

**COMMUNITY PARTICIPATION AND SUSTAINABILITY OF COMMUNITY
PROJECTS IN NTUNGAMO DISTRICT: A CASE STUDY OF THE YOUTH
LIVELIHOOD PROGRAMME**

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**UGANDA CHRISTIAN
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DECLARATION

I, **Joseph Kanyesigye**, hereby declare that this dissertation titled “*Community Participation And Sustainability Of Community Projects In Ntungamo District: A Case Study Of The Youth Livelihood Programme*” is my own original work and has never been presented in fulfilment of the requirements for any academic award at any other academic Institution. All sources of information used in this report have been well cited and corresponding authors acknowledged. I therefore submit it to Uganda Christian University in partial fulfillment for the award of a Master’s Degree in Business Administration.



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APPROVAL

I approve that this dissertation by Joseph Kanyesigye, titled: “*Community Participation And Sustainability Of Community Projects In Ntungamo District: A Case Study Of The Youth Livelihood Programme*”, has been written under my supervision and is ready for presentation to the Research Defense Committee.

Joshua Mandre, Ph.D.



Date: 20/05/2025

SUPERVISOR

DEDICATION

I dedicate this dissertation to my Wife and Children

ACKNOWLEDGEMENT

I thank God because it is by his sufficient grace that I have come this far. I extend my gratitude to my supervisor: Dr. Joshua Mandre, (Ph.D), who didn't stop at being my supervisor but went ahead and became a friend and an inspiration to me. I sincerely thank God for having given me a chance to meet him as my supervisor.

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TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ABBREVIATIONS AND ACRONYMS	x
ABSTRACT	xi
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background of the study	1
1.1.1 Historical perspective	1
1.1.2 Theoretical background.....	4
1.1.4 Contextual perspective	5
1.2 Problem statement	7
1.3 Purpose of the study	9
1.4 Specific objectives	9
1.5 Research questions	10
1.6 Hypothesis	10
1.7 Conceptual framework.....	11
1.8 Scope of the study.....	13
1.8.1 Content scope	13
1.8.2 Time scope.....	13
1.8.3 Geographical scope.....	14
1.9 Justification of the study.....	15
1.10 Significance of the study.....	17
1.11 Definitions of key terms and concepts	18
CHAPTER TWO	20
LITERATURE REVIEW	20
2.0 Introduction	20
2.1 Theoretical Review.....	20
2.2 Conceptual review.....	22

2.2.1 Community participation	23
2.2.2 Sustainability of community projects.....	24
2.3 Empirical review	25
2.3.1 Participatory planning and sustainability of community projects	25
2.3.2 Participatory implementation and sustainability of community projects	28
2.3.3 Participatory M&E and sustainability of community projects	30
2.4 Summary of literature	32
CHAPTER THREE.....	34
RESEARCH METHODOLOGY	34
3.0 Introduction	34
3.1 Research design.....	34
3.2 Study Population.....	34
3.4 Sampling techniques and procedure	35
3.4.1 Purposive sampling.....	35
3.4.2 Simple random sampling	35
3.5 Data collection methods.....	36
3.5.1 Questionnaire method.....	36
3.5.2 Interview method	36
3.6 Data collection tools	37
3.6.1 Questionnaire	37
3.6.2 Interview guide	37
3.7 Quality control	37
3.7.1 Validity	37
3.7.2 Reliability	38
3.9 Data analysis	40
3.9.1 Quantitative data analysis.....	40
3.9.3 Qualitative data analysis	41
3.10 Measurement of variables.....	41
3.11 Ethical Considerations	41
CHAPTER FOUR.....	43
PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS	43
4.0 Introduction	43
4.1 Response rate	43
4.2 Findings on demographic characteristics of the respondents	44
4.3 Descriptive statistics	48

4.3.1 Descriptive statistics for participatory planning	48
4.3.2 Descriptive statistics for participatory implementation	51
4.3.3 Descriptive statistics for participatory monitoring and evaluation.....	55
4.3.4 Descriptive statistics for sustainability of community projects.....	58
4.4 Correlation results.....	61
4.5 Multiple regression analysis	63
CHAPTER FIVE	67
SUMMARY AND DISCUSSION OF FINDINGS.....	67
5.1 Introduction	67
5.2 Summary of major findings.....	67
5.2.1 Participatory planning and sustainability of community projects	67
5.2.2 Participatory implementation and sustainability of community projects	68
5.2.3 Participatory M&E and sustainability of community projects	68
5.3 Discussion of findings	69
5.3.1 Participatory planning and sustainability of community projects	69
5.3.2 Participatory implementation and sustainability of community projects	70
5.3.3 Participatory M&E and sustainability of community projects	71
5.4 Conclusions	72
5.4.1 Participatory planning and sustainability of community projects	72
5.4.2 Participatory implementation and sustainability of community projects	72
5.4.3 Participatory M&E and sustainability of community projects	73
5.5 Recommendations	73
5.5.1 Participatory planning and sustainability of community projects	73
5.5.2 Participatory implementation and sustainability of community projects	74
5.5.3 Participatory M&E and sustainability of community projects	74
5.6 Limitations of the study	75
6.4 Areas recommended for future research.....	76
REFERENCES	79
APPENDICES	i
Appendix i: Questionnaire	i
Appendix ii: Interview guide.....	v
Appendix iii: Sampling guide	vi
Appendix iv: Introductory letter	Error! Bookmark not defined.

