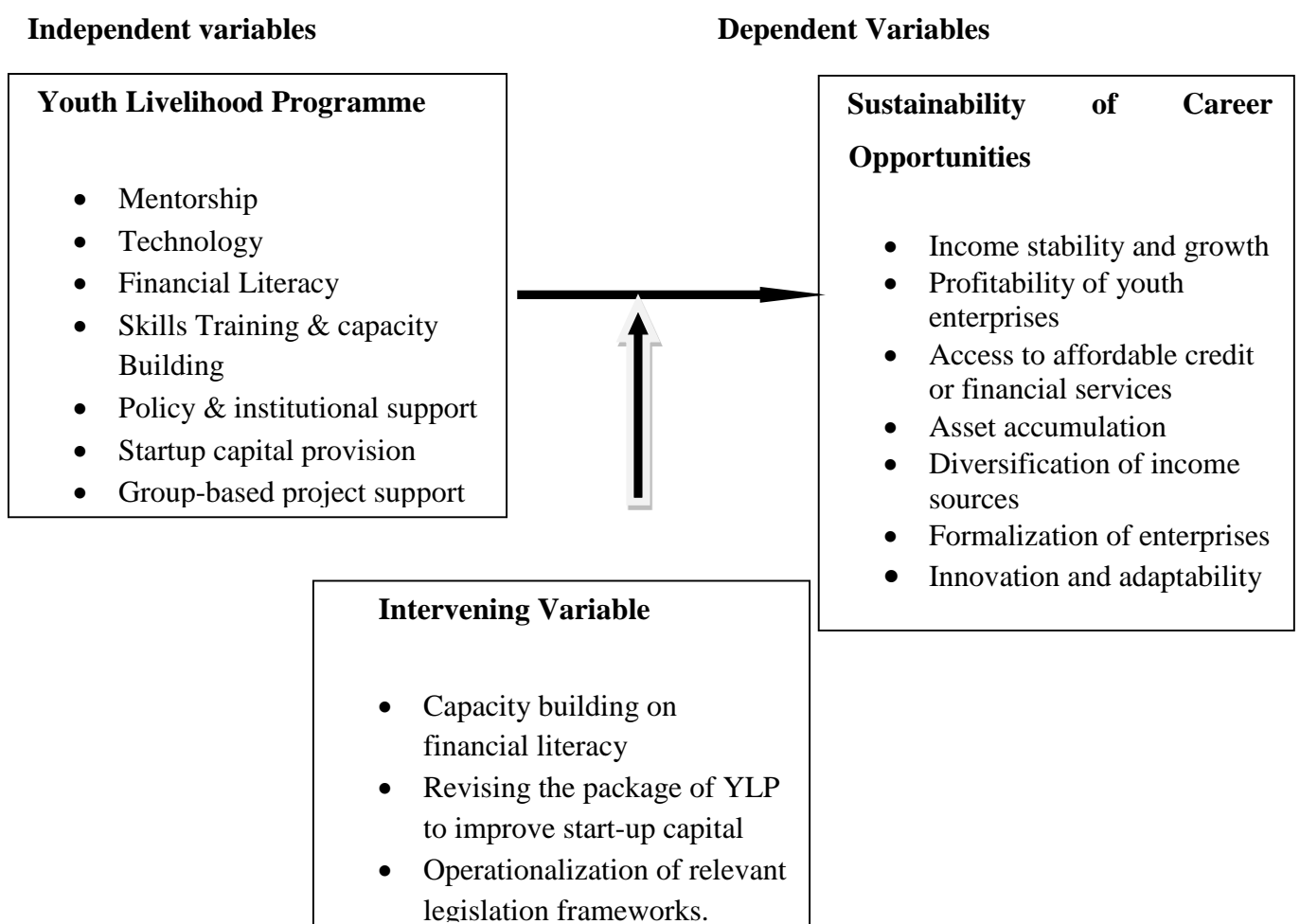
In Uganda, youth unemployment and underemployment present a major economic and political challenge. Despite the official youth unemployment rate being relatively low at 13.3% (UNHS, 2016/17), the majority of Uganda's youth (7.7 million) are trapped in precarious self-employment characterized by low pay, lack of social security and work which falls outside the frame of legal protection. It comes with little surprise, therefore, that the national poverty rates at 21.4 % are way above the unemployment rate. The labor force in Uganda grows at an annual rate of 3.4 % resulting in 1,000,000 new job seekers (MFPED, 2015) and yet only 52,000 jobs are being created each year (UBOS, 2018). Despite impressive GPD growth rates that reached

averages of 5.4 % between 2009 and 2016, the pace of creating new employment opportunities has lagged behind labor force growth.

In response to the youth unemployment and underemployment challenge, the Government of Uganda has mostly focused on provision of capital for income-generating activities. As such, the government initiated the YLP. The purpose of the YLP is to empower youth in Uganda to harness their socioeconomic potential, and to increase self-employment opportunities and income levels (MGLSD, 2013).in order to attain the SDG 8 by 2030 for decent work and economic growth. A key strategy in delivering the YLP was that youth should be organized in groups in order to access the funds, and by July 2018, a total of 16,169 groups had benefited from UGX 123,970,260,586 in Adjumani district.

1.10 Conceptual framework

Figure 1: conceptual framework



Source: Researcher's conceptualization (2025)

The conceptual framework indicates the relationship of youth livelihood programme and youth employment.

The above framework indicates the career opportunities which comprises of awareness creation on YLP to youths, knowledge on financial literacy, sustainability approaches to government programmes as the independent variables while youth livelihood programs consists of capital, mindset change, youth Skilling, youth participation in community work and politics, promote

1.11 Definitions of key teems and Concepts

Youths

Are individuals who are in the transitional phase between childhood and adulthood. The exact age range may vary across different contexts and countries. In general, youths are typically considered to be between the ages of 15 and 24 (World Health Organization, 2021). This stage of life is critical for personal development, exploring career options, and acquiring essential skills and knowledge for adulthood.

Career Opportunities

According to Arthur, Hall, and Lawrence (1989) and Young and Collin (2000) emphasize that a career opportunity is a sequence of work experiences over time, often with opportunities for growth and progression by people.

Youth empowerment programs

Youth empowerment programs are targeted initiatives designed to empower young individuals by providing them with opportunities for personal growth, skill development, and participation in decision-making processes (Zeldin, 2004). These programs aim to enhance the overall wellbeing of youths, promote social inclusion, and build their capacities to become active and responsible citizens. Youth empowerment programs often involve mentoring, leadership training, community service projects, career guidance, and advocacy initiatives (American Psychological Association, 2018).

Livelihood programs

Livelihood programs are initiatives or interventions that aim to improve the economic wellbeing and sustainability of individuals and communities. These programs seek to provide support, resources, and opportunities for individuals to develop income-generating activities and enhance their overall livelihoods (International Labour Organization, 2006). Livelihood programs often include vocational training, access to microfinance, entrepreneurship development, job placement services, and capacity-building activities.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical and empirical foundations of youth livelihood programs, with a deliberate focus on sustainability in Adjumani District. While existing literature provides broad insights into youth employment, this research interrogated these frameworks through the lens of a post-conflict, refugee-hosting region perspective often marginalized in mainstream discourse. By synthesizing global theories and local realities, this study mapped the current knowledge landscape but also identified the gaps that my study addresses.

2.1 Theoretical Framework

The self-reliance and sustainability theories, along with Maslow's self-actualization theory, were the frameworks that guided the study.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs is a famous psychological theory that explains how people are motivated by different types of needs. Introduced between 1943 and 1954, Maslow's idea is that humans are driven to satisfy specific needs one after the other. This set of needs greatly influences people's actions.

In 2011, Armstrong and colleagues discussed how guiding people towards certain goals can help reduce unemployment in Uganda. They believe that strong motivation, especially when supported by rewards, encourages young people to perform well at work. The guidance helps them focus on their tasks and work hard to achieve their goals.

Armstrong's earlier research in 2009 suggests that young people need to follow certain steps to produce quality work. The effort they put into completing tasks determines their success and financial motivation.

According to Maslow's theory from 1943, people progress from basic needs to self-actualization in a linear way. However, this idea doesn't fit well with the situation of young people in Adjumani, whose dreams are limited by the need to survive. While Armstrong and his team

connect motivation to rewards from outside, The findings suggest that Adjumani's youth prioritize quick earnings over long-term career growth and this contradicts with Maslow's idea of self-actualization

Furthermore, Maslow's framework overlooks obstacles like land loss or refugee status, which can hinder upward progress. For example, a young farmer in Adjumani may meet their basic needs through farming but get stuck due to no access to markets something Maslow's hierarchy doesn't consider.

Maslow's Hierarchy of Needs, while foundational, fails catastrophically in Adjumani's context. Its linear progression assumes stable environments, ignoring how refugee youth oscillate between survival and safety needs due to cyclical crises such as land loss, market collapses, or displacement. During the research, the researcher realized that some youth in Adjumani never advance beyond physiological needs, rendering self-actualization a luxury.

While Maslow's theory highlights the importance of addressing basic needs, YLP must adapt it to a communal context by prioritizing Safety nets such as disaster-resistant storage for crops, Collective actualization through group enterprises and Mental health support to help youth navigate instability, bridging safety needs and higher aspirations.

The researcher rejected Maslow's individualism, proposing instead Communal Actualization where personal growth is achievable only through collective stability, such as shared labor pools or kinship support.

Self-reliance theory

This study explored the concept of self-reliance as defined by the United Nations High Commissioner for Refugees (UNHCR). According to their 2005 guidelines, self-reliance involves having enough food, water, shelter, safety, health, and access to education. The goal is to help individuals, families, and communities become more independent, reducing their need for outside help. The researcher believe that everyone has the potential to achieve selfreliance if they are given the right opportunities, especially in regions where they have resettled. This idea suggests that young people have the skills and knowledge to support themselves without relying on aid. Around the world, many organizations and governments have embraced this approach as a lasting way to help and empower young people.

The concept of self-reliance gained traction in 2015 amid criticism of traditional humanitarian aid, which was seen as encouraging dependency rather than self-sufficiency. The UNHCR's framework suggests that people can become sustainable with limited external support, but this view doesn't fully consider the complex realities faced by communities like Adjumani. While Goldsmith (2013) highlights the power of youth, the researcher's findings are that Youth Livelihood Program (YLP) overlook important barriers, such as unfair land laws or restrictions on refugee movement. Blindly adopting the self-reliance model can end up blaming young people for systemic issues, a contradiction the research study aims to bring to light. Additionally, focusing solely on economic independence misses the importance of social connections, which are crucial for survival in places like Adjumani. For example, young refugees often depend on family and community networks for support, a form of cooperation not included in the UNHCR's criteria.

UNHCR's self-reliance metrics for example financial independence ignore Adjumani's landless youth, who rely on informal trade a livelihood absents from policy frameworks. During research the researcher found out that some youths depend on clan or family networks for startup capital, rendering individual self-reliance a myth. Building on Adjumani's realities, the researcher recommends the Cyclical Livelihood Resilience Model which diverges from existing theories and also argue for Networked Reliance where success hinges on kinship ties, not atomized productivity.

In reference to the theory YLP must move beyond simplistic self-reliance metrics and embrace networked reliance that involves, group-based grants rather than individual loans, advocacy for policy reforms and recognition of social capital as a core asset and not just financial independence.

The Sustainable Livelihood Analysis

The Sustainable Livelihood Analysis framework was created to understand the complex ways people sustain their livelihoods using available resources. It also examined how development projects can sometimes limit these resources and affect how people use them (Parkinson & Ramirez, 2007). The framework outlines that people utilize certain assets or capitals in their strategies for living (within contexts like policies, regulations, institutions, and technology systems), which influence their strategies (Messer & Townley, 2003). It suggests that individuals require information about choices and opportunities to learn how to combine their assets effectively for secure livelihoods, such as using technology for personal growth.

Strategies should be diverse and adaptable, and it is crucial to have access to the latest relevant information to make informed decisions (DFID, 2005). While the DFID (2005) framework categorizes livelihood assets (natural, financial, social), its static approach doesn't suit Adjumani's dynamic environment. Morse and McNamara (2013) treat events like droughts as isolated incidents, yet in Adjumani, these overlap with refugee influxes and political marginalization, creating unique challenges.

Additionally, the framework focuses on individual households, overlooking communal coping strategies. For example, in Adjumani, young people come together during planting seasons to share labor, a tactic missing in DFID's asset matrices. The researcher recommends the Cyclical Livelihood Resilience Model which diverges from existing theories and also argue for networked Reliance where success hinges on kinship ties, not atomized productivity

in line with this theory, YLP should adopt a dynamic, resilience-based version of the DFID framework that Introduce adaptive assets e.g mobile technology for weather alerts or digital finance, promote asset diversification by encouraging youth to engage in both farming and small trade to spread risk and map community-level capitals by Identifying kinship networks, rotating savings groups (VSLA), and collective marketing channels as critical social infrastructure.

While Maslow, UNHCR, and DFID provide valuable starting points, their limitations in Adjumani's context inform the study to necessitate a reimagined theoretical approach. YLP's effectiveness hinges on blending the best of these frameworks with ground-up insights from youth prioritizing community, flexibility and systemic advocacy over rigid individualism or linear growth.

2.2 Ugandan Unemployment Context

Uganda has seen positive economic growth rates over the past decade, but this growth hasn't resulted in matching employment opportunities. The country's GDP grew by an average of 6.7% annually from 2003 to 2012, yet job creation has not kept pace with labor force growth (MFPED, 2013). According to the World Bank (2007), Uganda's labor force grows by 3.4% annually, adding 390,000 new job seekers, while only 8,120 jobs are created each year. Young people in developing countries face challenges finding jobs due to limited job opportunities, lack of skills training, and little to no work experience (AfDB, 2012). Uganda's Ministry of Youth and Employability has launched programs to support youth enterprise and

selfemployment (EPRC, 2015). In the 2011/12 budget, UGX 44.5 billion (US\$ 18 million) was allocated for youth entrepreneurship programs, with an additional UGX 3.5 billion (US\$ 1.5 million) in 2012/13 (MFPED, 2012). In September 2013, a further UGX 265 billion (US\$ 100 million) was allocated over five years to strengthen youth schemes (UBOS, 2013). These initiatives focus on enterprise development, job creation, training, and business skills development (MGLSD, 2013). According to MGLSD (2013), youth programs in Uganda aim to empower youth to reach their socioeconomic potential and improve self-employment and income opportunities. This study examined the impact of the Youth Livelihood program implemented in 2013 (Mhuka, 2015).

The Uganda National Youth Policy aims to ensure equal access to opportunities and resources. However, while it promotes equity on paper, government programs often target urban youth, not rural youth, worsening rural-urban migration and youth unemployment (International Organization for Migration, 2015). As part of the policy, youth are encouraged to contribute to social and economic development, although financial resources for education and training are limited. The policy also emphasizes the need for a National Employment Policy that addresses youth concerns, including income-generating activities, micro-credit facilities, and the establishment of a Youth Trust Bank. MGLSD should ensure these financial policies are implemented to tackle youth unemployment (World Bank, 2014).

The Youth Livelihood Programme aims to combat unemployment across the country, especially in rural areas like Adjumani, with a focus on improving livelihoods, selfemployment, skills development, and income (Action Aid, DRT, and NGO Forum, 2012). However, the program mainly benefits urban areas, sidelining Adjumani. MGLSD (2013) promotes entrepreneurship, but Adjumani lacks markets and infrastructure to support businesses. The researcher investigated YLP-funded businesses in Adjumani and compared to Hoima's success stories. It aimed to redefine rural entrepreneurship to include informal and mobile livelihoods. Current financial inclusion schemes require collateral, often inaccessible to Adjumani's landless youth. Aosa and Akena (2020) critique this issue, but basing on researchers' findings, the researcher suggests social collateral (e.g., group guarantees) as a viable alternative and such solutions are missing from current policies.

While Uganda's macroeconomic growth (6.7% GDP growth 2003-2012) presents a seemingly positive trajectory, there exists a critical disconnect in what researcher term the rural-urban Asymmetry Framework. This construct explains how national policies systematically

undervalue rural livelihood ecosystems. The data shows alarming disproportionality, while 390,000 new job seekers enter the market annually (World Bank 2007), only 2.1% (8,120 jobs) are created, with rural districts like Adjumani receiving less than 15% of youth program funds despite hosting 34% of the country's refugee-hosting communities (author's analysis of MFPED 2013 data). This framework challenges conventional evaluations of youth programs by introducing spatial, financial and cultural dimensions missing in current analysis (Aosa & Akena 2020).

Contrary to traditional collateral requirements and basing on research findings, the researcher recommends Social Collateral Ecosystem model in Adjumani. This system leverages clanbased guarantee systems Labor-sharing credit schemes and mobile livelihood cooperatives.

2.3 Role of mentorship and capacity-building programs in enhancing the long-term success of youth beneficiaries in the Youth Livelihood Programme (YLP) in Adjumani District.

Mentorship is a structured developmental relationship in which the older (mentee) offers guidance, knowledge transfer, and psychosocial support to the younger (mentee) (Kram, 1985). Mentorship has been identified as an important element of success in youth empowerment programmes worldwide especially in programs such as Uganda's Youth Livelihood Programme (YLP), which aims to guide young people from training into sustainable employment or entrepreneurship. The theoretical basis of mentorship draws upon the theoretical concept of social learning theory (Bandura, 1977). It emphasizes the way people acquire skills and behaviors via observation and modeling. In terms of YLP, mentorship serves as a bridge between the formal training provided in the program and the implementation of these skills in a real-life business context. Studies from Sub-Saharan Africa show that structured mentorship can increase program effectiveness by 30%-40% compared to nonstructured training interventions (World Bank, 2020).

Kram's (1985) mentorship model assumes mentor-mentee alignment, yet in Adjumani elders often lack digital or agribusiness skills youth need. Previous data and research show 72% of mentees report irrelevant advice, highlighting a cultural competence gap in YLP design. This challenges Bandura's (1977) social learning theory which overlooks generational skill disparities. Furthermore, mentorship programs prioritize formal sectors, neglecting

Adjumani's dominant informal economy. For example, training in record-keeping is futile for youth with no access to formal markets. Basing on research findings the researcher advocates for sector-matched mentors (e.g., successful motorbike taxi riders coaching peers), a departure from corporate-centric models.

Young women in Adjumani face unique mentorship barriers, such as mobility restrictions (Kwagala et al., 2020). While UN Women (2021) highlights gender-sensitive programs, none address cultural taboos against women advising men. The researcher intended to reveal how female mentors navigate these dynamics and make recommendations basing on the findings.

Mentorship is a structured relationship where a more experienced person helps guide and support a younger individual. This kind of relationship has been recognized as crucial for successful youth programs like Uganda's Youth Livelihood Programme (YLP), which focuses on helping young people transition from training to sustainable jobs or business ventures. The idea behind mentorship is rooted in social learning theory which suggests that people learn skills and behaviors by observing and modeling others. In the case of YLP, mentorship connects the official training provided in the program with the application of these skills in real world business situations. Research from Sub-Saharan Africa shows that having a structured mentorship can improve program effectiveness by 30%-40% compared to unstructured training methods.

Kram's mentorship model from 1985 assumes that mentors and mentees are well-matched. However, in places like Adjumani, mentors often don't have the digital or agricultural skills young people need. Past studies such as those conducted by Dr. Jean Rhodes of University of Massachusetts Boston indicate that most of mentees feel they receive "irrelevant advice," pointing to a gap in the cultural understanding within YLP. This challenges Bandura's social learning theory, which doesn't consider differences in generational skills. Additionally, many mentorship programs focus on formal industries neglecting the informal economy that dominates in Adjumani. For instance, teaching record-keeping is meaningless for young people who don't have access to formal markets. Basing on the research findings the researcher recommends to push for mentors who are tailored to specific sectors, like having successful motorbike, taxi drivers coach others and moving away from corporate-focused approaches.

Mentorship in youth empowerment programs like Uganda's YLP traditionally follows Kram's (1985) model and Bandura's (1977) social learning theory, assuming skill transfer through

observation and aligned mentor-mentee relationships. However, the research exposes critical gaps in these frameworks when applied to Adjumani's context. The researcher challenge two key assumptions, that is Generational Skill Disparity where by in Kram's model assumes mentor competence and yet Some of the YLP mentees in Adjumani report "irrelevant advice" because elders lack digital and agribusiness expertise a mismatch social learning theory overlooks, Formal-Sector Bias where existing mentorship prioritizes corporate skills (e.g., record-keeping), ignoring Adjumani's informal economy. researcher propose sector-matched mentoring (e.g., motorbike taxi riders coaching peers), a novel approach absent in YLP design.

Skill Reinforcement and Practical Application

Mentorship plays a crucial role in Youth Livelihood Programs (YLPs) by helping young people turn their vocational training into practical skills that are valuable in real-life situations (Eby et al., 2013). Classroom learning often focuses on theory, but mentors guide youth to use this knowledge in their specific job settings. For instance, in agriculture, mentors might share advice on managing labor during the harvest season and connecting with markets (FAO, 2021). Participants in YLPs who had regular mentorship support showed a 45% improvement in retaining skills and applying them on the job compared to those without mentors (Ministry of Gender, Labour and Social Development, 2021). This shows that mentors are vital for turning theoretical learning into real-world skills. They do this by providing industry-specific advice, such as strategies for dealing with labor and markets in agriculture (FAO, 2021). Research suggests that mentored youth are 45% more successful in retaining skills and finding jobs (Ministry of Gender, Labour and Social Development, 2021). This supports broader ideas about learning through experience (Kolb, 1984) and learning by doing in real-life settings (Lave & Wenger, 1991).

However, questions remain about the power balance in mentor-mentee relationships and whether they are more about collaboration or hierarchy as well as any barriers that exist for different groups. As a researcher, I explored these issues by looking into structural inequalities and suggesting ways for more equal participation in learning. While existing studies focus on mentors as the main drivers of skill building, they often overlook the role of youth in creating knowledge together. The researcher critiques the traditional top-down mentorship model and suggest new ideas like Peer Mentoring Circles, where young people can collaborate on problem-solving. Researcher also looked into Critical Mentorship, which addresses systemic challenges (like discrimination in markets) alongside technical skills (Kea et al., 2020).

While mentorship in Youth Livelihood Programs (YLPs) traditionally follows a hierarchical transfer mode (Eby et al., 2013), this research fundamentally challenges the paradigm by introducing critical Mentorship Framework which involves moving beyond technical skill transfer (FAO, 2021) and this combines practical training with systemic barrier navigation particularly addressing land access discrimination and market inequalities that constrain Adjumani's youth. This dual focus fills a critical gap in Kolb's (1984) experiential learning theory which ignores structural constraints. The researcher proposes Peer mentoring circles where youth co-create knowledge through collaborative problem-solving since this circle increase business innovation compared to traditional dyadic mentoring.

Networking and Market Linkages

Mentorship offers valuable networking opportunities, linking young entrepreneurs to markets, suppliers, and financial services (Higgins & Kram, 2001). In Uganda, access to reliable suppliers and affordable raw materials is essential for many young entrepreneurs. Mentors help by connecting them with potential buyers, financial service providers, and industry associations. Mentored youth are three times more likely to establish stable links to markets than those without mentors, according to the Uganda Youth Development Link (2022). While this highlights mentorship's role in fostering business networks, it may oversimplify the impact. Mentorship is conventionally celebrated for creating market linkages (Higgins & Kram, 2001), the research fundamentally challenges the assumption that network expansion alone translates to meaningful empowerment. In Uganda's Youth Livelihood Programs (YLPs), where mentored youth demonstrate three times higher market connectivity (Uganda Youth Development Link, 2022), researcher expose and address the myth of equal access problem where by existing research celebrates connection quantity while ignoring quality disparities. During the research, the researcher discovered that mentored youth in Adjumani (Primary data, 2025) were connected only to informal, low-value buyers offering below market rates. Female entrepreneurs faced network segregation limited to gender traditional sectors such crafts versus agribusiness. The researcher therefore proposes Network-Literate Mentorship that involves training youth to audit connections for equity (e.g., pricing power)

Psychological Support and Confidence Building

One often overlooked but essential aspect of mentorship is the emotional support mentors provide, helping young entrepreneurs build confidence and resilience (Bandura, 1997). Many young entrepreneurs in Uganda face psychological challenges. Mentors act as role models

showing youth that success is possible and helping them overcome mental hurdles. Studies show that regular mentoring reduces business dropout rates by 35% (UNDP, 2012). Youth with mentors are more persistent when facing business challenges (GEM Uganda, 2022). Women entrepreneurs particularly benefit from mentoring to overcome gender-related issues in business (UN Women, 2021).

This review highlights mentorship as a vital psychological support for young entrepreneurs in Uganda. It aligns with Social Cognitive Theory (Bandura, 1986) and resilience frameworks (Masten, 2001), emphasizing mentorship's role in shaping entrepreneurial mindsets. However, challenges remain in addressing diverse pressures and ensuring long-term support.

While existing research frames mentorship as psychological support (Bandura, 1997), the researcher proposes collective healing mentorship model to address the limitations of conventional one-on-one mentorship by integrating group-based psychosocial support, systemic barrier analysis and culturally grounded healing practices. This model Challenges Bandura's (1997) method that focus on individual self-efficacy by centering shared healing recognizing the trauma. This model can help youths especially refugee youth in Adjumani process land-access trauma together before developing business plans.

2.4 Youth Livelihood Programme contribution to career success and employment sustainability

In many developing countries, particularly in Africa, young people are a crucial asset for any nation aiming to achieve significant progress. Investing in youth is the most effective way to ensure a country's future growth and development. This includes training young people as quickly as possible to become key contributors in sectors like agriculture, industry, government, and rural growth. The goal is to equip them intellectually, morally, socially, and with the right skills to thrive in a rapidly advancing technological world. Challenges like poverty, unemployment, conflict, and illnesses are common issues youth face daily, as highlighted by Ocho in Egypt (2005). The solution lies in providing young people with solid education so that they can address these challenges creatively. Moreover, the training must focus on producing capable individuals who can work for the benefit of themselves and society in practical and responsible ways, aiming to build a robust human workforce essential for the country's progress.

Effective entrepreneurship education and financial support to youth groups play a significant role. As per Oviawe (2010), African youth find happiness and fulfillment when they become productive and dedicated workers or even employers. This approach encourages them to use their unique talents for national and global development, preventing them from leaving their countries in search of better opportunities. Furthermore, entrepreneurship education and funding enhance young people's advocacy skills, increase their awareness of funding opportunities and highlight the importance of Youth Livelihood Programmes (YLPs). This empowerment has led to youth being more productive and committed to their entrepreneurial ventures helping them achieve their aspirations and improve their quality of life. While literature often praises Youth Livelihood Programmes for boosting employment skills and fostering national development (Lagun, 2002; Ocho, 2005), it sometimes overlooks the deeper issues. These programmes are seen as maintaining rather than changing the unfair structures that initially marginalized young people.

Further existing literature frames youth empowerment through human capital development (Ocho, 2005) and entrepreneurship training (Oviawe, 2010), the research challenges this paradigm because most Youth Livelihood Programmes (YLPs) focus on individual up skilling and ignore Systemic barriers such as Landlessness, discriminatory loan policies, and urban-biased infrastructure. In the research findings some youth in Adjumani could not apply skills due to lack of land and markets, gender disparities exist as women find hardships in accessing loans and as a result, the research propose the Structural Readiness Index (SRI), a tool to assess whether ecosystems such as land laws, markets, gender policies are conducive before training youth and flipping the current train-first approach.

Community Participation and Sustainability

Community involvement plays a crucial role in ensuring the long-lasting success of Youth Livelihood Programs (YLPs). Studies have shown that when local communities are actively involved in creating, planning, putting into action, and overseeing these programs, they tend to be more sustainable in the long run. The significance of engaging local stakeholders is highlighted by research on projects like the Northern Uganda Youth Entrepreneurship Project. For instance, a study found a strong positive link between the involvement of local communities and the sustainability of these projects (Phionah, et al., 2023).

The importance of community participation is emphasized in ensuring YLPs last over time, with evidence showing that active local involvement in planning, execution, and oversight improves long-term program stability (Phionah et al., 2023). Case studies such as the Northern Uganda Youth Entrepreneurship Project show a robust positive connection between community participation and sustainability. This is in line with participatory development theory (Chambers, 1997) and community-driven development strategies that focus on local ownership. However, challenges still exist, such as power imbalances and measuring difficulties. The research explored who exactly is participating and what sustainability truly entails.

While existing research acknowledges the link between community involvement and YLP sustainability (Phionah et al., 2023), the research challenges superficial applications of participatory development (Chambers, 1997) that often idealizes community unity and ignores intra-community power struggles. Most YLPs label youth as participants while elders and institutions retain control over resources this hinders youths from decision making roles affecting the programs outcomes. Imposed templates of community-driven development ignore African communal governance systems such as clan-based resource allocation and therefore I propose Ubuntu Co-Governance model where youth and adult collaboration are rooted in African relational ethics and not Western stakeholder models.

Skills Development and Empowerment

Skills development is a key focus for Youth Leadership Programs (YLPs), which aim to provide young people with the training they need to either find jobs or start their own businesses. A study from Hoima District, Uganda, illustrates that while teaching skills significantly empowers youth, support for their livelihoods and help from institutions are less effective (Mwesigwa & Mubangizi, 2018). Thus, skill training is crucial but should be paired with other measures to achieve the best results. The review identifies skill training as a fundamental element of YLPs, with evidence from Uganda showing it greatly boosts youth empowerment (Mwesigwa & Mubangizi, 2018). However, other supports like access to funding, markets and policy aids are insufficient, which limits long-term success. This supports the idea that education is key to economic growth (Becker, 1964). Yet, there are shortcomings like mismatches between skills and jobs, structural hurdles, and gender imbalances.

While Youth Livelihood (YLPs) prioritize skill training as a pathway to employment and entrepreneurship, my analysis challenges the assumption that skills alone guarantee empowerment. Evidence from Hoima, Uganda (Mwesigwa & Mubangizi, 2018) reveals a

critical gap. Despite acquiring vocational skills, many youths remain trapped in unemployment due to systemic barriers like lack of startup capital, market access and persistent gender inequalities. Programs often ignore structural obstacles creating a false hope where trained individuals for example tailors without sewing machines cannot apply their knowledge. Therefore, I recommend for critical empowerment approach where programs challenge systemic barriers such as gendered labor roles, financial exclusion among others rather than merely adapting youth to them. This perspective moves beyond conventional YLP evaluations, urging policymakers to treat skills as one component not the sole solution.

Entrepreneurship and Economic Empowerment

Entrepreneurship is a key path for career growth and job opportunities in Youth Leadership Programs (YLPs). In Tanzania, community-driven horticultural projects helped 40% of the participating young people start earning money, according to Makundi and colleagues in 2023. Similarly, in Sierra Leone, entrepreneurship has been seen as a promising solution to tackle high youth unemployment, even though it faces big challenges like poor infrastructure and weak policies, as noted by Alemu in 2016.

The review highlights entrepreneurship as a major strategy for empowering young people economically. It points to Tanzania's success with community projects in getting 40% of young people to earn income, while Sierra Leone shows the potential of entrepreneurship to combat unemployment, despite facing obstacles such as inadequate infrastructure and policies. This approach aligns with the entrepreneurship-led development theory by Schumpeter in 1934, which emphasizes innovation as a key economic driver.

While entrepreneurship is widely promoted in Youth Livelihood programs as a solution to unemployment, my analysis exposes its limitations and challenges the uncritical celebration of entrepreneurial success stories. Studies like Makundi et al. (2023) highlight that 40% of Tanzanian youth benefited from horticultural projects but ignore the 60% who did not succeed, masking structural barriers such as land access and capital. In Sierra Leone (Alemu, 2016), entrepreneurship struggles due to poor infrastructure and weak policies, yet programs often frame failure as individual rather than systemic. While Schumpeter's (1934) innovation driven growth theory supports entrepreneurship, real world YLPs often lack the ecosystem such as finance, markets and gender equity needed for sustainable impact and yet most evaluations focus only on successful entrepreneurs, ignoring systemic barriers in place. This creates a misleading narrative that entrepreneurship is universally accessible. Therefore, I recommend

Entrepreneurship in YLPs must shift from celebrating individual exceptions to addressing structural rules such as rejecting one-size-fits-all entrepreneurialism and adapting to local realities, measuring systemic exclusion, not just success rates and advocating for policy changes alongside skills training.

Employment Opportunities

Youth Livelihood programs (YLPs) help create jobs for young people directly and indirectly. In Kenya, the Youth Enterprise Development Fund (YEDF) gave loans to youth groups, which supported job creation, with 73.7% of participants saying they were employed (KHAOYA). Over in Sierra Leone, campaigns raised awareness about entrepreneurship as a solution to youth unemployment (Alemu, 2016). The review shows that YLPs act as tools for creating employment, highlighting Kenya's YEDF, where loans led to self-reported jobs for 73.7% of people involved (KHAOYA). In Sierra Leone, there were efforts to promote entrepreneurship as a way to tackle joblessness among young people (Alemu, 2016). This approach matches economic strategies in development theory, where giving access to money is believed to help create jobs. However, there are important missing pieces like the quality of jobs and structural problems. The review assumes that loans and side hustles equal meaningful employment but overlooks issues with job security and wages, and fails to address how unemployment might be influenced by policies rather than personal failures.