LIST OF TABLES

Table 3.1: Population, sample, and sampling techniques for the study.....	35
Table 3.2: Validity test results	38
Table 3.3: Reliability test results	39
Table 4.1 Response rate	43
Table 4.2: Findings on demographic characteristics of the respondents.....	45
Table 4.3: Findings on descriptive statistics for participatory planning.....	48
Table 4.4: Findings on descriptive statistics for participatory implementation....	51
Table 4.5: Findings on descriptive statistics for participatory monitoring and evaluation.....	55
Table 4.6: Findings on descriptive statistics for sustainability of community projects	59
Table 4.7: Correlation results.....	61
Table 4.8: Multiple regression analysis for study variables	63

LIST OF FIGURES

Figure 1.1: Conceptual framework.....	11
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LIST OF ABBREVIATIONS AND ACRONYMS

CBO	Community-Based Organization
CDO	Community Development Officer
DCDO	District Community Development Officer
DV	Dependent Variable
GoU	Government of Uganda
IV	Independent Variable
LC	Local Council
LGA	Local Government Authority
M&E	Monitoring and Evaluation
MoGLSD	Ministry of Gender, Labour and Social Development
NGO	Non-Governmental Organization
NPA	National Planning Authority
NUSAF	Northern Uganda Social Action Fund
OPM	Office of the Prime Minister
SPSS	Statistical Package for the Social Sciences
UBOS	Uganda Bureau of Statistics
UNDP	United Nations Development Programme
YLP	Youth Livelihood Programme

ABSTRACT

The study sought to examine the relationship between community participation and the sustainability of community projects in Ntungamo District, with specific focus on three dimensions of participation: participatory planning, participatory implementation, and participatory monitoring and evaluation.

A cross-sectional research design was employed, using a quantitative approach. Data were collected from 252 respondents including project beneficiaries, implementers, and local leaders using structured questionnaires and interview guides. The sample was selected using purposive and simple random sampling to ensure representation from sub-counties benefiting from YLP. Data were analyzed using SPSS Version 25. Descriptive statistics summarized respondent characteristics and perceptions, while Pearson correlation and multiple regression analyses were used to test the relationships between the variables.

The findings revealed that all three dimensions of community participation had a statistically significant and positive influence on the sustainability of community projects. Participatory planning ($\beta = 0.156$, $t = 2.680$, $p = 0.008$) demonstrated that involving community members in identifying needs and designing interventions increases project ownership and continuity. Participatory implementation ($\beta = 0.169$, $t = 2.509$, $p = 0.013$) showed that active engagement of local stakeholders in executing project activities enhances resource commitment and relevance. Participatory monitoring and evaluation ($\beta = 0.581$, $t = 8.098$, $p < 0.001$) was found to be the strongest predictor, indicating that inclusive feedback and assessment mechanisms significantly drive community accountability and project sustainability.

The study concluded that community participation plays a critical role in sustaining development projects in Ntungamo District. It was therefore recommended that government ministries and implementing partners institutionalize participatory practices at all project stages, strengthen local structures to support implementation, and integrate community-led M&E frameworks to ensure long-term benefits of youth livelihood interventions..

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined the relationship between community participation and sustainability of community project, a case of youth livelihood program in Ntungamo district. The independent variable was community participation , while the dependent variable was sustainability of community projects.

This chapter presents the background, problem statement, purpose, specific objectives, research questions, hypothesis, conceptual framework, scope of the study, justification of the study, significance of the study, and definition of key terms and concepts.

1.1 Background of the study

This section presents historical, theoretical, conceptual, and contextual perspectives of the study

1.1.1 Historical perspective

The concept of sustainability has evolved significantly within the global development discourse over the past four decades. Initially popularized through the 1987 Brundtland Report by the World Commission on Environment and Development, sustainability was defined as the ability to meet present needs without compromising the capacity of future generations to meet their own (Lawal & Ogunbiyi, 2024). At the time, sustainability was predominantly framed within environmental and economic dimensions. However, with growing recognition of social inequalities and community disempowerment, the paradigm gradually shifted

toward people-centered and participatory development approaches (Shaukat & Eweje, 2022). By the 2000s, global frameworks such as the Millennium Development Goals (MDGs) and subsequently the Sustainable Development Goals (SDGs) emphasized local ownership, inclusivity, and accountability as prerequisites for long-term impact.

In Africa, the sustainability of donor-funded and multilateral projects has historically been undermined by poor community engagement, external dependency, and weak local capacity. Development initiatives were often driven by external agendas with limited regard for local contexts, leading to projects that collapsed once external funding ceased (Bertoni, 2023). Recognizing this, the African Union's Agenda 2063 advocates for integrated, community-driven development where citizens are key actors in sustaining transformation. Across the continent, policy frameworks and development actors increasingly acknowledged that sustainability is not merely a financial or technical outcome but a product of community ownership and participation (Ndyanabo & Kaggwa, 2023).