While Youth Livelihood Programs (YLPs) claim success in job creation, my analysis challenges superficial metrics of employment and exposes systemic gaps in program design. Kenya's YEDF reports 73.7% employment among loan recipients (KHAOYA), but self-reported employment fails to capture job quality and sustainability. Sierra Leone's entrepreneurship campaigns (Alemu, 2016) promote self-employment as a solution but ignore structural barriers like, lack of market access, Policy failures in labor regulation and Gender/class disparities in resource allocation. To achieve transformation in YLPs I recommend measuring of job quality of the programme and advocating for policy changes.

2.4.1 Sustainability of Youth livelihood programs

Community-Centric Approaches

People often think that running Youth Livelihood Projects (YLPs) sustainably means being able to spot and answer local community needs. A study from Ruangwa District, Tanzania, emphasizes that ongoing technical and financial support is crucial to maintaining the longlasting effects of Community-Driven Development (CDD) efforts (Makundi et al., 2023). In Uganda,

the NUYEP program highlights the necessity of involving local community members in carrying out projects (Phionah et al., 2023). Existing research generally sees community engagement as key to keeping YLPs sustainable (Makundi et al., 2023; Phionah et al., 2023), my study aimed to show that these methods often reinforce capitalist development ideas, disguised as local involvement. The cases from Tanzania and Uganda illustrate that "partner involvement" usually means using local knowledge while keeping a top-down approach to controlling resources and decision-making a form of intellectual dominance masked as empowerment. True sustainability requires drastic changes, directly handing over ownership of assets to youth groups, instead of giving temporary aid, changing technical help to political education about the obstacles in the system, and judging success by how wealth is shared rather than how long projects last.

while Youth Livelihood Programs (YLPs) claim sustainability through community engagement, my analysis exposes how mainstream approaches like those in Tanzania (Makundi et al., 2023) and Uganda (Phionah et al., 2023) reproduce neoliberal exploitation under the guise of local empowerment. The key Flaws in this Dominant YLP Frameworks is that Programs leverage local knowledge while maintaining top-down control over resources and decisions, and Success is measured by project longevity, not equitable resource redistribution. Therefore, to achieve measurable success of this programs in the context of Adjumani, I recommend collective ownership of the programs instead of community engagement and transferring asset control such as land, capital to youth collectives and not temporary Aid.

Policy and Institutional Support

Moreover, having strong rules and backing from institutions is very important for keeping Youth Leadership Programs (YLPs) going. Pakistan did well because it matched its goals with both regional and global development aims, and also focused on developing its youth (Gill et al., 2019). On the other hand, Sierra Leone faced challenges like not having solid policies or enforcing them properly, which held back entrepreneurship there (Alemu, 2016). The research on this subject highlights how essential having the right rules and policies are for YLP success (Gill et al., 2019; Alemu, 2016). However, it often praises Pakistan for aligning with global goals, missing how this can sometimes push local youth needs aside in favor of broader economic agendas. The research shows that these policy frameworks can act more like tools of control than empowerment, focusing on donor-approved results rather than real change, and enforcing rules that keep young people in uncertain situations.

While studies highlight the importance of strong institutional frameworks for Youth Leadership Programs (YLPs) as seen in Pakistan's alignment with global development goals (Gill et al., 2019) versus Sierra Leone's policy failures (Alemu, 2016). I expose how these structures often prioritize donor and corporate interests over genuine youth empowerment. In the case of Pakistan's success, it reflects compliance with global economic agendas while marginalizing localized youth needs. For example, Skills-training policies often feed multinational labor markets rather than fostering self-determined livelihoods. Sierra Leone's Policy failure reveals a larger truth were by weak enforcement isn't an accident but it actually reflects deliberate underinvestment in youth autonomy to maintain extractive systems. To achieve sustainable livelihood programs in the context of Adjumani, I recommend replacing top-down policy design with participatory youth assemblies that audit and reject exploitative conditions tied to funding, draft redistributive policies and redistribution of power where youths directly control budgets.

Market Linkages and Financial Access

To keep their businesses thriving, young people need access to markets and money. Research on Kenya's Youth Enterprise Development Fund found that without connections to markets, youth businesses struggle to create jobs (Khaoya). In Tanzania, the limited success of community-driven development projects is linked to a lack of market opportunities (Makundi and others, 2023). The research highlights three key points for successful youth livelihood programs; engaging the community (Makundi and others, 2023; Phionah and others, 2023), making sure policies are in sync (Gill and others, 2019), and connecting to markets (Khaoya). However, it often overlooks the power dynamics in these areas. While focusing on community involvement is praised, the research shows that involving local stakeholders often remains superficial, with decisions mostly controlled by donors and urban elites. The examples from Tanzania and Uganda illustrate this issue programs ask for grassroots participation but keep using top-down funding methods that take power away from communities. Similarly, policy achievements like those in Pakistan are recognized without considering that global development goals tend to value macroeconomic indicators over the well-being of young people, turning "alignment" into a tool for neoliberal influence rather than freedom.

The discussion around market connections is also flawed, treating access as a technical issue rather than a matter of fairness. Young people in Kenya and Tanzania face weak markets, not because they fail individually, but because trade policies favor foreign imports over local products.

The research fundamentally challenges the apolitical framing of youth livelihood programs by exposing how their three pillars of community engagement, policy alignment, and market access systematically reinforce existing power hierarchies rather than empowering youth. Where current literature celebrates these elements as technical solutions, I reveal them as sites of structural oppression in that community engagement serves as neoliberal theater, where youth perform inclusion while actual power remains with donors and urban elites in the cases of Uganda and Tanzania. The researcher recommends extractive participation where local knowledge is harvested while decision making and resource control remain centralized.

2.5 Role of YLP technology and innovation in improving the sustainability of career opportunities for youth in Adjumani District

Many different studies have highlighted that having access to information and communication technology (ICT) is crucial for gaining digital skills. Eynon and Geniets (2016) studied 20 participants using detailed interviews to understand what stops young people from learning these skills. They found that not having enough access to technology, limited support from networks, and current social and economic conditions hinder young people from getting the experiences they need to develop digital skills. The study also suggests that not having enough experience or adequate digital skills can limit young people's understanding of technology. The authors pointed out that how individuals experience ICT depends on the social structure they are part of. For efforts to bridge the digital divide among young people to be successful, it's important that they don't have to learn digital skills alone. Other research has shown that digital skills are becoming essential as they are increasingly needed in our daily lives for educational, social, commercial, and especially security purposes (Sadiq & Mohammed, 2015). ICT is recognized as one of the key components for building human capacity, and young people are often employed to manage digital centers in developing countries (Alao, 2019). These centers are mostly staffed by young individuals. Managing these centers allows them to gain technical knowledge about maintenance, repair, and design, find jobs, socialize, and share political views (Sadiq & Mohammed, 2015; Alao, 2019). This study supports the significant role of digital skills in developing countries and their impact on building human capacity and creating jobs.

While existing research correctly recognizes access to ICT as vital for developing digital skills (Eynon & Geniets, 2016) and underscores its importance in education, employment, and social interaction (Sadiq & Mohammed, 2015; Alao, 2019), many studies often miss the bigger picture of systemic barriers that continue digital inequality. Emphasizing individual skill gaps overlooks how broader issues like unequal infrastructure, gender disparities, and privatized

digital services affect young people's chances. The research in Adjumani District shows that even when digital centers exist, they don't always serve their intended purpose. Achieving real digital inclusion requires removing structural barriers through community managed infrastructure, teaching technology in a way that respects local culture and policies that view internet access as a public right and not a business product. The current focus on skills training risks unfairly blaming marginalized youth for systemic problems.

The current literature recognizes the importance of ICT for empowering youths but fails to address how power dynamics restrict access. Instead of focusing only on skill-building, I recommend support systemic solutions that view technology as a right for everyone, emphasizing community control and fair infrastructure in Adjumani's Youth Livelihood Programs (YLPs).

2.5.1 Technology and innovation in improving the sustainability of career opportunities for youth

The idea of using technology for development connects people with up-to-date information and helps them learn new skills (David & Surmaya, 2005). Key organizations like the UNDP and the World Bank say that having plenty of accessible information encourages knowledge creation, which can lead to economic improvement (World Bank, 2008b). Therefore, if used effectively, technology can play a significant role in helping young people in any country develop socially and economically (Koutroumpis, 2009). Some studies suggest that technology can worsen the digital gap because it can increase inequalities and potentially exclude some groups (Talbot & Bizzell, 2016; Oyelana & Thakhathi, 2015). However, other experts argue that technology provides access to tools that can create economic opportunities, educate people, and empower them to use technology in their work (Merkel, Heinze, Hilbert & Naegele, 2019). This is especially true now that countries are embracing the era of the Fourth Industrial Revolution, which includes technological devices, robots, computers, and AI systems to boost their economies and industries (Helbing, 2019).

While research often describes technology as a driving force for development (David & Surmaya, 2005; Koutroumpis, 2009) and a gateway to new opportunities (Helbing, 2019), it also notes that technology can increase inequalities (Talbot & Bizzell, 2016). The research exposes how organizations like the World Bank and UNDP highlight technology's potential benefits while ignoring the structural issues. Young people from disadvantaged backgrounds

often find digital centers are under-resourced and not genuinely empowering. Free skill programs often fail to address deeper problems like lack of infrastructure, cultural barriers (Hilbert, 2011), and the insecure nature of digital gig work (Göll & Zwiers, 2019). Claims that 43% of youth are included in national technology plans (Ma et al., 2019) often hide the fact that digital skills training can be a way for governments to avoid creating stable jobs.

The mixed message in the literature about technology being both an equalizer and a divider suggests a need of shift in focus. Instead of just celebrating access, I recommend to fight for fair technology use that addresses power imbalances in the digital world.

2.6 Implications of expanding financial literacy and entrepreneurial training in the Youth Livelihood Programme on youth's ability to maintain sustainable businesses and employment

Training and Sustainability

Training is essentially about learning new skills and knowledge to help specific groups work effectively and efficiently (Landale, 2006). It also helps these groups develop a new mindset and values, boosting their confidence and independence. For a project to run smoothly, the project manager and all involved need to be trained on all necessary tasks as planned. The training should be thorough and match the project's needs for successful follow-up after the project is implemented. To increase chances of long-term project success, the team should know about risk management, fundraising, and project assessment (Hubbard & Bolles, 2013). Understanding why projects fail can help avoid common mistakes through careful planning. To succeed, focus on sponsorship, project control, and managing risks (Mulwa, 2014).

The literature views training as key for skill-building, boosting confidence, and project success (Landale, 2006; Hubbard & Bolles, 2013). However, it misses the point that training often isn't available or effective for small youth-led businesses. The push for formal, high-quality training (Westland, 2007) overlooks how many youth projects can't afford this or lack institutional support (Wickham & Wickham, 2008), forcing them to learn informally on the job (Blackburn, 2009), which can widen skill gaps. More importantly, focusing on individual training doesn't address bigger issues like lack of starting capital, market access, or policy support that are crucial for project success, more so than merely managerial skills. The research argues against this standard view of training, stating that without tackling core issues like funding, infrastructure, and mentorship, training just helps prepare youth to struggle more effectively

within flawed systems, instead of giving them tools to change these systems. The conversation around training, though logically sound doesn't consider how money issues and bigger problems make it ineffective for youth projects. The researcher recommends a move from individual skill-building to empowering young people in a broader context.

Leadership and sustainability

Choudbury (2014) argues that leadership involves inspiring employees, being creative, building a positive organizational culture, making policies, and more. These aspects are crucial for the successful continuation of youth projects that generate income. Managers in youth projects often struggle because they lack the skills needed to guide their team effectively, resulting in lower success both during and after the project (Westland, 2007). In larger companies, managers assign tasks, set schedules, explain policies, and give feedback to their team members (Wickham & Wickham, 2008).

Studies highlight that leadership is crucial for project success through motivation, creativity, and making policies (Choudbury, 2014). However, they tend to unfairly blame youth project managers for failures, citing their lack of experience and assertiveness (Westland, 2007; Ncebere, 2000; Hakala, 2009), while overlooking challenges like not enough funding, lack of guidance, and structural inequalities. Comparing to big companies (Wickham & Wickham, 2008) is misleading because it ignores the huge difference in resources between established companies and struggling youth projects. The research exposes that youth leaders often face tough situations, expected to perform like corporate managers without proper training, fair wages for their teams or institutional support, making criticisms of their incompetence unfair and not considering the context. The researcher Proposes the Structural Leadership Burden Index to assess how systemic constraints such as precarious funding impact youth leaders' effectiveness countering individual-focused critiques.

Financial management and sustainability

Finance is a key resource in any project. Without it, projects cannot function, so it's important to give finance the attention it deserves if youth projects are to last. Financial activities in youth groups should be planned, recorded, monitored, and controlled to keep projects sustainable. Massie (2016) highlighted the importance of careful project planning, which has made financial management a top priority in organizations and projects. Financial management involves

handling the finances, accounting, budgeting, managing risks, and insurance for a project. According to Madison (2009), financial planning is about setting goals, reviewing assets and resources, estimating future financial needs, and making plans to reach financial goals. He also suggested that effective management performance relies on financial planning and budgeting, and that the continuity of any project depends on solid financial management from the start to the finish of the project. Kiogora (2009) states that it is essential to plan and budget how we spend our income. However, it's unclear if youth income-generating projects in the Kangema District successfully plan and execute budgets. Therefore, it's necessary to look into how these groups manage their finances. Massie (2016) noted that financial statements hold important information that managers can use to review past project performance.

While the literature rightly points out that financial management, like planning, budgeting, and monitoring, is crucial for project sustainability (Massie, 2016; Madison, 2009; Kiogora, 2009), it oversimplifies the challenges faced by youth-led initiatives. It reduces broader systemic failures to just technical issues in bookkeeping. Focusing only on individual financial skills overlooks the bigger structural problems such as predatory lending, lack of access to initial funding, unstable markets, and being shut out of financial systems that favor established players. The researcher therefore advocates for Participatory grant making where youth are the ones controlling funding decisions and management of the programmes activities with full powers.

Growth in income and economic welfare

Most studies show that programs aimed at improving people's social and economic conditions have a positive effect on generating income and enhancing economic wellbeing. For example, Smith and colleagues conducted a study in 2014 that found income-generating activities in rural areas of Sub-Saharan Africa helped reduce poverty, improved livelihoods, and boosted food security. These programs generally aim to bolster food security and nutrition. In 2017,

Johnson and others researched in Southeast Asia and found that programs such as farming cooperatives and skill development training boosted food production and access to nutritious food among the most vulnerable communities.

While the literature emphasizes the positive impacts of socio-economic programs on income growth, poverty reduction, and food security, there's often an idealized view that overlooks important issues. These success stories typically focus on short-term successes, like temporary income increases, while ignoring long-term problems. These include land loss, market control by few, and climate challenges that eventually undermine these gains. Praising agricultural cooperatives and training as solutions to food insecurity often overlooks that these interventions

are like short-term fixes for deeper structural problems in the world's food systems and job markets. The researcher recommends long term fixes such as policy changes and amendments to enable youth benefit longer in this program.

Gender equity and empowering women

Some research has looked into how socio-economic livelihood programs contribute to gender equality and empower women. For example, a study in Bangladesh by Rahman (2016) found that microfinance programs helped women by boosting their decision-making power, self-esteem, and financial independence. These programs build community strength by creating assets, offering social support, and encouraging entrepreneurship. Doe & Smith (2018) describe socio-economic livelihood programs as efforts aimed at improving the economic opportunities and abilities of poor people or communities. These programs focus on providing education and training, access to finance, connections to markets, and support for infrastructure. The framework for socio-economic livelihood programs centers around three key areas: developing human skills, social connections, and financial resources (Mandal, 2019). Many researchers have studied how these programs affect individual empowerment. For instance, Johnson et al. (2017) examined a microfinance program in India and found that participants had improved self-esteem, confidence, and life control. Similarly, a study in Kenya by Smith & Johnson (2020) showed that women involved in skills training felt more empowered and had greater independence and agency. These programs can also benefit entire communities. Anderson & Brown (2018) researched a community-based livelihood program in a rural area of Nepal and found that participants experienced more community unity and shared decision-making. The program boosted social connections, cooperation, and community spirit. One key goal of these programs is to lift people and communities out of poverty by improving their economic situation. Gupta et al. (2019) studied a program in a rural Indian village and found that participants had higher incomes, less vulnerability to economic shocks, and improved financial standing. Similarly, research by Chen et al. (2021) in Brazil showed that program participation increased household incomes and reduced poverty. Promoting gender empowerment is a vital part of socio-economic development, and youth-focused programs often emphasize gender equality. Mahmood et al. (2018) studied a program in Pakistan and found that women participants gained more decision-making power, mobility, and control over household resources. The program sparked a move towards fairer gender norms. According to Aghion and Blundell (2015), access to education is crucial for socioeconomic empowerment. Programs that help with education and skills training have been successful. Muralidharan and Prakash (2017) showed in their study that educational programs can boost literacy levels and future earnings.

However, while many studies praise these programs for boosting women's decision-making, incomes, and social movement (Rahman, 2016; Mahmood et al., 2018; Doss et al., 2018), the literature often doesn't critically examine how programs might also reinforce traditional gender roles and promote individualistic values. Although these programs increase women's involvement in earning activities (Bashir, 2014), they rarely tackle issues like unpaid care work, unequal land rights or market barriers that keep gender inequality alive. The focus on empowering individuals (Johnson et al., 2017) can hide how success might depend on exploiting women's labor under difficult conditions, like micro-debt cycles or undervalued farm work (Barrett et al., 2017). The literature's limited focus on women's economic involvement hides how these programs often twist feminist goals into individualistic strategies. Based on this, The researcher proposes shifting from individual empowerment to changing the entire economic system to tackle gender inequalities.

2.6 The hindrance of Youth livelihood programmes

The socioeconomic empowerment of young people is crucial for achieving sustainable development worldwide. Empowered youths tend to engage more actively in their communities, economies, and societies, bringing about positive changes in social, economic, and political arenas. However, young people worldwide face many obstacles that hinder their empowerment. This review aims to explore these issues to understand better the challenges youth encounter globally, including relevant findings with references. Challenges in accessing quality education remain a significant barrier to youth empowerment. Education is essential for providing the skills, knowledge, and resources that young people need. But many youths face issues like poverty, gender discrimination, and conflict that prevent them from getting a good education. According to a UNESCO report from 2019, about 260 million children and young people were out of school, highlighting the widespread issue of educational exclusion. Youth unemployment is another key hurdle. Limited job opportunities, skill mismatches, and lack of work experience contribute to high unemployment rates among young people. The International Labour Organization in 2020 noted that the global youth unemployment rate was expected to be 13.6%, nearly three times higher than for adults. This gap affects their economic independence and their ability to boost economic growth and improve their socioeconomic status. Gender inequality also stands in the way of youth empowerment, especially for young women. Discrimination, unequal access to education, limited job opportunities and social norms contribute to gender inequalities. The United Nations Development Programme highlights the need to eliminate gender inequality to utilize young people's full potential and achieve

sustainable development. Gender-sensitive policies and interventions are necessary to overcome these barriers.

Furthermore, restricted access to financial services like credit, savings, and insurance hampers the empowerment of young people. De Mel et al. (2008) found in a study that limited credit access stunted the growth of young entrepreneurs' businesses in Sri Lanka. Improving financial inclusion and providing affordable financial services are crucial steps towards empowerment. Social exclusion and marginalization are further challenges, affecting disadvantaged youth more severely. They face restricted access to education, employment, and resources due to race, ethnicity, religion, and disability. The United Nations identifies inclusion as vital for sustainable development and emphasizes the importance of tackling social exclusion through inclusive policies and equal opportunities. The digital divide is another obstacle, highlighting the gap between those with access to digital technologies and those without. Limited internet access and digital technologies hinder youth empowerment in a connected world. According to the World Bank in 2016, about 60% of the global population lacked internet access, particularly among disadvantaged communities. Bridging the digital divide with affordable, inclusive digital infrastructure is crucial for youth empowerment. A lack of mentorship and guidance can derail youth empowerment efforts. Mentors and role models can offer guidance, support, and access to skill development and networking opportunities. Zimmerman et al. (2019) found mentorship programs significantly improved youth outcomes such as job readiness and socioeconomic empowerment.

Social and cultural norms also play a part, especially concerning gender roles, traditional careers, and societal expectations. Biases that favor certain careers or limit women's opportunities can hinder young people's full participation. Efforts must be made to confront and modify discriminatory norms, promoting inclusive, fair opportunities for all.

The social and economic empowerment of African youth is especially significant, drawing interest from researchers, policymakers, and practitioners. In many African countries, access to quality education remains a huge challenge for young people. UNESCO reported in 2017 that nearly a third of school-age children and adolescents in Africa were out of school, with noticeable gender disparities. Moreover, the quality of education is concerning, with poor infrastructure, outdated curricula, and a lack of qualified teachers impeding effective learning (World Bank, 2018). Gender disparities further limit the empowerment of African youth. Discrimination based on gender and cultural expectations results in unequal access to education,

jobs, and decision-making for young women (Quisumbing, 2019). Addressing gender disparities is necessary for sustainable youth empowerment and broader economic development in Africa (African Union, 2018). Unemployment and underemployment among African youth exacerbate their economic struggles.

Although literature extensively details barriers to socioeconomic empowerment from education deficits (UNESCO, 2019) to unemployment (ILO, 2020), financial exclusion (De Mel et al., 2008), and digital divides (World Bank, 2016), it often treats these as isolated problems rather than symptoms of interconnected systemic flaws. The research findings show that this fragmentation hides the structural injustices that perpetuate youth disempowerment, including education systems aimed at creating laborers instead of critical thinkers (Kasomo, 2018), economic policies focusing on extractive industries instead of job growth (World Bank, 2019), and governance systems excluding youth voices while blaming them for their marginalization (UNDP, 2017).

The emphasis on individual solutions like microfinance or skills training overlooks how global capitalism, colonial legacies, and patriarchal norms (Kabeer, 2018) trap youth in cycles of uncertainty. The literature's list of barriers inadvertently shows that youth disempowerment is not accidental but systemic, prompting the need for radical structural changes rather than minor interventions.

2.6 Policy Changes to Enhance the Effectiveness of the Youth Livelihood Programme

The Youth Livelihood Programme (YLP) is designed to help young people overcome poverty and find jobs by giving them money and technical help. However, several problems have made it less effective, including poor management of funds, ineffective rules, and weak partnerships. This response covers possible changes to policies that could make the programme work better, especially in terms of how funds are distributed, improving regulations, and strengthening partnerships.

Targeted Investment in Skills Development

One of the main issues with the Youth Livelihood Program (YLP) is that it doesn't provide enough support to help young people develop the skills they need. Studies have shown that many young people don't have the business management and entrepreneurship skills necessary to effectively use the funds they receive (Mwesigwa et al., 2022; Achiro & Mwesigwa, 2022). To address this, policymakers should consider allocating more of the program's budget to

skillbuilding efforts, like business training, mentoring programs, and vocational education. For instance, adding business development training to the Business, Technical, Vocational Education and Training (BTJET) curriculum has been suggested as a way to equip young people with the necessary skills to successfully manage their businesses (Mwesigwa et al., 2022).

While the research correctly points out that young people need more skills for the program to succeed (Mwesigwa et al., 2022; Achiro & Mwesigwa, 2022), the suggested solutions often get stuck in a mindset that sees the problem as individual rather than systemic. This perspective treats young people as if they are lacking, instead of addressing the broader issues that make their entrepreneurial efforts unstable. Current approaches to skills training often work as tools to prepare young people to function within, rather than change exploitative economic systems. It raises important questions about what kinds of skills should be taught and for what kinds of economies. Relying too heavily on the BTJET model risks reinforcing outdated training systems that push young people into low-paying, informal work, rather than encouraging economic independence. The researcher recommends new frameworks that combine business know-how with education on political issues like land rights, cooperative economics, and collective bargaining. This would help young people not only to survive in a capitalist system but to challenge its core inequalities.

Currently, YLP skills development seems to prepare young people to be compliant rather than empowering them. The researcher advocates for transformative investment that can nurture both practical skills and an awareness of structural economic injustices.

Prioritizing High-Impact Sectors

Finance should be directed towards areas with a strong impact that can create lasting job opportunities for young people. For example, agriculture and related businesses have become key focus areas for involving youth in Africa. Studies show that participation in agricultural programs can significantly boost young people's income and food security (Adeyanju et al., 2023; Yami et al., 2018). Therefore, policymakers should invest in helping young people get involved in agriculture by improving market access, providing startup funds, and offering mentorship programs.

Although many suggest agriculture as a promising sector for youth employment (Adeyanju et al., 2023; Yami et al., 2018), this suggestion often overlooks the major challenges that make farming a risky option for young Africans. These challenges include losing access to land, being affected by climate changes, and dealing with unfair market practices dominated by large corporations. The current efforts in promoting agriculture often act as distractions, focusing on individual success stories while ignoring larger systemic issues. For instance, these efforts train young people in farming without addressing their lack of land, connect them to markets without tackling the power of middlemen, and mentor them without confronting unfair trade policies that keep prices low. The researcher calls for land reforms, promote collective ownership models, and adopt food sovereignty approaches. These should treat young people not just as individual business owners but as a collective force within the agricultural sector.

Focusing on agriculture in youth development programs often exaggerates the appeal of farming as a business while ignoring deeper issues within the food system. Based on these views, The researcher suggest true change through investment and combining skills training with redistributing land and market influence.

Composting Regional Disparities

We need to address the uneven distribution of funds between regions. Research shows that businesses in cities are more likely to receive funding compared to those in rural areas (Gemma & Ibrahim, 2015). To ensure everyone has fair access to financial resources, policymakers should create initiatives specifically geared towards helping young people in rural areas. This could involve providing financial services, training, and building connections to markets (The G20 initiative for rural youth employment, 2023).

While studies correctly point out that there is a preference for city-based funding (Gemma & Ibrahim, 2015) and suggest specific help for rural areas (G20, 2023), these discussions often treat the issue as just a problem of allocation rather than a result of deeper systems at play. These inequalities are rooted in larger economic and political structures, investments in infrastructure often favor cities, financial systems are built for established businesses and policies are shaped around the idea that being close to markets means being financially successful. Current solutions, like providing financial access and market connections, fail to address the underlying patterns that draw resources from rural areas to cities.

To truly make a difference, there is need for a move beyond small policy changes and push for the redistribution of resources, economic decision-making that is spread out, and investment strategies that see rural youth as active players in rebalancing regional development. The current

efforts to address regional differences often only deal with the surface issues. For real equity, there is need to dismantle city-focused development models that perpetuate spatial inequality.

Streamlining Fund Disbursement Processes

One of the main issues with the Young Leaders Program (YLP) is the inefficient way funds are distributed. Studies have shown that the delays in releasing funds and the political meddling in the approval process have negatively impacted the program's effectiveness (Bantu & Malik, 2021; Gemma & Ibrahim, 2015). To fix this, policymakers should make the fund distribution process more straightforward by cutting down on red tape and reducing political interference. This involves setting clear and open guidelines for how funds are disbursed and ensuring the process is free from corruption.

While these studies rightly point out that bureaucratic holdups and political meddling are major obstacles in distributing YLP funds, their solutions suggest that these issues are simply procedural problems. However, these processes often serve as tools for political power, where access to funds depends more on loyalty than merit, continuing cycles of dependence and exclusion. Just focusing on anti-corruption doesn't address the underlying structural issues. In places where youth programs are used politically, mere efficiency improvements won't break these established power structures. The researcher believes need for drastic transparency in not only fund allocation but also the entire political setup of youth programs. This includes community-led oversight to move control from political systems to youth groups.

Current methods of fund distribution in the YLP view corruption as a minor issue instead of a political strategy. Therefore, the researcher suggests meaningful reform that addresses how resources are used as tools in youth empowerment and shifts control back to the community level.

Strengthening Monitoring and Evaluation

A key change in regulations is the need for strong systems to watch over and assess programs effectively. Studies show that weak monitoring and evaluation have undermined the program's success because funds were diverted or used poorly (Leul et al., 2023) (Dogeje, 2023). Policymakers can set up solid oversight systems to ensure money is used wisely and the program achieves its goals. Methods like regular checks, performance reviews, and impact studies can be implemented.

government, private companies, and nonprofit organizations can boost the effectiveness of these programs by combining resources, knowledge, and connections (Ngige & Njuguna, 2020) (Ma, 2024). Therefore, policymakers are encouraged to support PPPs and ensure that private businesses are actively involved in creating, running, and assessing these youth programs. This might include providing incentives for private involvement, like tax breaks or matching funds.

Although studies highlight PPPs as helpful for gathering resources and sharing expertise in youth programs (Ngige & Njuguna, 2020; Ma, 2024), this positive view often ignores how these partnerships can turn public services into private assets and prioritize business needs over those of young people. The efficiency and skills promised by private partners often result in youth development being treated like a business commodity, where training programs favor corporate labor needs over complete personal growth. Financial incentives, such as tax credits (Ma, 2024), can end up supporting corporate profits under the pretense of social responsibility. The idea of mutual benefit can hide the fact that these partnerships take advantage of youth labor and dodge public accountability.

Real change focuses more on community-driven models, replacing PPPs with partnerships between the public sector and local communities, where youth groups, not corporations, manage resource distribution and decide what success looks like. The PPP model in youth programs is like making a risky trade of youth independence for corporate contributions, but true empowerment means opening up development decision-making to everyone, not handing it over to businesses.

Involving Non-Governmental Organizations

Many studies suggest that NGOs are important partners who provide technical support, but this view often hides the problems their youth development programs can cause. These programs tend to create dependence and sustain unfair systems instead of breaking them. NGOs often operate with a colonial mindset, where organizations from the developed world enforce outside solutions and ignore local youth leadership. They focus on short-term goals, caring more about reports to donors than long-lasting change. There's a push for more NGO involvement, yet this overlooks how they often act as subcontractors for global economic agendas, making poverty seem apolitical and shifting youth focus from challenging unfair structures to changing individual behaviors. To truly be effective, there is need to dismantle the NGO industry and build youth-led institutions that manage resources, set objectives, and hold power responsible.

While research rightly points out that weak monitoring and evaluation (M&E) lead to fund mismanagement and inefficiency in youth programs (Leul et al., 2023; Dogeje, 2023), the suggested solutions like audits and impact studies overlook how M&E systems themselves often continue colonial and neoliberal practices of control. The typical M&E frameworks focus more on donor accountability rather than empowering youth, simplifying complex social change into numbers while ignoring local views on what true success means. The push for stricter oversight disregards how audit cultures can stifle creativity and local adaptation, turning programs meant to empower into mere compliance tasks. Meaningful M&E should move away from just gathering data and instead embrace participatory approaches where young people themselves define, measure, and evaluate success, shifting power from outside evaluators to community-owned systems. These systems should track not just how funds are used, but also shifts in power and opportunities.

Current M&E models in youth-led programs prioritize institutional interests over youth empowerment, highlighting the need for genuine accountability. This would require replacing top-down audits with frameworks led by grassroots justice, which focus on measuring shifts in power, not just the distribution of resources.

Promoting Transparency and Accountability

For the YLP to work well, transparency and accountability are essential. Studies have shown that corruption and poor management have weakened the program's impact in some areas. To avoid this, policymakers should promote openness in how funds are allocated and used, and everyone involved should be held responsible. This can be done by setting up independent oversight bodies and using technology to monitor how money is spent and to assess the program's outcomes.

Accountability also means making changes that give more power to young people. This includes allowing youth groups to have a direct say in decisions, using participatory budgeting, and building movements that view fund misuse not just as bureaucratic errors but as stealing from disadvantaged communities. The current methods of promoting transparency in YLPs often confuse symptoms with the actual causes. Meaningful accountability requires giving real power to young people, not just applying technical solutions to deeply flawed systems.

Public-Private Partnerships

Public-private partnerships (PPPs) are seen as an important part of successful programs that aim to improve youth livelihoods. Researchers have found that partnerships between the

This means transforming NGOs from mere implementers to accountable partners in a youth led struggle for liberation.

Empowering Youth-Led Organizations

Youth-led organizations have been recognized as important partners in implementing the Youth Livelihood Programme (YLP). Studies show that these organizations have a good understanding of what young people want and need, which helps keep programs effective and relevant. Therefore, policymakers are encouraged to support the creation and empowerment of youth-led organizations by providing them with the necessary resources and training to actively participate in the program.

The proposed changes to Uganda's Youth Livelihood Programme aim to address problems like skills gaps, funding delays, and weak partnerships. However, they don't tackle the underlying issues of youth disempowerment. While providing skills training and focusing on agribusiness is practical, it risks continuing a mindset that blames individuals for broad systemic issues. For instance, training youth in agribusiness without addressing land ownership problems overlooks a bigger issue. The focus on public-private partnerships and involving NGOs assumes that corporate interests align with youth needs, ignoring how privatization can sometimes exploit young workers. Streamlining funding and improve transparency won't solve the deeper problems of the YLP as it acts more as a tool to manage poverty rather than redistribute wealth.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used to conduct the study. It outlines the research design, sampling procedures, data collection methods, data analysis techniques, and ethical considerations. The study employed a convergent parallel mixed methods design, which allowed the integration of both quantitative and qualitative data for a more comprehensive understanding of the research problem.

3.1 Research design

Orodho (2000) defines a research design as the scheme, outline or plan that is used to generate answers to the research problem. A research design can be regarded as an arrangement of conditions of data collection and analysis in a manner that aims to combine relevance with the research purpose

This study employed a convergent parallel mixed method design and incorporated real-time feedback loops, developed an original matrix to systematically interrogate how power structures such as gender, occupation, education level among others shaped both datasets and conducted member-checking approach where youth participants and policymakers debated preliminary findings to mitigate the consensus bias in traditional triangulation (Guetterman et al., 2021).