In East Africa, the regional discourse on sustainability has aligned with this participatory shift. Countries like Kenya, Tanzania, and Uganda adopted national development strategies that emphasized community engagement in local governance and service delivery. However, the gap between policy intent and implementation remained wide. Projects in sectors such as education, health, and livelihoods often lacked inclusive structures for community involvement in planning, implementation, and evaluation. As a result, numerous interventions faced premature stagnation due to limited buy-in from beneficiaries and absence of locally-led continuity mechanisms (Namusisi & Tumwebaze, 2022).

In Uganda specifically, the sustainability of community projects has been a persistent concern for both government and development partners. Multilateral and donor-funded programs, including those in education such as the bursary scheme projects, were launched with the goal of addressing inequality and promoting human capital development. While these interventions initially achieved notable success in access and enrollment, their long-term viability was frequently compromised by weak community participation structures. Historically, most projects in Uganda followed top-down implementation models where communities were passive recipients rather than active stakeholders (Ajambo & Okoth, 2021). This approach resulted in low levels of ownership, limited accountability, and minimal efforts to maintain project benefits after donor exit.

Recent studies in Uganda have shown that community participation—particularly in the planning, implementation, and monitoring of projects—significantly enhances sustainability outcomes (Mwavu, 2023). Community engagement ensures that projects align with local priorities, strengthen local institutions, and create mechanisms for continuity beyond the project life cycle. The Youth Livelihood Programme and bursary schemes, among others, illustrate how limited stakeholder involvement in decision-making and resource management can undermine the very gains these projects seek to achieve (Namusisi & Tumwebaze, 2022).

It was against this historical backdrop that the present study was undertaken to examine the influence of community participation on the sustainability of multilateral projects, using the bursary scheme project in Ntungamo District as a case study. The study responded to the evolving understanding that sustainability is

a function of process and participation, and not merely an outcome of funding or technical input.

1.1.2 Theoretical background

This study was underpinned by Stakeholder Theory, originally proposed by R. Edward Freeman (1984) in his seminal work *Strategic Management: A Stakeholder Approach*. Freeman challenged the traditional shareholder-centric model of organizational decision-making and introduced a more inclusive framework that recognizes the importance of multiple actors—stakeholders—who affect or are affected by an organization’s actions. The theory has since evolved to influence not only corporate governance and strategic management but also public administration and community-based development.

Stakeholder Theory is grounded in the assumption that organizations and projects do not operate in isolation, but rather in a network of interdependent relationships involving various actors such as beneficiaries, community members, civil society organizations, local leaders, development agencies, and government institutions (Mwavu, 2023). It posits that for a project to be successful and sustainable, the interests of all relevant stakeholders must be identified, considered, and balanced (Shaukat & Eweje, 2022). Freeman (1984) argued that engaging stakeholders in decision-making improves transparency, builds trust, and leads to outcomes that are more equitable and sustainable.

The theory rests on several key assumptions. First, stakeholders are capable of contributing meaningfully to project success when given the opportunity. Second, inclusive decision-making enhances legitimacy and ownership of development initiatives. Third, ignoring or marginalizing key stakeholders—especially those

directly affected by project outcomes—leads to resistance, poor implementation, and failure of sustainability (Lawal & Ogunbiyi, 2024). In community development, these assumptions translate into the need for participatory planning, inclusive implementation, and collaborative monitoring mechanisms.

Despite its wide application, Stakeholder Theory has faced criticisms. One notable critique is its broad and ambiguous definition of "stakeholder," which may make it difficult to identify and prioritize whose interests should take precedence in complex community settings (Ajambo & Okoth, 2021). Others argue that the theory assumes a level of cooperation and harmony among stakeholders that may not exist in practice, especially where power dynamics, elite capture, or political interference are present (Namusisi & Tumwebaze, 2022). Moreover, some critics contend that the theory lacks precise guidance on how to manage conflicting interests or make trade-offs when stakeholder priorities clash.

Nonetheless, for the present study, Stakeholder Theory provided a valuable lens through which to examine the relationship between community participation (independent variable) and the sustainability of the bursary scheme project (dependent variable). The theory was particularly relevant in understanding how active involvement of community stakeholders—through planning, implementation, and monitoring—contributes to project longevity, relevance, and community ownership. By situating the study within this theoretical framework, the research acknowledged the centrality of stakeholders in influencing the direction, outcomes, and sustainability of multilateral development interventions.

1.1.4 Contextual perspective

Uganda has implemented a wide range of community-based development projects aimed at promoting inclusive growth, youth empowerment, and poverty reduction. Among these, the Youth Livelihood Programme (YLP), launched in 2014 by the Ministry of Gender, Labour and Social Development, stood out as a multilateral-supported initiative targeting unemployed and vulnerable youth aged 18-30. The programme was designed to support youth-led income-generating projects through community-based groups, with funding sourced from both domestic and external development partners (Namusisi & Tumwebaze, 2022). The YLP was intended not only to address youth unemployment but also to foster entrepreneurship and promote community resilience.

However, despite its ambitious goals and wide coverage, the sustainability of YLP-supported community projects has been a subject of concern in many districts, including Ntungamo. Reports from the Ministry and district-level evaluations have revealed that while initial disbursements and project formation were successful, many youth groups experienced difficulties in maintaining operations after the initial funding period. Key issues cited included low levels of community involvement, poor follow-up mechanisms, limited skills among beneficiaries, and weak monitoring frameworks (Mwavu, 2023).

In Ntungamo District, located in southwestern Uganda, the Youth Livelihood Programme was implemented across several sub-counties with the aim of empowering youth through agricultural ventures, retail businesses, and vocational enterprises. However, sustainability challenges soon emerged, including poor repayment rates, group conflicts, lack of technical support, and weak integration into existing local economic structures (Ajambo & Okoth, 2021). These issues

pointed to a broader systemic problem—the limited role of community participation in the design, implementation, and evaluation of the programme at the grassroots level.

While Uganda’s national development frameworks, including Vision 2040 and the Parish Development Model, emphasize citizen engagement and local ownership, practical application often lags behind policy commitments. In the case of YLP in Ntungamo District, many youth beneficiaries and community leaders were only peripherally involved in project planning and oversight, thereby weakening local accountability and undermining sustainability (Ndyanabo & Kaggwa, 2023). Moreover, the assumption that group-based funding alone could drive long-term self-reliance failed to consider the importance of participatory structures that empower communities to take charge of their development processes.

This study was therefore conducted within the context of the Youth Livelihood Programme in Ntungamo District, to examine how community participation influenced the sustainability of youth-livelihood projects. The programme provided a relevant case through which to explore participatory dynamics, institutional support mechanisms, and the conditions necessary for sustaining community-based interventions beyond donor cycles.

1.2 Problem statement

In an ideal development setting, community projects—particularly those funded through multilateral partnerships are expected to be sustainable beyond the period of external support. This sustainability is largely premised on active community participation throughout the project cycle, from planning and implementation to monitoring and evaluation. When communities are fully engaged, they develop a

sense of ownership, are more likely to safeguard project benefits, and can generate local solutions to ensure continuity (Lawal & Ogunbiyi, 2024). International and national development frameworks such as the Sustainable Development Goals and Uganda's Vision 2040 emphasize participatory approaches as essential for ensuring long-term outcomes, especially in youth-targeted interventions like the Youth Livelihood Programme (YLP).

However, the reality in Uganda, and specifically in Ntungamo District, reflects a different scenario. While the Youth Livelihood Programme was launched to empower young people through group-based income-generating projects, many of the supported groups have since collapsed or become dormant shortly after the disbursement of funds. Reports indicate widespread challenges including poor group coordination, limited follow-up, inadequate skills training, and weak repayment systems (Mwavu, 2023). Critically, these challenges have been linked to low levels of community and beneficiary participation, particularly in the planning and monitoring phases of the projects (Namusisi & Tumwebaze, 2022).

Despite national policy guidelines advocating for inclusive project governance, practical implementation of participatory mechanisms remains limited or inconsistent at the local level. For instance, many community members, including youth beneficiaries, were not adequately involved in identifying priority needs, choosing project activities, or designing sustainability plans. The implementation of YLP in Ntungamo District has thus remained largely top-down, undermining the very principle of community ownership (Ajambo & Okoth, 2021). As a result, while short-term outcomes such as disbursement of funds and business registration may have been achieved, the long-term sustainability of these youth projects is in question.

This reveals a critical gap in empirical understanding of how community participation—or the lack thereof—affects the sustainability of multilateral-funded projects at the grassroots level. Although several studies have examined the performance of YLP nationally, few have focused specifically on the role of community participation in shaping sustainability outcomes in Ntungamo District. Without addressing this gap, multilateral interventions risk remaining unsustainable, with repeated cycles of donor dependency and project failure.

If this issue is not addressed, the likely short-term effects include increased youth disillusionment, project wastage, and low repayment rates. In the long term, it could lead to the erosion of public trust in government-led development programmes, deepening unemployment, and the continued marginalization of rural youth. Therefore, understanding the linkage between community participation and sustainability is essential for informing policy reforms and enhancing the impact of future youth empowerment projects in Uganda.

1.3 Purpose of the study

To investigate the relationship between community Participation and Sustainability of Community Projects in Ntungamo District: A Case Study of Youth Livelihood Programme.

1.4 Specific objectives

The study sought to achieve the following objectives;

1. To examine the relationship between participatory planning and sustainability of Community Projects in Ntungamo District

2. To investigate the relationship between participatory implementation and sustainability of Community Projects in Ntungamo District
3. To examine the relationship between Participatory Monitoring and evaluation and sustainability of Community Projects in Ntungamo District

1.5 Research questions

The study answered the following research questions;

1. What is the relationship between participatory planning and sustainability of Community Projects in Ntungamo District?
2. What is the relationship between participatory implementation, and sustainability of Community Projects in Ntungamo District
3. What is the relationship between participatory monitoring and evaluation and sustainability of Community Projects in Ntungamo District

1.6 Hypothesis

The study tested the following hypothesis;

H1: There is a significant relationship between participatory planning and sustainability of Community Projects in Ntungamo District?