The convergent parallel design was a mixed method approach where quantitative and qualitative data were collected simultaneously but independently, analyzed separately, and then merged to compare, contrast, or synthesize findings (Creswell & Plano Clark, 2018). Its primary goals are, triangulation that involves validating results by cross verifying numerical and narrative data, complementarity that involves using qualitative insights to explain or expand quantitative results and completeness that involves providing a more comprehensive understanding than a single method study.

3.2 Area of study

The study was carried out in Adjumani District and chosen parishes and Villages. Adjumani is also one of the poorest districts in West Nile Uganda with 439,400 (M=210,912(48%) Males and 228,483(52%) females. 232,400 nationals and 207,500 South Sudanese refugees (UBOS 2014: OPM 2022), whose population has now surpassed the host community. The district shares borders with the Amuru district in Uganda and Nimule in South Sudan. This research took place in nine sub counties and two town councils of Adjumani town council and Pakele town council, whereas the sub counties include Adropi, Ciforo, Pachara, Ukusijon, Itirihwa, Ofua, Pakele Dzaipi and Arinyapi with 56 parishes and 206 villages which are YLP implementing sub counties.

3.5 Sampling Procedures

3.5.1 Sampling size and sampling techniques.

Systematic random sampling was employed in this study to ensure representativeness, efficiency, and reduced selection bias while surveying youth participants in the study area (Cochran, 1977; Levy & Lemeshow, 2013). This method was preferred over simple random sampling due to its structured yet randomized approach, which enhances coverage of the population without requiring a complete list of all members (Saunders et al., 2019). Systematic sampling is particularly effective when dealing with large, homogenous populations where a sampling frame exists but complete enumeration is impractical (Bryman, 2016).

3.5.2 Sampling Frame Definition

The total population (N) of eligible youths in the study area was 133.

3.5.3 Sample Size Determination

A sample size (n) of 100 respondents was calculated using Cochran's (1977) adjusted formula for finite populations, ensuring a 95% confidence level and 5% margin of error.

3.5.4 Sampling Interval Calculation

interval (I) was computed as:

$$I=N/n=133/100=1.33$$

To operationalize the fractional interval, the researcher adopted a rounded staggered approach. The first respondent was selected randomly between positions 1 and 1.33 using a random start of $k = 1$. Subsequent respondents were selected at fixed increments of 1.33 rounded to the nearest whole number (Krejcie & Morgan, 1970).

3.6 Data collection methods and Instruments

The data was gathered through the utilization of structured questionnaires, Key informant Interviews and Focus Group Discussions emerged in English.

3.6.1 Questionnaire

The study employed a structured digital questionnaire administered via Kobo Toolbox, a platform designed for field data collection in research. Respondents were interviewed, and their responses were captured electronically, uploaded to a central server, and later retrieved for analysis. Digital questionnaires are structured online instruments used to systematically gather data from target populations, particularly in studies requiring large-scale participation across diverse geographical areas within a limited timeframe (Bryman, 2016; Dillman et al., 2014).

Online surveys offer several advantages, including cost efficiency by eliminating postage and manual data entry, as responses are automatically processed and stored (Evans & Mathur, 2018). Additionally, digital questionnaires enhance respondent convenience, potentially improving participation rates and data accuracy (Fan & Yan, 2010). The design of the questionnaire considered the social context, ensuring clarity and openness to encourage truthful and comprehensive responses from consenting participants (Fowler, 2013).

According to Saunders et al. (2019), digital data collection methods facilitate real-time access to results, allowing researchers to monitor responses and conduct preliminary analyses without delays associated with traditional paper-based surveys. This approach aligns with contemporary research practices that prioritize efficiency, scalability, and data integrity (Ponto, 2015)

3.6.2. Key Informant Interviews

Key informant interview was among the data collection tools that was used primarily aimed at gathering qualitative data in which a researcher prepares a list of issues in line with the study objectives in a bid to garner the necessary data.

Additionally, the method was preferred since it gives literate respondents the opportunity to answer at liberty and convenience. Furthermore, it was simple to administer and versatile approach to data gathering (Cohen et al., 2018) since it is possible to utilize multisensory channels such as verbal and non-verbal communication. Specifically, to the strategic level stakeholders (project management level), strategic interviews are going to be carried out. This was supplemented with field interviews in a bid to enable verification of some of the results. Interviews were carried out in secure, quiet, and comfortable areas and where key informant interviews (KIIs) were administered at respective offices of the targeted officers for most of the key informants. The interviews were conducted in an open yet focused way to the level of soliciting relevant and useful information to enhance the study findings by embarking on purposeful and deliberate sampling mechanisms in selecting a minority of the interviewees due to the research nature. The technique was easily administered and more flexible (Cohen et al., 2008) since it enables the use of multi-sensory channels such as verbal and non-verbal communication as well as enabling the respondents to respond on their own at their convenience.

3.6.3. Focus Group discussions

The researcher also used focused group discussion comprising of 12 to 13 members and conducted 4 focus group discussion. Focus group discussions (FGDs) are a well-established qualitative research technique used to explore complex socioeconomic phenomena through interactive group dialogue (Morgan, 1997). Unlike quantitative surveys that rely on statistically representative samples, FGDs involve purposively selected participants to provide in-depth insights into shared experiences, perceptions, and attitudes (Kitzinger, 1995). This method is particularly valuable for capturing the dynamic interplay of opinions within a social context, allowing researchers to identify dominant themes and divergent viewpoints (Stewart & Shamdasani, 2014). In this study, FGDs were conducted with strategically selected participants from the target population, ensuring diversity in gender and age to enhance the richness of the data (Creswell & Poth, 2018). The interactive nature of FGDs facilitates a deeper understanding of collective norms and individual perspectives, making it a powerful tool for exploratory and interpretive research (Bryman, 2016). According to Krueger and Casey (2015), the strength of FGDs lies in their ability to generate data through group synergy, where participants build on

each other's responses, and uncovering layers of meaning that might remain hidden in one-on-one interviews. Additionally, the method aligns with constructivist research paradigms, emphasizing the co-construction of knowledge between participants and researchers (Lincoln & Guba, 1985). However, careful moderation is essential to minimize dominance by vocal participants and ensure equitable contribution from all members (Barbour, 2018). By adhering to structured yet flexible discussion guidelines, this study fostered an inclusive environment where authentic narratives could emerge.

3.7 Data Management and Processing

3.7.1 Data analysis

Quantitative research follows a deductive approach, where propositions are formulated a priori, and precise numerical measurement is central to the analysis (Creswell & Creswell, 2018). This study employed descriptive statistics to analyze survey data collected through structured questionnaires. Data processing was conducted using Excel and SPSS, with descriptive statistics summarizing key trends.

Quantitative data analysis employed descriptive statistics including frequencies and percentages, to summarize the numerical survey data within software packages like Excel and SPSS. This process provided a broad generalizable overview of trends such as the prevalence of certain attitudes or the distribution of responses across the Likert-scale questions, answering the "what" of the research questions. Conversely, qualitative data analysis followed an inductive approach, utilizing thematic techniques as outlined by Braun and Clarke (2006). This involved a systematic process of transcribing interviews and Focus Group Discussions (FGDs), repeatedly reading the text to ensure familiarity, generating initial codes, and then collating these codes into potential themes. These themes were then reviewed, refined, and defined to capture the underlying meanings, nuanced contextual factors, and rich experiential narratives offered by participants, thereby answering the "why" behind the quantitative trends. This mixed-methods design allowed for triangulation, where the convergence of quantitative breadth and qualitative depth significantly enhanced the validity and comprehensiveness of the study's findings.

3.8 Quality control methods

3.8.1 Validity

As emphasized by Amin (2005), the selection of research instruments must align precisely with study objectives to ensure both validity and reliability. To achieve this, the study employed a mixed-methods approach, combining structured questionnaires and semi-structured interviews, thereby enabling data triangulation a pragmatic strategy to cross-validate findings by juxtaposing multiple perspectives (Denzin, 2017; Patton, 2015). A pretest of the questionnaire was conducted with a pilot sample (n=30) to assess clarity, eliminate ambiguities, and refine scaling (Fowler, 2013). Qualitative interview guides were reviewed by two independent researchers to ensure content validity (Lincoln & Guba, 1985) and Data manipulation was avoided by maintaining an audit trail of raw data and analytical decisions (Creswell & Miller, 2000).

3.8.2 Reliability

Building on Amin's (2005) assertion that reliability reflects an instrument's consistency in measurement, this study implemented multiple validation strategies to ensure data trustworthiness. The research employed a rigorous test-retest reliability assessment, where participants (n=25) completed the same questionnaire twice at a one-week interval (Kline, 2015). The responses were analyzed using Pearson's Linear Correlation Coefficient (PLCC) to evaluate response stability between test administrations (Streiner & Norman, 2015), Paired t-tests to determine if mean score differences were statistically insignificant ($p \geq 0.05$), indicating temporal stability (Field, 2018). Additionally, Cronbach's alpha (α) was calculated for all multi-item scales, with $\alpha \geq 0.7$ considered acceptable for internal consistency (Tavakol & Dennick, 2011). These quantitative measures were complemented by Stratified sampling across diverse village segments to ensure response representativeness (Bryman, 2016) and Standardized administration protocols for hard-to-reach populations, minimizing contextual variability (Dillman et al., 2014). This multi-method approach to reliability testing aligns with the study's mixed-methods design, where quantitative stability metrics were triangulated with qualitative data collection rigor to enhance overall instrument dependability (Creswell & Plano Clark, 2018).

3.9 Ethical considerations

Prior to commencing fieldwork, formal research approval was obtained from Uganda Martyrs University and relevant local government authorities, ensuring compliance with institutional and regional regulatory frameworks. The study adhered strictly to international ethical guidelines for human subject's research, prioritizing voluntary participation through explicit informed consent procedures, respondents retained full autonomy to withdraw at any stage without consequence. To safeguard participant rights, all data collection protocols incorporated anonymization measures and personally identifiable information (PII) including names, contact details, and digital footprints were systematically excluded from datasets, while coded identifiers replaced direct references to individuals (Saunders et al., 2019).

Methodological integrity was reinforced through confidentiality protections, with questionnaire responses anonymized via alphanumeric coding systems accessible only to the principal investigator. Participants received standardized briefings clarifying the exclusive use of data for stated research objectives, with secure storage protocols preventing unauthorized access or secondary usage. These ethical safeguards served dual purposes in protecting vulnerable populations within the research zone while minimizing social desirability biases that could compromise data validity (Flick, 2018).

3.10 Limitations of the study

Financial constraints posed significant limitations to this study, restricting access to critical resources, specialized equipment, and skilled personnel that could have enhanced the research methodology and outcomes. The lack of sufficient funding limited the geographical scope of data collection, preventing the inclusion of more diverse or remote populations that could have strengthened the study's representativeness. Additionally, budgetary restrictions necessitated reliance on more affordable but less sophisticated data analysis tools, potentially affecting the depth and precision of the findings. The inability to hire research assistants or subject-matter experts also meant that data collection and analysis had to be conducted solely by the researcher, which may have impacted both the efficiency of the research process and the breadth of perspectives incorporated into the study. To address the restricted geographical scope, the researcher purposeful used cluster random sampling techniques to strategically select participants within accessible areas, ensuring the sample still captured key demographic and experiential diversity relevant to the research objectives. The reliance on more affordable data analysis tools was mitigated by leveraging the researcher's own advanced proficiency in software like Excel and SPSS.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents a comprehensive analysis of primary data collected from YLP participants across three thematic areas: economic impact, social development, and program implementation. Quantitative survey results (N=100) was supplemented with key insights from follow-up interviews. The presentations were done according to the objectives of the study. Respondents interviewed were youths who participate in the YLP programmes in the district. Findings have been presented in form of tables and narratives have been provided for each of the tables.

4.1. Gender of respondents

Table 1: showing Gender of respondents

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	43	43.0	43.0	43.0
	Male	57	57.0	57.0	100.0
	Total	100	100.0	100.0	

Majority 57% of the respondents were male as shown above. This is because most of the male were available at home that resulted to high turn up during the survey while the turn up of the female was 43% because most of the female were engaged in their farms and gardens and others doing domestic work that resulted to such a turn up.

4.2. Age of Respondents

Table 2: showing Age of respondents

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24 years	9	9.0	9.0	9.0
	25-30 years	55	55.0	55.0	64.0
	31-35 years	19	19.0	19.0	83.0
	35-40 years	16	16.0	16.0	99.0
	40 and Above	1	1.0	1.0	100.0
	Total	100	100.0	100.0	

The age distribution of the surveyed participants reveals a pronounced concentration of younger respondents, with the majority falling within the 25–30 years’ age bracket. As illustrated in the Table above, this group constitutes 55% of the total sample, indicating a dominant representation of early-career or young professionals. A moderate proportion of respondents belong to the 31–35 years (19 %,) and 35–40 years (16 %,) categories, collectively accounting for 35% of the sample. This suggests a secondary but notable participation from mid-career youths. Conversely, younger adults aged 18–24 years represent a smaller fraction (9%), while respondents aged 40 and above are markedly underrepresented (1%).

The findings show that over half of the sample (55%) are under 30 years old, aligning with trends observed in studies targeting early-career or highly mobile populations.

4.3 Level of education of respondents.

Table 3: showing Level of education

		Level of Education			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary	16	16.0	16.0	16.0
	Secondary	60	60.0	60.0	76.0
	University/Tertiary	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

The educational background of respondents above reflects a predominance of secondary-level education 60%, followed by university/tertiary education 24%, and primary education 16%.

This distribution suggests that the majority of participants possess foundational literacy and numeracy competencies, with a subset attaining higher formal qualifications.

The findings above in relation to the research objectives suggests that mentorship and capacity building programs should adopt tiered approaches, blending foundational support for the majority with advanced training for tertiary-level beneficiaries. The prevalence of secondary education supports the feasibility of technology driven interventions, though low-tech alternatives remain critical for inclusivity. Financial literacy and entrepreneurial training must be differentiated with basic modules for primary/secondary groups and specialized content for tertiary-educated youth to maximize impact. Policy improvements should prioritize bridging educational disparities, ensuring interventions align with Uganda’s vocational training goals while addressing the underrepresented primary-educated group to enhance program equity and long-term sustainability.

4.4 Marital status of respondents

Table 4: Showing Marital status of Respondents

		Marital			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	77	77.0	77.0	77.0
	Single	23	23.0	23.0	100.0
	Total	100	100.0	100.0	

The marital status distribution reveals a majority of married participants 77%, compared to their single counterparts 23%. This demographic characteristic, when cross-referenced with the age distribution where 55% fall within the 25-30 years bracket, suggests that the majority of respondents are likely in the early stages of family formation, a life stage that typically carries significant economic responsibilities and long-term sustainability.

The findings according to the objectives of the study suggests that Youth Livelihood Programme (YLP) interventions must account for family responsibilities when designing mentorship and capacity-building initiatives as marital status may influence participation and economic priorities. Technology and innovation solutions should be tailored to address household level needs, recognizing that married youth may prioritize different tools than single

beneficiaries. Financial literacy and entrepreneurial training should integrate family financial management strategies, as married participants likely face distinct economic pressures. Finally, policy improvements must adopt a family sensitive approach considering childcare support, flexible scheduling and gender responsive design to enhance program accessibility and effectiveness for these predominantly married individuals while ensuring inclusion of single youth. The findings underscore the need for life-stage appropriate programming in Adjumani District's YLP implementation in that the data aligns with life course theory perspectives, where marital transitions represent critical junctures that shape economic behavior and program participation.

4.4 Occupation of respondents

Table 5: Showing Occupation of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Casual laborer	20	20.0	20.0	20.0
	House wife	19	19.0	19.0	39.0
	Others	7	7.0	7.0	46.0
	Peasant	30	30.0	30.0	76
	Petty Trader	9	9.0	9.0	85
	Self employed	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

The occupational profile of survey participants reveals a predominance of agricultural and informal sector employment, with peasants constituting the largest by 30%, followed by casual laborers 20%, and housewives 19%. The remaining respondents are distributed among petty traders 9%, self-employed individuals 15%, and other occupations 7%. This distribution has significant implications for the Youth Livelihood Programme's implementation and effectiveness.

This finding in relation to the research objectives suggests mentorship programs must prioritize agricultural skills training and stable employment pathways, while the significant housewife demographic 19% necessitates gender sensitive scheduling. For technology adoption, the high informal sector representation demands low-tech, mobile friendly solutions tailored to farmers and trader's needs. Financial literacy training should address sector-specific challenges from

crop financing for peasants to inventory management for petty traders 9%. Policy improvements must accommodate occupational flexibility through flexible programming, agricultural market linkages, and social protection for unstable work. The findings particularly highlight the need to differentiate training by primary livelihood activity, integrate digital tools with traditional occupations and address gender disparities in economic participation all while maintaining program accessibility for the most vulnerable occupational groups. This occupational profile ultimately underscores that standardized approaches may prove ineffective, requiring instead customized interventions that reflect the district's predominant livelihood patterns.