H2: There is a significant relationship between participatory implementation, and sustainability of Community Projects in Ntungamo District

4. H3: There is a significant relationship between participatory monitoring and evaluation and sustainability of Community Projects in Ntungamo District

1.7 Conceptual framework

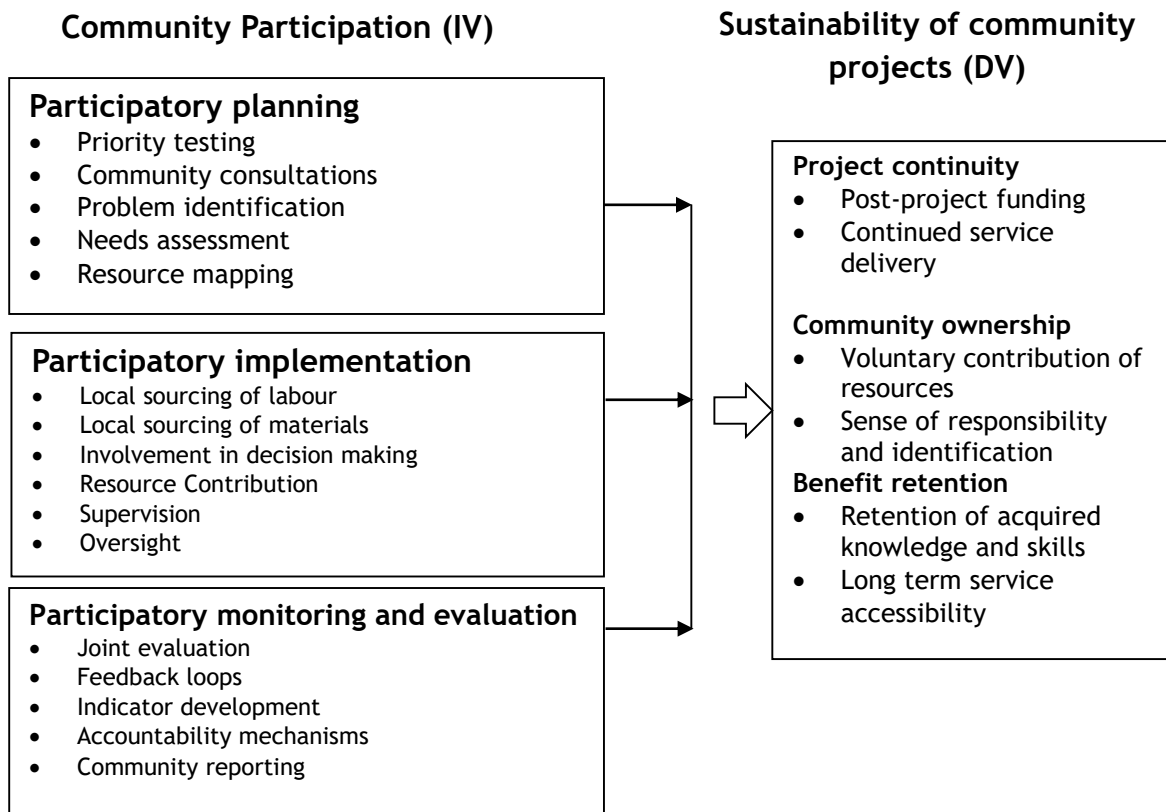


Figure 1: Figure 1.1: Conceptual framework

Source: adapted from Holm (2010) and revised by the researcher

The diagram (Figure 1.1) illustrates the hypothesized relationships between the dimensions of community participation and the three facets of sustainability. It provides a visual representation of how participatory processes are expected to drive long-term project success by fostering continuity, ownership, and benefit retention.

The independent variable, community participation, was conceptualized through three key dimensions: participatory planning, participatory implementation, and participatory monitoring and evaluation. Participatory planning involves activities such as priority setting, problem identification, needs assessment, and resource mapping. These processes ensure that community voices shape the foundation of project interventions, leading to enhanced relevance and legitimacy (Lawal & Ogunbiyi, 2024). Participatory implementation refers to the involvement of

community members in executing project activities, including the sourcing of local labor and materials, decision-making, and supervision. This active role fosters accountability and strengthens ownership among beneficiaries (Namusisi & Tumwebaze, 2022). Lastly, participatory monitoring and evaluation encompass mechanisms such as joint evaluations, feedback loops, indicator development, and community reporting. These enable stakeholders to assess project progress, recommend adjustments, and ensure accountability throughout the project cycle (Shaukat & Eweje, 2022).

The dependent variable, sustainability of community projects, was conceptualized through three interrelated outcomes: project continuity, community ownership, and benefit retention. Project continuity refers to the sustained operation of project activities and services after donor or government support has ended. Community ownership encompasses the degree to which local stakeholders voluntarily contribute resources and identify with the project, while benefit retention refers to the long-term maintenance of skills, knowledge, and services derived from the intervention (Mwavu, 2023).

The conceptual framework assumes that when communities are engaged at all stages of the project lifecycle, they develop stronger emotional and operational ties to the project, leading to increased chances of sustainability. This is in line with Stakeholder Theory's assertion that inclusive participation enhances legitimacy, reduces resistance, and promotes mutual accountability. In the context of the Youth Livelihood Programme in Ntungamo District, the framework was used to examine how the nature and extent of community involvement influenced the durability of the programme's outcomes.

This study was guided by a conceptual framework grounded in Stakeholder Theory (Freeman, 1984), which emphasizes the importance of involving all stakeholders who are affected by, or can influence, the outcomes of a project. Stakeholder Theory challenges the traditional top-down approach to project implementation by arguing that sustainable success is more likely when beneficiaries and local actors are meaningfully engaged in decision-making, resource allocation, and oversight. In line with this, the framework hypothesizes that community participation directly influences the sustainability of community projects, particularly those implemented under multilateral arrangements such as the Youth Livelihood Programme in Uganda.

1.8 Scope of the study

This section presents the content, time and geographical scope of the study

1.8.1 Content scope

This study investigated the relationship between community Participation and Sustainability of Community Projects in Ntungamo District: A Case Study of Youth Livelihood Programme.

1.8.2 Time scope

This study covered the period from 2022 to 2024, coinciding with the timeframe during which the Youth Livelihood Programme (YLP) was actively implemented and monitored in Ntungamo District. This period was selected because it represents a critical phase in the project's cycle—specifically, the implementation of youth group enterprises, disbursement of funds, and subsequent follow-up activities by local government and district technical teams. These years also correspond with the most

recent and complete cycle of YLP-funded projects in the district, thus offering a suitable window for assessing both community participation and early indicators of project sustainability.

The chosen period allowed for the collection of up-to-date data from project beneficiaries, implementers, and local leaders. Moreover, focusing on 2022-2024 ensured that the effects of national development priorities such as the Third National Development Plan (NDP III) and COVID-19 recovery efforts on youth livelihoods were adequately captured. This justified the study's temporal scope, as it aligned with both programmatic relevance and data availability necessary to evaluate the relationship between community participation and the sustainability of multilateral-funded youth interventions in the district..

1.8.3 Geographical scope

This study was geographically limited to Ntungamo District, located in southwestern Uganda. The district was purposively selected because it is one of the key beneficiaries of the Youth Livelihood Programme (YLP), with several youth-led community projects implemented across its administrative units. Ntungamo District is characterized by a predominantly rural population, high youth unemployment, and a strong reliance on agriculture and informal trade—factors that made it a strategic area for the implementation of youth empowerment interventions under multilateral funding.

The study specifically focused on selected sub-counties within the district where YLP beneficiaries were active during the 2022-2024 implementation period. These included Rubaare, Itojo, Nyakyera, Bwongyera, Kayonza, Ngoma, and Ntungamo Municipality. These sub-counties were chosen because they had a relatively high

concentration of youth groups that received funding through YLP and exhibited varied levels of project performance and sustainability outcomes.

The geographical focus on Ntungamo District was further justified by the presence of established community development structures, including sub-county community development officers (CDOs), YLP focal persons, and local council leaders who facilitated coordination and data access. The district also presented a diverse setting for comparative analysis, as some YLP groups demonstrated successful project continuity and local ownership, while others experienced early collapse due to weak participation and limited monitoring. This variation provided an ideal context for examining how different levels of community participation influence the sustainability of multilaterally funded youth projects.

1.9 Justification of the study

This study was justified by the ongoing challenges in sustaining multilateral-funded youth empowerment projects in Uganda, particularly under the Youth Livelihood Programme (YLP). Since its launch in 2014, the YLP has supported thousands of youth groups across the country. However, emerging evidence suggests that many of these projects struggle to remain viable beyond the initial disbursement phase, raising concerns about their long-term sustainability (Namusisi & Tumwebaze, 2022). In Ntungamo District specifically, district-level reports and independent evaluations have pointed to low group repayment rates, business collapse, and a general lack of follow-up as recurring issues, often rooted in poor community involvement (Mwavu, 2023).

From a practical standpoint, the study was necessary to assess how community participation—through planning, implementation, and monitoring—impacts the

sustainability of YLP projects. Community participation has been consistently recognized as a cornerstone of effective project delivery and continuity (Lawal & Ogunbiyi, 2024). When communities are engaged as active stakeholders rather than passive recipients, they are more likely to support, protect, and adapt projects to local contexts. This is especially relevant in Ntungamo District, where the performance of YLP groups has varied significantly, making it an ideal case for analyzing the link between participation and sustainability.

From a policy perspective, this study aligned with Uganda's Third National Development Plan (NDP III), which prioritizes inclusive and participatory development models. Policy frameworks increasingly emphasize the role of local governments and communities in ensuring effective service delivery and sustainable development outcomes (Ndyanabo & Kaggwa, 2023). Findings from this research offer timely insights to guide the Ministry of Gender, Labour and Social Development, district authorities, and development partners in refining YLP implementation strategies.

Academically, the study contributed to bridging a contextual and empirical gap in the literature. While a number of studies have addressed the performance of the YLP at national level, few have examined the role of community participation in sustaining such projects within a district-specific setting like Ntungamo (Ajambo & Okoth, 2021). Moreover, the application of Stakeholder Theory to assess sustainability dynamics in youth-focused multilateral projects remains underexplored in Ugandan scholarship.