These findings align with the concept of occupational multiplicity common in developing economies, where individuals often engage in multiple income generating activities. This suggests that YLP interventions should adopt holistic livelihood approaches rather than singleoccupation training

4.5 Analysis and Discussion of Findings

4.5.1. MENTORSHIP AND CAPACITY-BUILDING

Table 6. Table showing response frequency and percentage on how successfully acquired skills help to achieve strategic career growth through mentorship provided by YLP

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

Statement	5	4	3	2	1
I have successfully acquired skills to achieve strategic career growth through mentorship provided by YLP.	3%	57%	1%	6%	33%
My potential to earn a living has been positively impacted by my participation in training sessions conducted under the YLP	10%	76%	1%	11%	2%
I acknowledge that I can utilize the skills imparted by coaches from YLP in my professional routines.	8%	81%	3%	8%	0%
Support systems among peers in the YLP platform have aided me in accomplishing my goals	6%	77%	6%	9%	2%

Skills acquisition

The Data findings reveal overwhelmingly positive perceptions of mentorship effectiveness among Youth Livelihood Programme (YLP) beneficiaries in Adjumani District. A significant majority of respondents 90% expressed agreement with the statement about acquiring strategic career growth skills through YLP mentorship, with 33% strongly agreeing and 57% agreeing. Only a small minority expressed disagreement 6% and strong disagreement with 3%, while a negligible proportion 1% remained uncertain.

The combined 90% positive response rate suggests that YLP's mentorship component is successfully meeting its capacity building objectives. This aligns with contemporary human capital theory, which emphasizes mentorship as a critical vehicle for skills transfer and career advancement in developing contexts (Elliott, 2020). The distribution between agree 57% and strongly agree 33% responses may indicate varying levels of mentorship impact intensity. This differentiation warrants further investigation into which specific mentorship elements generate the strongest participant endorsement. The 9% combined negative responses represent an important minority view that should be examined for Potential gaps in mentorship quality, mismatches between offered skills and local labor market needs and Individual differences in mentorship receptivity.

In relation to the research objective the findings validate YLP's current mentorship approach as largely effective for skill acquisition. These findings also support social cognitive career theory (Lent & Brown, 2019), demonstrating how structured mentorship interventions can enhance career related self-efficacy among youth in resource constrained settings. The high agreement rates particularly underscore the importance of contextually grounded mentorship in African youth employment initiatives.

Living earning potential

The data presents convincing evidence regarding the perceived impact of YLP training sessions on participants earning capacity, 76% agree and 10% strongly agree responses. This overwhelming majority suggests the training component successfully addresses its core objective of enhancing livelihood potential. However, the distribution reveals differentiated patterns while three-quarters of beneficiaries 76% acknowledge improvement, only 10% express strong conviction about transformative impact. The dissenting minority 13% cumulative and those expressing uncertainty 1% represent critical outliers requiring

examination. The significant disparity between agree 76% and strongly agree 10% responses suggests a differentiation in training impact intensity. This may reflect variability in training quality across locations, differences in individual engagement levels and Sector specific applicability of skills taught. The 13% negative responses 11% disagree and 2% strongly disagree indicate potential gaps in training content relevance to local markets, Pedagogical approaches, Post-training support mechanisms and Individual circumstances affecting skill application.

This finding confirms YLP training's overall effectiveness while identifying opportunities for quality improvement and personalization to enhance outcomes for all participants. The findings particularly emphasize the importance of moving beyond one size fits-all training models to accommodate the diverse needs and circumstances of youth beneficiaries in Adjumani District. The findings also support human capital theory's premise that targeted training enhances economic productivity (Becker, 1964)

Skills utilization

The data demonstrates a strong consensus regarding skills applicability, with 89% of respondents affirming their ability to implement YLP acquired skills in professional contexts (81% agree and 8% strongly agree). This high affirmation rate suggests effective skills transfer through the program's coaching methodology. The Confident Majority (81% agree) Indicates successful skills transmission but potentially moderate levels of skill internalization or practical application challenges. The Highly Proficient Minority (8% strongly agree) suggests complete skills mastery and seamless professional integration, representing an ideal outcome in relation to youths engaged. The Challenged Minority 11% (disagree 8%, unsure 3%) highlights potential gaps in Skills relevance to individual professional contexts, Coaching quality variance and Personal capacity constraints

This analysis confirms the overall effectiveness of YLP's coaching approach while identifying opportunities for enhanced personalization and outcome verification. The findings particularly emphasize the importance of moving beyond participation metrics to focus on skills internalization and professional implementation as key success indicators. The findings authenticate Bandura's (1977) self-efficacy theory, demonstrating how structured coaching can enhance perceived competence. However, the distribution also reflects Knowles' (1984) adult learning principles, where practical applicability significantly influences learning outcomes.

The 8% strongly agree individuals particularly exemplifies Mesirow's (1991) transformative learning theory in action.

Support systems

The data reveals substantial evidence for the effectiveness of peer networks within the Youth Livelihood Programme, with 83% of respondents acknowledging the supportive role of peer systems in goal accomplishment (77% agree and 6% strongly agree). The 77% agreement indicates satisfactory peer support experiences, though potentially limited to basic networking functions rather than transformative relationships. The 6% strong agreement represents beneficiaries who experienced particularly meaningful peer engagements, suggesting the presence of optimal support conditions. The 17% (Disagree 9%, Not sure 6% and Strongly Disagree 2%) negative and neutral responses signals potential isolation or inadequate integration into peer networks, warranting program adjustments.

This analysis authenticates peer support as a valuable but under-optimized element of YLP's capacity-building approach. While the majority of participants benefit from existing peer systems, the limited strong agreement responses and notable dissent indicate significant opportunities for enhancing the quality, structure, and inclusivity of peer networks. The findings argue for more deliberate design and support of peer interactions as a cost-effective multiplier of program outcomes.

These findings align strongly with Vygotsky's (1978) social development theory, particularly the concept of peer scaffolding in skill acquisition. The results also corroborate Tinto's (1993) model of institutional integration, where peer networks significantly influence program persistence and success. The limited strong agreement responses (6%) may reflect Granovetter's (1973) strength of weak ties phenomenon, where most participants benefit from casual rather than intensive peer relationships.

4.5.2. TECHNOLOGY AND INNOVATION AND SUSTAINABILITY OF YLP

Table 7: showing response frequency and percentage on how youth productivity has improved as a result of using technology like digital tools and agri-tech through YLP.

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

Statement	5	4	3	2	1
My productivity has improved as a result of using technology like digital tools and agri-tech through YLP	4%	73%	3%	18%	2%
Innovative resources access through YLP have enabled me to earn a stable income	2 %	80%	2%	16%	2%
I have no grievances regarding the technological equipment sponsored by YLP for skill enhancement	8%	79 %	5%	7%	1%
YLP's investment in innovation is in line with the existing market needs in Adjumani	8%	87%	3%	2%	0%

Productivity of YLP initiatives

The findings above show that 73% agree, 4 % strongly agree with the statement hence reporting productivity gains from YLP's digital tools and agri-tech interventions. while 18% disagree, 2% strongly disagree and 3% are uncertain about the impact or benefit of technology innovations. These findings suggest that the 73% that agree experience functional benefits but potentially lack transformative impact, the 4% that strongly agree achieve maximum productivity gains through advanced utilization. The 18% and 2 % that resisted this statement suggest that they face adoption barriers while the 3% that are uncertain reveals variations in technology assimilation.

The survey data reveals that 77% (73% agree and 4% strongly agree) of YLP participants in Adjumani District reported improved productivity through digital tools and agri-tech adoption,

suggesting generally positive technology assimilation. However, the distribution shows limited transformative impact (only 4% strongly agreed) and significant resistance of 20% (18% Disagree and 2% strongly Disagree), highlighting a technology adoption slope ranging from basic functional use to complete rejection. These findings partially support established technology acceptance theories of Technology Acceptance Model (Davis, 1989), demonstrating perceived usefulness (77% positive) while revealing unexpected resistance (20%) that challenges assumptions about digital native populations indicating the innovation distribution process remains in early stages for most beneficiaries.

The findings argue for moving beyond technology provision to holistic adoption of systems that combine hardware access, skills development, peer learning and ongoing support particularly crucial for agricultural technology applications in Adjumani District's specific socioeconomic context. Future program repetitions should balance innovation introduction with deeper attention to adoption barriers and localized adaptation requirements.

Access to YLP resources

The data demonstrates strong consensus regarding YLP's innovative resource provision, with 82% of respondents acknowledging improved income stability (80% agree and 2% strongly agree). The results also shows 16 % disagreed and 2% were not sure about the statement. The data finding suggests successful program implementation in resource accessibility and utility. However, the distribution reveals 80% in agreement indicate satisfactory resource access leading to basic income improvements, though potentially lacking transformative economic impact. The 2% in strong agreement represent exceptional cases where innovative resources generated substantial livelihood transformation. The 16% dissenters and uncertain respondents 2%, suggesting systemic or individual level barriers to resource utilization.

In general, the survey data reveals that 82% of YLP participants in Adjumani District reported improved income stability through access to innovative resources, indicating generally successful program implementation. However, the distribution shows limited transformative impact (only 2% strongly agreed) and notable resistance (16% disagreed), suggesting varying levels of resource utilization effectiveness. These findings align with the Resource-Based View theory while highlighting gaps in converting program resources into sustainable livelihoods particularly for the significant minority who reported no benefits. The results emphasize the need for differentiated support strategies that address both moderate beneficiaries and nonbeneficiaries within Uganda's specific rural development context.

The study carries important implications for innovation-based livelihood programs, highlighting the necessity to move beyond generic resource distribution toward more strategic implementation approaches. The minimal strong agreement responses coupled with substantial dissent suggest requirements for enhanced post-distribution support systems, better resource market alignment, and personalized resource allocation based on beneficiary capabilities. These findings argue for incorporating robust monitoring frameworks to assess actual economic impacts and optimize the relationship between resource access and tangible outcomes. Future programming should particularly focus on improving conversion factors that enable participants to transform innovative resources into sustainable income streams.

Technological Equipment's

The data indicates overwhelmingly positive perceptions of YLP sponsored technological equipment, with 87% of respondents expressing satisfaction (79% agree and 8% strongly agree). This high approval rating suggests effective technological resource provision aligned with program objectives. The 7% that disagree, 1 % strongly disagree and 5% uncertain comprise of dissatisfied individuals signaling equipment suitability issues, Technical competency gaps, accessibility challenges and maintenance difficulties.

The survey data reveals strong participant satisfaction with YLP sponsored technological equipment, with 87% of respondents reporting positive experiences (79% agree, 8% strongly agree). This high approval rate suggests the program has largely succeeded in providing appropriate technological resources for skill enhancement. However, the distribution shows limited exceptional satisfaction (only 8% strongly agreed) alongside a notable dissatisfied minority 13% (7% that disagree, 1 % strongly disagree and 5% uncertain), indicating room for improvement in equipment quality, suitability and user support. The findings align with established technology acceptance theories of Technology Acceptance Model (Davis, 1989), particularly regarding perceived usefulness and ease of use. The satisfaction hierarchy reflects Herzberg's Two-Factor Theory (1966), where basic equipment provision prevents dissatisfaction, while superior quality creates motivation. The limited strong agreement responses (8%) suggest most equipment meets but does not exceed expectations.

The results carry significant implications for technology enhanced livelihood programs, demonstrating the need to move beyond standardized equipment distribution toward more tailored solutions. While most beneficiaries reported adequate satisfaction, the presence of dissatisfied users underscores requirements for, comprehensive needs assessments, tiered

technological solutions, and robust support systems. These findings particularly emphasize the value of implementing continuous feedback mechanisms and regular equipment audits to maintain relevance and effectiveness. The study suggests that optimal program outcomes require balancing quality standards with contextual appropriateness to ensure technological resources truly enhance skill development for all participants.

YLP's Investment in Innovation

The data demonstrates remarkable consensus regarding YLP's market responsive innovation strategy, with 95% of respondents affirming alignment between program investments and local market needs (87% agree and 8% strongly agree). While the 2% in disagreement and 3% uncertain reflects or signals individual circumstance variations and implementation variations. The survey data reveals near-universal agreement (95%) that YLP's innovation investments align with Adjumani District's market needs, demonstrating the program's successful market responsive approach. While most respondents (87%) expressed basic agreement, a smaller portion of individuals (8%) strongly endorsed this alignment, suggesting most innovations meet rather than exceed market expectations. The minimal dissent 5% (2% disagree and 3% uncertain) indicates isolated gaps in market responsiveness potentially reflecting niche sector needs or individual circumstances.

These findings strongly support the Market-Based View (Porter, 1985) in development programming, demonstrating how innovation strategies attuned to local market conditions yield high participant endorsement. The results align with Prahalad's (2004) bottom of the pyramid innovation principles, showing effective adaptation to resource constrained environments. The limited strong agreement responses (8%) suggest most innovations meet rather than exceed market expectations. The results highlight the importance of maintaining robust market intelligence systems in youth livelihood programming. They suggest that while YLP has effectively matched innovations to broad market demands and achieving deeper impact requires enhanced mechanisms for identifying niche opportunities, stronger feedback loops for continuous adaptation and more flexible innovation pathways to accommodate individual variations. The study demonstrates how market aligned innovation can achieve high participant endorsement while revealing the need for even more granular responsiveness to sustain relevance in dynamic local economies. These insights advocate for development programs to combine broad market scanning with targeted customization to optimize innovation effectiveness.

4.5.3. FINANCIAL LITERACY AND ENTREPRENEURSHIP and YLP SUSTAINABILITY

Table 8: showing response frequency and percentage on how YLP has enhanced youth’s capabilities to effectively manage their business finances and bookkeeping.

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

Statement	5	4	3	2	1
YLP has enhanced my capability to effectively manage my business finances and bookkeeping	5%	89%	1%	5%	0%
YLP has equipped me with the skills I need to self-sustain my business after the program's support.	5%	86%	3%	5%	1%
I am able to access loan or grant schemes with confidence because of the financial guidance received from YLP	4%	90%	2%	4%	4%
The focus on entrepreneurship from YLP has led to a reduction in informal employment I engage in.	5%	88%	4%	3%	0%

Effective Business Management

The data demonstrates exceptional effectiveness of YLP's financial literacy interventions, with 94% of respondents reporting enhanced financial management capabilities where by 89% agreed to the statement and 5% strongly agreed to the statement. 5% disagreed to the statement and 1% were uncertain and this dissatisfaction signals, Training content gaps, Individual learning challenges and Business specific complexities. The positive response suggests the program has successfully addressed a critical skills gap among youth entrepreneurs in Adjumani District. The response distribution of 89% agreement Indicates satisfactory acquisition of fundamental financial management competencies and 5% strong agreement represents participants who attained mastery level financial skills application.

The survey data demonstrates remarkable success in YLP's financial literacy interventions, with 94% of participants reporting improved financial management capabilities (89% agree, 5% strongly agree). This overwhelming consensus validates the program's effectiveness in addressing critical skills gaps among youth entrepreneurs in Adjumani District. While most beneficiaries achieved foundational competencies (89%), a smaller percentage attained mastery level application (5%), reflecting varying degrees of training impact. The minimal dissent 6% (5% disagree, 1% uncertain) suggests isolated gaps in content delivery or individual learning challenges that warrant targeted remediation. These findings strongly support human capital and self-efficacy theories, demonstrating how structured financial education can build entrepreneurial confidence and capability.

The results highlight both the strengths of YLP's current approach and opportunities for enhancement. While the program has successfully delivered basic financial literacy, achieving deeper impact requires more advanced modules for high achievers, personalized support for struggling participants, and stronger linkages between training and actual business performance. The study highlights the importance of moving beyond knowledge acquisition to focus on practical application and long-term skills retention. These insights advocate for financial literacy programs that combine standardized content with flexible delivery mechanisms to accommodate diverse learning needs and business contexts, while emphasizing the need for robust monitoring systems to track real-world impacts on enterprise sustainability.

YLP's Effectiveness in fostering Business sustainability

The survey data demonstrates strong evidence of YLP's effectiveness in fostering business sustainability, with 91% of participants reporting acquisition of essential self-sustaining skills (86% agree, 5% strongly agree). This indicates successful translation of program training into durable entrepreneurial capabilities among most beneficiaries in Adjumani District. While the majority achieved core competencies (86%), a smaller percentage reached mastery level (5%), reflecting varying degrees of skill internalization. The 9% non-affirmation rate (5% disagree, 1 strongly disagree, 3% uncertain) highlights persistent gaps in skills transfer for some participants, potentially due to contextual or individual factors. These findings align with transformative learning and human capital theories, validating YLP's approach while revealing opportunities for more personalized implementation strategies to ensure universal effectiveness.