Lastly, this study provided practical learning for communities, local leaders, and programme implementers by identifying participatory practices that strengthen or

weaken project sustainability. Such knowledge is critical for promoting adaptive management, enhancing project relevance, and fostering self-reliance among youth groups—a core goal of the YLP and similar community development initiatives (Bertoni, 2023)..

1.10 Significance of the study

This study is significant for several stakeholders in both academic and development practice domains.

First, the findings will provide academia, policy experts, and researchers with up-to-date empirical evidence on the relationship between community participation and project sustainability in multilateral-funded interventions. This knowledge can inform policy discourse across various sectors and guide Ministries, Departments, and Agencies (MDAs) operating in similar development contexts to design more inclusive and sustainable projects.

Second, the results of this study will benefit the Ministry of Gender, Labour and Social Development, as well as local government authorities in Ntungamo District, by offering actionable insights to improve the planning, implementation, and monitoring frameworks of the Youth Livelihood Programme (YLP) and related community empowerment initiatives. These findings can support policy reviews and adjustments to enhance programme ownership and long-term impact.

Third, the study contributes to the body of academic literature on stakeholder theory, participatory development, and sustainability, particularly within the Ugandan context. It will serve as a useful reference for future researchers interested in exploring the relationship between community participation and other dimensions of project effectiveness, institutional performance, and social accountability.

Fourth, other MDAs and development partners may adopt the study's recommendations to strengthen participatory practices in youth programming, local economic development, and public sector project implementation, especially in rural and hard-to-reach communities.

Finally, this research was undertaken in partial fulfillment of the requirements for the award of a Master of Business Administration (MBA) degree of Uganda Christian University, thereby contributing to the academic and professional development of the researcher.

1.11 Definitions of key terms and concepts

Participatory planning refers to the process through which community members are actively engaged in identifying project needs, setting priorities, contributing ideas, and making decisions before the project is implemented. It emphasizes inclusivity, transparency, and shared ownership in the design of interventions (Lawal & Ogunbiyi, 2024). In this study, participatory planning includes activities such as stakeholder consultations, community needs assessments, and involvement in setting project goals for the Youth Livelihood Programme.

Participatory implementation involves the direct involvement of community members in the execution of project activities. This may include the contribution of labor, resources, or technical input, as well as assuming active roles in delivering, supervising, and supporting the project (Shaukat & Eweje, 2022). In the context of this study, it refers to the extent to which youth beneficiaries and community structures were involved in carrying out the Youth Livelihood Programme activities in Ntungamo District.

Participatory Monitoring and Evaluation (M&E) is the process by which community members are engaged in tracking the progress, assessing the performance, and providing feedback on a project's implementation and outcomes. It promotes accountability, learning, and adaptive management by ensuring that beneficiaries play a role in evaluating the effectiveness of interventions (Namusisi & Tumwebaze, 2022). For this study, it refers to the involvement of youth groups and local stakeholders in reviewing the progress and results of YLP projects and suggesting improvements..

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the associated literature on community Participation and Sustainability of Community Projects based on what different authors have observed worldwide. The literature was gathered from various sources, including past research dissertations, textbooks, journals, conference papers, and magazines. This section is organized into an introduction, a theoretical review, an empirical review, and a summary of the literature.

2.1 Theoretical Review

This study was underpinned by Stakeholder Theory, a framework that has gained considerable prominence in corporate governance, project management, and development practice. The theory was initially advanced by R. Edward Freeman (1984) in his seminal work *Strategic Management: A Stakeholder Approach*. Freeman's proposition challenged the traditional shareholder-focused model, advocating instead for the inclusion of all individuals or groups who can influence or are influenced by organizational activities. In the realm of community development, this perspective is especially relevant, as it positions beneficiaries not merely as end-users of services but as co-creators in the development process (Lawal & Ogunbiyi, 2024; Shaukat & Eweje, 2022).

Stakeholder Theory rests on three foundational tenets: stakeholder identification, stakeholder engagement, and stakeholder responsiveness. Stakeholder

identification involves mapping out all actors who have a stake in the project. Engagement refers to involving these actors throughout the project lifecycle, while responsiveness relates to how their input is considered and acted upon. These elements are particularly vital in development interventions, where success often hinges on building trust, ownership, and alignment between project goals and local needs (Bertoni, 2023; Ndyanabo & Kaggwa, 2023).

In the context of multilateral-funded projects such as Uganda's Youth Livelihood Programme (YLP), Stakeholder Theory offers a robust framework for analyzing why some projects are sustained over time while others fail shortly after external support ends. According to Mwavu (2023), interventions that integrate beneficiaries in the planning, implementation, and monitoring phases are more likely to achieve long-term success. Similarly, Namusisi and Tumwebaze (2022) argue that participatory mechanisms enhance transparency and collective responsibility, thereby strengthening the durability of outcomes. Studies by Ajambo and Okoth (2021) in Eastern Uganda also reinforce this perspective, showing a positive association between stakeholder engagement and sustainability in donor-funded youth empowerment projects.