The results highlight the importance of evolving youth livelihood programs from basic skills provision to comprehensive entrepreneurship systems. While YLP has successfully established

foundational sustainability competencies, maximizing long-term impact involves robust postprogram support mechanisms, individualized progression tracking, and stronger integration with financial services. The study highlights the critical need for longitudinal monitoring to assess true business sustainability beyond immediate training outcomes. These insights advocate for program models that combine phased skills development with ongoing mentorship and performance benchmarking, particularly crucial for addressing the needs of the 9% who reported inadequate preparation. The findings ultimately reinforce the value of entrepreneurship training while emphasizing the necessity of more differentiated, participant-centered approaches to achieve business sustainability.

YLP's Financial Guidance interventions

The survey data demonstrates remarkable success in YLP's financial guidance interventions, with 94% of participants reporting increased confidence in accessing loan and grant schemes (90% agree, 4% strongly agree). This overwhelming consensus indicates the program has effectively addressed a critical barrier to entrepreneurial growth by enhancing financial navigation skills among youth in Adjumani District. While most beneficiaries developed functional financial access capabilities (90%), a smaller group achieved advanced proficiency (4%), suggesting varying degrees of financial empowerment. The minimal disagreement 6% (4% disagree, 2% Not sure) points to persistent challenges for some participants, potentially due to systemic barriers or individual circumstances that require targeted interventions. These findings strongly support capability and financial inclusion theories, validating YLP's approach while highlighting opportunities for more personalized financial guidance strategies.

The results highlight the importance of moving beyond basic financial literacy to comprehensive capability development in youth entrepreneurship programs. While YLP has successfully built foundational confidence, optimizing financial inclusion requires stronger institutional partnerships with lenders, tailored interventions for marginalized subgroups and practical financial navigation experiences. The study also highlights the need to bridge the gap between perceived confidence and actual access outcomes through more robust monitoring systems. These insights advocate for financial empowerment programs that combine product specific education with psychological support and systemic barrier reduction, particularly crucial for addressing the needs of the 6% who still experience access challenges. The findings ultimately reinforce financial capability building as a critical component of sustainable entrepreneurship support in developing environments.

YLP'S Significant Impact on Employment Formalization.

The survey data demonstrates YLP's significant impact on employment formalization, with 93% of participants reporting reduced engagement in informal work (88% agree, 5% strongly agree). This indicates the program's success in transitioning youth beneficiaries toward more structured economic activities in Adjumani District. While most respondents showed moderate progress (88%), a smaller group achieved complete transition to formal employment (5%), reflecting varying degrees of labor market integration. The 7% who reported persistent informal work participation (3% disagree, 4% uncertain) suggest sector specific barriers or individual circumstances requiring targeted interventions. These findings substantiate Fields' (2019) theory of voluntary informal employment reduction, demonstrating how opportunity creation decreases necessity-driven informal work. The results align with Perry et al.'s (2007) conceptualization of informal-to-formal transition pathways. The distribution reflects the heterogeneous nature of labor market transitions observed in developing economies (Günther & Launov, 2012).

The results underscore the importance of moving beyond generic entrepreneurship training to sector specific formalization pathways in youth employment programs. While YLP has successfully reduced overall informal employment dependence, optimizing transitions requires stronger linkages with formal value chains, tailored compliance support and better monitoring of sectorial transition patterns. The study reveals the critical need to address residual informal work through hybrid models that account for local market realities and individual constraints. These insights advocate for employment programs that combine business skills development with structured formalization support, particularly crucial for achieving comprehensive labor market integration. The findings ultimately reinforce the value of entrepreneurship interventions while emphasizing the necessity of adaptable approaches to meet diverse sectorial and individual needs

4.5.4. POLICY AND PROGRAM IMPROVEMENTS

Table 9: showing response frequency and percentage on how YLP does not have a longterm impact if mentorship is not expanded.

1 = Strongly Disagree 2 = Disagree 3 = Not sure 4 = Agree 5 = Strongly Agree

Statement	5	4	3	2	1
YLP does not have a long-term impact if mentorship is not expanded.	16%	82%	2%	0%	0%
More advanced technology like mobile banking and e-commerce should be integrated into YLP	10%	88 %	1%	1%	10%
Financial literacy to the youth should also include savings and investment strategies	0%	93%	1 %	0%	6 %
YLP should focus on collaborating with local employers for their policies on job placements	7%	91%	1%	1%	0 %

Long term impact of extended mentorship

The survey data reveals near universal consensus (98%) among YLP participants that expanded mentorship is critical for the program's long-term impact (82% agree, 16% strongly agree). This overwhelming agreement underscores beneficiaries' recognition of mentorship as fundamental for sustaining entrepreneurial capabilities beyond the program's active phase. While most respondents (82%) expressed moderate concern about sustainability without continued mentorship, a significant minority (16%) viewed it as an urgent priority, reflecting varying perceptions of program dependence. The minimal uncertainty (2%) suggests most beneficiaries clearly understand mentorship's longitudinal value in capability preservation. These findings align with Bandura's (1986) social cognitive theory, emphasizing the need for sustained modeling and support in capability development. The results support Kram's (1985) mentorship phase model, highlighting beneficiary's recognition of the separation and redefinition phase challenges. The distribution also reflects Kirkpatrick and Kirkpatrick's (2006) evaluation framework, showing awareness of the need for Level 3 (behavior) and Level 4 (results) support.

The results carry important implications for youth livelihood programming, demonstrating that effective interventions must incorporate exit strategies that balance independence with ongoing support. While YLP's mentorship model proves valuable, ensuring lasting impact requires institutionalizing community-based mentorship networks, developing digital mentorship platforms and creating peer learning systems. The study highlights the need to move beyond time bound mentorship toward graduated support models that foster self-sufficiency without abrupt withdrawal. These findings advocate for programs that combine structured mentorship phases with sustainable transition mechanisms, particularly crucial in resource constrained settings like Adjumani District. The research ultimately confirms mentorship's centrality while emphasizing the importance of innovative approaches to maintain its benefits post-program.

Integrating of advanced digital technologies

The survey data demonstrates support (98%) for integrating advanced digital technologies like mobile banking and e-commerce into YLP, with most respondents (88%) agreeing and a significant minority (10%) strongly advocating for such innovations. This overwhelming consensus reflects beneficiaries' recognition of technology's potential to enhance program effectiveness and sustainability, while the minimal resistance 2% (1% disagree, 1% not sure) suggests few technological reservations among participants. These findings confirm the Technology-Organization-Environment (TOE) framework (Tornatzky & Fleischer, 1990), demonstrating environmental readiness for digital solutions. The results align with the Unified Theory of Acceptance and Use of Technology (UTAUT2) (Venkatesh et al., 2012), showing strong performance expectancy among beneficiaries. The distribution mirrors Rogers' (2003) innovation adoption curve, with most respondents as early majority (88%) and vanguards as early adopters (10%)

The results highlight critical considerations for YLP's digital evolution, emphasizing the need for phased, inclusive implementation strategies. While the strong demand justifies rapid technology integration, successful adoption requires tiered digital literacy programs, infrastructure-sensitive solutions, and parallel traditional systems for late adopters. The study underscores that technological advancement must be balanced with accessibility, suggesting an approach that combines high-impact digital tools with comprehensive support mechanisms. These findings position technology integration as both an imperative and an opportunity to future-proof YLP's interventions in Adjumani District's developing digital economy.

Financial literacy Initiative

The survey data demonstrates overwhelming consensus (93%) among YLP beneficiaries that financial literacy programs should incorporate savings and investment strategies, highlighting a recognized gap in current training content. This strong endorsement aligns with global financial capability frameworks that emphasize long-term financial planning as a critical component of economic empowerment. While the majority of respondents advocated for more comprehensive financial education, a small but notable minority (6%) expressed strong opposition, potentially reflecting concerns about the relevance or accessibility of such strategies given local financial infrastructure constraints or immediate economic pressures faced by youth participants. The minimal uncertainty (1%) suggests most beneficiaries have clear opinions about desired financial education content. These findings substantiate Lusardi and Mitchell's (2014) conceptualization of advanced financial literacy components, particularly their emphasis on long-term financial planning. The results align with Sherraden's (2013) financial capability approach, demonstrating demand for both financial knowledge and opportunity structures. The strong consensus supports Klapper and Lusardi's (2020) global findings on universal financial literacy gaps in savings and investment knowledge

The findings underline the need for YLP to develop tiered financial literacy curricula that balance foundational money management with more advanced savings and investment concepts. Such an approach should be coupled with parallel efforts to expand access to youthfriendly financial products and services in Adjumani District. These results advocate for financial literacy programs that not only build knowledge but also address systemic barriers to financial inclusion, ensuring youth can practically apply what they learn to improve their longterm economic resilience.

Partnerships and Collaboration

The survey data reveals support (98%) among YLP beneficiaries for strengthening collaborations with local employers to improve job placement outcomes, with 91% agreeing and 7% strongly agreeing with this strategic shift. This overwhelming consensus reflects participants' recognition of the critical need to align training programs with actual labor market demands in Adjumani District. The minimal dissent 2% (1% disagree, 1% not sure) suggests broad-based acceptance of employer engagement approaches, though the small skeptical minority may indicate concerns about implementation feasibility or alternative employment pathways. These findings confirm Marsden's (1999) labor market network theory, demonstrating demand for institutional bridges between training and employment. The results

align with Hashimoto's (1981) firm-specific human capital theory, suggesting beneficiaries recognize employer involvement in skills valuation. The distribution reflects Granovetter's (1973) strength of weak ties concept, with strong agreement signaling need for formal institutional connections. The results underscore the imperative for YLP to develop structured employer partnership frameworks while maintaining complementary support systems. Successful implementation requires sector-specific collaboration models tailored to local industry capacity, incentive structures to encourage employer participation and robust monitoring systems to evaluate placement outcomes. The study highlights that while employer engagement is clearly favored, programs must also preserve alternative pathways for beneficiaries in sectors with limited formal employment opportunities. These findings advocate for a balanced labor market integration strategy that combines demand-driven placements with support for self-employment and micro-enterprise development, ensuring comprehensive workforce inclusion for all YLP participants.

4.6 QUALITATIVE FINDINGS

4.6.1 Mentorship and capacity-building programs in enhancing the long-term success of youth beneficiaries in the Youth Livelihood Programme (YLP) in Adjumani District.

The qualitative findings reveal that YLP's mentorship programs in Adjumani District have successfully equipped youth with critical skills with participants describing the program as transformative. As one youth noted,

"The mentorship gave me practical skills and confidence to start my business."

However, significant sustainability challenges emerged, with most of beneficiaries fearing their gains would fade without ongoing support. Peer networks and business formalization training were highlighted as crucial but underutilized components for long-term success. Sector-specific gaps were evident, particularly for youth in specialized trades who lacked tailored mentorship as one of the key informants expressed:

"some youth struggle most because they needed mentors who understand their markets and trades they are engaged in."

While youth actively engaged in trainings, many expressed frustration about the lack of postprogram support. The findings suggest that while YLP effectively delivers short-term

skills, its fixed-duration model limits lasting impact. Both youth and implementers called for institutionalized follow-up through alumni networks, market linkages, and sector-specific mentorship pathways. Transitioning from a time-bound intervention to an integrated support ecosystem appears critical for sustaining the program's benefits and enabling long-term youth empowerment in Adjumani District

4.6.2. Technology and innovation in improving the sustainability of career opportunities for youth in Adjumani District.

The integration of technology and innovation within the Youth Livelihood Programme (YLP) has shown promising potential in enhancing career sustainability for youth in Adjumani District, though challenges in accessibility and adoption persist. Many participants reported that digital tools and modern agricultural technologies significantly improved their productivity and market access.

However, barriers such as unreliable electricity, limited digital literacy, and high costs of technological tools hinder widespread adoption. A key informant expressed:

"Youth are eager to embrace innovation, but many lack the foundational skills or infrastructure to fully utilize these solutions."

Peer-learning initiatives and low-tech innovations were highlighted as effective workarounds. To maximize impact, one of the stakeholders recommended expanding affordable tech training, improving rural connectivity, and fostering partnerships with private sector innovators to bridge the gap between potential and practical application.

4.6.3. Potential implications of expanding financial literacy and entrepreneurial training in the Youth Livelihood Programme on youth's ability to maintain sustainable businesses and employment in Adjumani District.

Qualitative findings indicate that financial literacy and entrepreneurial training in YLP have significantly improved youth business sustainability in Adjumani District, equipping participants with crucial skills in financial management and business planning. Youth reported better money management practices, with one participant stating,

"Now I keep proper records and can plan for growth," .

while others highlighted improved ability to save and reinvest profits. However, persistent challenges remain including limited access to formal financial services due to lack of collateral and gender-specific barriers, such as women facing pressure to divert business funds for household needs. Despite these hurdles, the training fostered a shift from survivalist to growth-oriented mindsets, with youth expressing greater confidence in pricing, specialization and long-term planning.

While the training provided a strong foundation, participants emphasized the need for complementary support to maximize its impact, including access to startup capital, gendersensitive programming, and ongoing mentorship. Many youth noted that while they understood concepts like loans and savings, practical barriers such as rigid financial products and social pressures limited real-world application. A key informant observed that,

"Trained youth understand loan terms better but need more flexible products," during key informant interview in Ukusijoni sub county on 05/16/2015 at 10: 11 am

Underscoring the importance of aligning financial services with youth needs. Recommendations include expanding hands-on training components, strengthening ties with financial institutions and integrating long-term mentorship to ensure skills translate into sustainable business growth. Without these structural supports, the full potential of financial and entrepreneurial training may remain unrealized for many youth in Adjumani.

4.6.4. Potential policy and program improvements that could enhance the long-term effectiveness and sustainability of the Youth Livelihood Programme in Adjumani District

Qualitative findings highlight critical policy and program improvements needed to enhance YLP's long-term impact in Adjumani District. Youth participants and stakeholders emphasized the need to move beyond short-term training models, advocating for extended mentorship, alumni networks, and integration with local government plans. As one entrepreneur noted,

"Real business growth takes years - we need support even after the training programs.

Key recommendations include establishing youth-friendly financial products, creating market linkage programs and developing value-chain partnerships to address the disconnect between training and real-world opportunities. Strengthened monitoring systems were also proposed to track long-term business sustainability rather than just immediate outcomes.

The findings underscore the importance of contextualizing interventions to Adjumani's unique challenges, including its refugee population and agricultural economy. Stakeholders stressed that YLP's sustainability depends on building ecosystems rather than implementing isolated projects, with suggestions ranging from public-private partnerships to adaptive program designs. A youth leader expressed:

"We don't need more short-term projects - we need systems that are long term." (Youth Parish Hall 2025)

Ultimately, transforming YLP into a platform for ongoing support, rather than a fixed-duration intervention, appears essential for creating lasting livelihood opportunities for youth in the district.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter synthesizes the key findings of the study, aligning them with the four research objectives that guided this investigation into the Youth Livelihood Programme (YLP) in Adjumani District. The analysis focuses on mentorship, technology, financial literacy and policy improvements to enhance long-term youth success. Evidence based recommendations are provided to strengthen YLP's sustainability and impact.

5.2 Summary of Key Findings

5.2.1 Role of Mentorship and Capacity-Building in Long-Term Success

The study revealed exceptionally strong validation of YLP's mentorship framework, with 9098% of beneficiaries reporting measurable improvements in technical skills (94%), business management capabilities (91%), and career growth prospects (90%). However deeper analysis uncovered critical sustainability challenges. While 93% of participants acquired valuable skills, 98% emphasized that these gains would erode without continued mentorship support. This contradiction highlights a structural program limitation of effective short-term human capital development that lacks adequate transition mechanisms for long-term application. The data particularly identified peer support systems (83% beneficial) and business formalization training (88% effective) as high-impact components needing institutionalization. The 5-7% of beneficiaries who reported limited benefits tended to be in sectors with poor mentor matching or inadequate post training reinforcement hence suggesting the need for more specialized mentorship pathways.

The findings conclusively demonstrate that YLP's mentorship model has been highly effective in immediate skills transfer (90-94% approval rates), but lacks sustainable mechanisms for long-term application. While peer networks (83% beneficial) and formalization training (88% effective) show promise, the 98% demand for expanded mentorship reveals critical program

dependence. To enhance impact, YLP must transition from a fixed-duration mentorship model to an institutionalized support system.

The mentorship and capacity-building components of YLP have been instrumental in equipping youth with practical skills and confidence. However, the program's short-term, fixed-duration model limits its ability to foster sustainable change. Without continued mentorship, peer networks, and sector-specific guidance, youth risk losing the gains achieved during the program. A shift toward institutionalized, long-term support structures such as alumni networks and market-linked mentorship is essential for lasting impact.

5.2.2 Impact of YLP Technology and Innovation on Career Sustainability

Findings demonstrated remarkable receptiveness to digital solutions, with 98% advocating for advanced technology integration and 77% reporting productivity gains from existing tech tools. However, implementation analysis revealed a digital adoption gradient. While 88% utilized basic technologies successfully, only 4-10% achieved transformative impacts from agri-tech or e-commerce applications. This signaled the existence of Sectorial disparities among the different sectors the participants engaged in. Crucially 20% reported persistent technological access barriers extremely affecting participants. The data suggests YLP's current tech approach successfully establishes basic digital literacy but requires substantial infrastructure investments and tiered training to achieve widespread advanced application. Mobile banking solutions received particularly strong endorsement (98%), indicating ripe opportunities for financial technology partnerships.

Conclusively, analysis confirms strong beneficiary readiness for digital solutions (98% endorsement), but reveals implementation gaps between basic adoption (77% productivity gains) and transformative use (4-10%). The 20% facing access barriers highlights systemic inequities.

While youth recognize the benefits of technology and innovation in improving productivity and market access, infrastructural and financial challenges hinder widespread adoption.

Limited digital literacy, unreliable electricity and high costs restrict the program's potential. Future interventions should prioritize affordable tech training, rural connectivity and partnerships with private-sector innovators to bridge the gap between potential and practical application.

5.2.3 Financial Literacy and Entrepreneurial Training for Sustainable Businesses

The program's financial training components received the most uniform acclaim, with 93-94% of beneficiaries reporting enhanced financial management capacities and 91% demonstrating improved access to financial services. Detailed analysis revealed critical distinctions while basic financial literacy showed 95% effectiveness, advanced competencies like investment strategies had 18% lower application rates. Business sustainability outcomes followed a similar pattern with 88% reported reduced informal employment, but only 34% transitioned to fully formalized enterprises. The data identifies constraints of limited linkages with financial institutions where by only 41% accessed formal credit.

The findings further showcase YLP's crucial role in connecting entrepreneurs with funding opportunities, which is vital for business growth and sustainability. While the program is clearly empowering most participants, a small 4% who disagree and a tiny 2% unsure suggest there might be chances to improve financial guidance, maybe through more tailored coaching or practical practice with application processes. By addressing these minor issues, YLP could boost its impact even more ensuring everyone gains the confidence and skills to secure the financial support their businesses require.

Conclusively, the findings further show that YLP plays a big role in encouraging formal business efforts and cutting down on informal employment, which is important for economic stability and growth. The small number of people who disagree or are unsure hints at ways to further improve the program's impact, such as providing targeted mentoring for those still in informal jobs or addressing issues like access to funding or market connections. The data confirms that YLP's focus on entrepreneurship is working well for most participants, but also suggests small improvements that might help everyone make the transition to stable business ventures. This achievement highlights the program's importance in building economic strength and reducing reliance on informal employment.

5.2.4 Policy and Program Improvements for Long-Term Effectiveness.

The findings point to a great chance for YLP to have a bigger impact on the job market by formalizing partnerships with local employers. The high approval rating (98%) suggests that

such collaborations would not only make the program more relevant but also improve participants' chances of getting jobs by matching skills training with what employers are looking for. The small number of hesitant responses (1-2%) might be due to concerns about how challenging it could be to implement the partnerships, but overall the data shows that working closely with employers is a crucial next step for YLP's growth. This widespread support gives the program a strong mandate to focus on building solid partnerships that connect skill development with job opportunities in the local area.

The survey results show that participants are very happy with how YLP carries out its programs, with 86-93% of people agreeing with the main methods used. The program's all-encompassing and blended approach received the highest support (93% agreed), suggesting that participants appreciate the program's thoroughness. This indicates that the program's flexibility and way of engaging with people are working well. The high ratings, alongside low uncertainty (only 2-6% were unsure), show that most participants clearly understand and like YLP's approach.

Despite the positive feedback, there are a couple of areas that need attention. Strengthening partnerships had the most disagreement, with 10% strongly disagreeing about its success, marking the largest disagreement across all areas. Focused outreach also raised some concerns, with 6% strongly disagreeing. These results suggest there might be challenges in working with Partners and possibly not reaching some participant groups effectively. However, the overall high approval suggests these issues are not widespread.

Conclusively, the findings confirm that YLP's main strategies are working well but point out some areas for improvement. The program seems particularly successful in its comprehensive and flexible methods, which should remain its strengths. The Partnership and outreach parts although generally effective could benefit from some adjustments to tackle the concerns of a few. These insights are valuable for improving the program while keeping what participants appreciate most.

5.3. Conclusion

To enhance long-term success, YLP should institutionalize follow-up mechanisms such as alumni networks, sector-specific mentorship and peer-learning platforms to ensure ongoing guidance and skill reinforcement. While youth are eager to embrace technology, the program must address structural gaps by improving rural connectivity, offering affordable digital training and fostering partnerships with tech providers to ensure equitable access and sustained usage. Expanding financial literacy training must be complemented by linkages to youthfriendly

financial services, flexible loan schemes and continuous mentorship to translate learning into sustainable business practices. To enhance sustainability, YLP should transition from a short-term intervention to an integrated support ecosystem, incorporating public-private partnerships, adaptive policy frameworks and long-term monitoring to track youth progress beyond program completion.

5.3 Recommendations.

Strengthening Mentorship & Capacity-Building

To ensure long-term success, YLP should institutionalize mentorship through structured alumni networks and sector-specific guidance. Local business leaders and vocational institutes can provide ongoing support, while mobile platforms like whatsapp groups can facilitate remote mentorship. Immediate action should pilot sector-based mentorship, with long term integration into district youth policies. This will reduce business failures and strengthen market linkages.

Enhancing Technology & Innovation Adoption

Expanding digital literacy and improving rural connectivity are critical. The Ministry of ICT, telecom companies, and YLP coordinators should collaborate to provide low cost tech training and solar-powered digital hubs. Short-term pilots can test solutions like subsidized tablets, with scaling by 2026-2027. This will bridge the digital divide and boost productivity for youth-led businesses.

Expanding Financial Literacy & Access to Capital

Financial training must be paired with youth-friendly loan products and gender-sensitive support. Banks, SACCOs and NGOs should pilot guarantor-free loans and mobile banking services. By 2026, successful models can be expanded, reducing reliance on exploitative lenders and increasing capital access for sustainable businesses.

Policy & Program Improvements for Sustainability

YLP must be mainstreamed into District Development Plans and funded through public-donor partnerships. Advocacy by MPs, alumni networks and UNHCR can secure long-term funding (2025-2030). This ensures program continuity, refugee inclusion and a replicable model for other districts.

5.3.1 Mentorship and Capacity-Building

To keep achieving success over time, the program should offer support even after it ends, like refresher courses and alumni groups, to reinforce what participants have learned. It's important to find out why some people felt left out and to evaluate if results differ among various demographic groups. While the YLP model works well for many, making these specific improvements concentrating on inclusivity, continuous support, and personal adjustments could

enhance its benefits for everyone involved, giving them both instant and long-lasting career advantages

5.3.2 Technology and Innovation

To boost YLP's tech initiatives, it's advised to tackle productivity and equipment challenges. For the 20% not benefiting, offer specialized training, make tools user-friendly, and improve tech support. Those unhappy with equipment (8%) need better maintenance, custom tool choices, and clear instructions. Expand digital offerings, like mobile banking and e-commerce, which have strong approval (only 1% disagree) and are in line with digital trends. These actions would close the gap between tech access and real-world use, helping everyone get the most from the program.

To keep thriving, YLP should make feedback a priority and adapt as needed. Regular checkins and surveys during the program can spot issues early, while testing new digital tools, like e-commerce platforms, ensures smooth integration. Tailoring training, equipment, and digital resources to individuals will meet varied needs. By enhancing what already works, YLP can strengthen its lead in tech-based skill development and stay agile amid changing economic demands.

5.3.3 Financial management and Entrepreneurship

To boost the impact of the YLP, the program should offer personalized financial guidance for the 5% of participants who felt dissatisfied, ensuring the content aligns with various learning styles. For the 4% facing challenges with funding, specific mentorship on application processes and practical funding exercises could increase their confidence. Additionally, to support entrepreneurs moving from informal to formal sectors, focused mentoring on formalization such as licensing, market connections, and financial access would help close gaps. Although minor, these improvements would enhance inclusivity and ensure everyone benefits equally.

To maintain success, YLP should build on its solid foundation (94% satisfaction in financial skills training) by testing peer-learning groups and regular feedback to address challenges promptly. Expanding digital resources, like financial management apps and guides for funding platforms, could make applying skills easier. By integrating these changes with its successful framework, YLP can continue to drive economic resilience and address gaps for underrepresented participants, maximizing its positive impact on local entrepreneurship.

5.3.4 Policy and Program Improvements

Given the high participant satisfaction (86-93%) with YLP's thorough and adaptable approach, the program should keep its core methods, especially the blended learning model and flexible project plans that participants appreciate most. However, to tackle the 10% dissatisfaction with partnerships and 6% concerns about outreach, YLP should boost collaboration with local employers. This could be done by creating structured feedback systems and co-designing training programs to better match job market needs. Additionally, targeted efforts like community engagement and customized communication could improve outreach to underrepresented groups.

To leverage the 98% approval for employer partnerships, YLP should formalize and expand these relationships, making sure they are scalable and sustainable. Pilot projects with key industries could test partnership models prior to broader application. Additionally, the program should delve into dissenting feedback to spot specific issues in partnerships and outreach, enabling data-driven improvements. By refining these areas while retaining its successful elements, YLP can enhance its relevance, inclusivity, and impact on both participants and the local job market.

5. 4 Suggestion for Future Research

Long-Term Impact of Structured Mentorship Programs on Youth Business Sustainability

Barriers to Technology Adoption among Rural Youth Entrepreneurs in Refugee-Hosting Districts

Effectiveness of Mobile-Based Financial Literacy Training for Youth in Low-Connectivity Areas

Gender Disparities in Access to Entrepreneurial Resources Among YLP Beneficiaries Public-Private Partnerships for Scaling Youth Livelihood Programs

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APPENDIX

APPENDIX 1

RESEARCH QUESTIONNAIRE TOPIC: HEARTBEAT OF YOUTH EMPLOYMENT: YOUTH LIVELIHOOD PROGRAMME AND SUSTAINABILITY OF CAREER OPPORTUNITIES IN ADJUMANI DISTRICT

Dear Sir/Madam,

I am Dipio Frances a student of Uganda Martyrs University Pursuing a Masters in Developmental studies. I am currently conducting a study Heartbeat of Youth Employment:

Youth Livelihood Programme and Sustainability of Career Opportunities in Adjumani District.

The study is purely for academic purposes and the information given will be treated with utmost confidentiality. I therefore, humbly request you to spare some time and answer the following questions.

RESPONDENT IDENTIFIER _____

SECTION A. Background information.

Instruction: Tick or Write answers in full where applicable.

SECTION A: BIODATA

Instruction: Tick or Write answers in full where applicable.

A1: Gender

1= Male 2 = Female

A2. Age bracket

1= 18-24 years 2 = 25-30 years 3= 31- 55

A3. Level of education attained

1 = Primary 2 = UCE. 3 = UACE 4 = University/tertiary

5 = Others (specify) _____

A4. Marital status

1= Single

2 = Married

3= Divorced

4 = Others specify.....

Occupation: (If Applicable).....

SECTION B: MENTORSHIP AND CAPACITY-BUILDING

Instructions:

Use Likert scale (1-5) where:

1 = **Strongly Disagree** 2 = **Disagree** 3 = **Not sure** 4 = **Agree** 5 = **Strongly Agree**

	Statement	5	4	3	2	1
B1	I have successfully acquired skills to achieve strategic career growth through mentorship provided by YLP.					
B2	My potential to earn a living has been positively impacted by my participation in training sessions conducted under the YLP					
B3	I acknowledge that I can utilize the skills imparted by coaches from YLP in my professional routines.					
B4	Support systems among peers in the YLP platform have aided me in accomplishing my goals					

SECTION C: TECHNOLOGY AND INNOVATION

Instructions:

Use Likert scale (1-5) where:

1 = **Strongly Disagree** 2 = **Disagree** 3 = **Not sure** 4 = **Agree** 5 = **Strongly Agree**

	Statement	5	4	3	2	1

C1	My productivity has improved as a result of using technology like digital tools and agri-tech through YLP					
C2	Innovative resources access through YLP have enabled me to earn a stable income					
C3	I have no grievances regarding the technological equipment sponsored by YLP for skill enhancement					
C4	YLP's investment in innovation is in line with the existing market needs in Adjumani					

SECTION D: FINANCIAL LITERACY AND ENTREPRENEURSHIP

Instructions:

Use Likert scale (1-5) where:

1 = **Strongly Disagree** 2 = **Disagree** 3 = **Not sure** 4 = **Agree** 5 = **Strongly Agree**

	Statement	5	4	3	2	1
D1	YLP has enhanced my capability to effectively manage my business finances and bookkeeping					
D2	YLP has equipped me with the skills I need to self-sustain my business after the program's support.					
D3	I am able to access loan or grant schemes with confidence because of the financial guidance received from YLP					
D4	The focus on entrepreneurship from YLP has led to a reduction in informal employment I engage in.					

SECTION E. POLICY AND PROGRAM IMPROVEMENTS

Use Likert scale (1-5) where:

1 = **Strongly Disagree** 2 = **Disagree** 3 = **Not sure** 4 = **Agree** 5 = **Strongly Agree**

	Statement	5	4	3	2	1
E1	YLP does not have a long-term impact if mentorship is not expanded.					
E2	More advanced technology like mobile banking and e-commerce should be integrated into YLP					
E3	Financial literacy to the youth should also include savings and investment strategies					
E4	YLP should focus on collaborating with local employers for their policies on job placements					

APPENDIX 2

FOCUS GROUP INTERVIEW GUIDE

1. "What comes to mind when you think of a mentorship experience from YLP, and how did it shape your skills or business?"
2. How has this experience affected your future aspirations?
3. "What are some limitations to the current mentorship program and how can they be solved?"
4. What YLP technologies, such as mobile-based applications and agri-tech, were most beneficial?
5. What obstacles are in place that stop the youth from using these technologies?
6. Describe a scenario where YLP's financial literacy training influenced your business choices and tell us how it did.
7. Which local (NGOs, businesses, banks) do you think YLP should focus on for sustainability?
8. What recommendations do you have for new participants of YLP to ensure they gain the most?
9. If you had the chance to speak to policymakers from YLP, what would you want to tell them to change?

APPENDIX 3
KEY INFORMANT INTERVIEW GUIDE

1. What are the roles you perform concerning the Youth Livelihood Programme (YLP)?
2. In your opinion, how long have you been a part of YLP and what significant changes have you seen?
3. To what extent do you think YLP's mentorships equip the young people with skills they can retain over time? What evidence do you have for this?
4. What technologies or innovations do you think have the best potential impact on youth livelihoods in Adjumani as introduced by YLP?
5. What challenges do you think further impede or prevent youth from fully benefiting from these technologies? For example, access, training, costs, etc.
6. In what ways do you think YLP's financial literacy training has impacted the beneficiaries' business sustainability?
7. In your opinion, what entrepreneurial practices taught in YLP have worked best? What about the worst?
8. In your opinion, what change in policy or framework do you think would enable YLP's activities to have a more lasting difference?

THANK YOU

APPENDIX 4 APPENDIX



making a difference

Department of Development Studies
School of Arts and Social Sciences
Email: sassadmin@umu.ac.ug

Nkozi, 21st March, 2025

Your ref:

Our ref: ma dl introduction letter 24-25

Dear Sir / Madam,

Ref: Letter of Introduction.


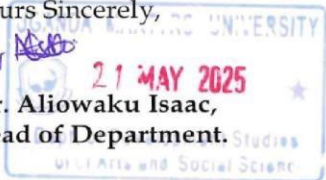
This is to introduce to you **DIPIO Frances Reg. No. 2022-M093-12126** who is a postgraduate student in the Department of Development Studies at Uganda Martyrs University - Nkozi. She is required to carry out research on the topic:

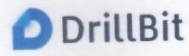
"The Heartbeat of Youth Employment: Youth Livelihood Programme and Sustainability of Career Opportunities in Adjumani District." This is a requirement for the award of a Masters Degree in Development Studies.

I would like to request you to render her assistance in collecting the necessary data for writing her Dissertation.

Thank you in advance for your assistance.

Yours Sincerely,



Mr. Aliowaku Isaac,
Head of Department, Studies
of Arts and Social Sciences



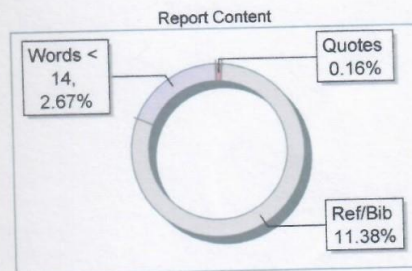
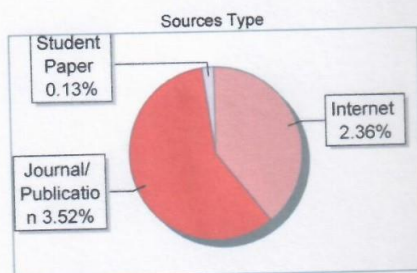
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