More broadly, the theory supports a shift from top-down development approaches, which have historically marginalized local voices, toward inclusive governance models that empower communities to co-manage development processes (Lawal & Ogunbiyi, 2024; Ndyanabo & Kaggwa, 2023). This transition is crucial in the African context, where many externally funded projects have suffered from low community ownership and high rates of post-project collapse due to limited stakeholder involvement (Bertoni, 2023; Shaukat & Eweje, 2022).

However, Stakeholder Theory is not without limitations. One frequently cited critique concerns its broad and ambiguous definition of stakeholders, which may lead to practical difficulties in stakeholder prioritization and role clarification (Ajambo & Okoth, 2021). Additionally, the theory has been criticized for assuming ideal conditions of collaboration and equity among stakeholders, often overlooking structural power imbalances, elite capture, and social exclusion that are common in many rural development settings (Namusisi & Tumwebaze, 2022; Mwavu, 2023).

Despite these criticisms, Stakeholder Theory remains a relevant and applicable framework for this study. It provided the theoretical foundation for exploring how community participation—operationalized as participatory planning, participatory implementation, and participatory monitoring and evaluation—influences the sustainability of multilateral projects. The theory helped inform the study’s conceptual framework and guided the development of hypotheses about the nature and direction of the relationship between participation and sustainability. In line with its core assumptions, the study posited that the active and inclusive engagement of community stakeholders would enhance project continuity, strengthen community ownership, and increase benefit retention within YLP-supported initiatives in Ntungamo District.

2.2 Conceptual review

This section presents a critical review of the key concepts that underpin the study: community participation and sustainability of community projects. These concepts were examined from both theoretical and applied perspectives to establish a clear understanding of how they interact in the context of community development interventions.

2.2.1 Community participation

Community participation has evolved as a central principle in the design and implementation of development programs, particularly in low- and middle-income countries. It is generally conceptualized as the active engagement of local stakeholders in identifying problems, setting priorities, designing solutions, implementing activities, and monitoring progress (Lawal & Ogunbiyi, 2024). Participation can be seen not only as a means to achieve project effectiveness but also as a development goal in itself, reflecting principles of empowerment, inclusiveness, and local ownership (Shaukat & Eweje, 2022).

Scholars have distinguished between different levels of participation, ranging from passive consultation to active involvement and decision-making. Arnstein's ladder of participation, although dated, still offers a useful typology for evaluating the depth of engagement in development interventions. In the African context, community participation is often framed as a pathway to local empowerment, improved accountability, and enhanced sustainability (Bertoni, 2023). In Uganda, however, participation in many community projects remains limited to beneficiary identification and feedback meetings, with minimal influence over resource allocation and project design (Ajambo & Okoth, 2021).

In this study, community participation is conceptualized as a multi-dimensional construct consisting of three key components: participatory planning, participatory implementation, and participatory monitoring and evaluation. Participatory planning refers to the involvement of community members in identifying needs and designing interventions; participatory implementation includes their contribution to executing and managing project activities; and participatory monitoring and

evaluation involves community-led assessment of progress and outcomes. These dimensions align with Stakeholder Theory's emphasis on inclusive engagement throughout the project cycle (Ndyanabo & Kaggwa, 2023)..

2.2.2 Sustainability of community projects

Sustainability remains a widely discussed yet complex concept in development discourse. Broadly defined, it refers to the capacity of a project to maintain its operations and deliver benefits to its intended beneficiaries over time, particularly after the withdrawal of external support (Namusisi & Tumwebaze, 2022). Initially focused on financial and environmental dimensions, the concept has expanded to include institutional, social, and community-driven aspects. In project management literature, sustainability is increasingly viewed as an outcome of local ownership, capacity building, and systemic integration (Mwavu, 2023).

In the Ugandan context, project sustainability is often undermined by inadequate follow-up, donor dependency, limited technical support, and weak community structures. Multilateral-funded initiatives such as the Youth Livelihood Programme (YLP) have demonstrated short-term success but mixed long-term outcomes due to weak institutional anchoring and insufficient community involvement (Ajambo & Okoth, 2021; Ndyanabo & Kaggwa, 2023). As such, sustainability must be understood not merely as the continuation of project activities, but as the retention of benefits, empowerment of stakeholders, and institutionalization of practices that support ongoing development.

This study conceptualizes sustainability through three interrelated dimensions: project continuity, community ownership, and benefit retention. Project continuity refers to whether the project remains operational post-funding. Community

ownership captures the extent to which local actors feel responsible for and manage the project. Benefit retention assesses the durability of project outcomes, such as retained skills, improved livelihoods, or access to services. These dimensions reflect a comprehensive approach to understanding sustainability within the operational realities of rural Uganda.

Together, the concepts of community participation and sustainability provide a framework for evaluating the effectiveness of multilateral projects such as the YLP. The study posits that the nature and depth of community participation directly influence sustainability outcomes, making participatory approaches not only ethically desirable but also practically essential..

2.3 Empirical review

This section presents a review of empirical literature in line with the objectives of the study.

2.3.1 Participatory planning and sustainability of community projects

Participatory planning has been widely acknowledged as a fundamental determinant of project sustainability across development contexts. Scholars argue that early-stage involvement of community stakeholders in problem identification, goal setting, and project design fosters ownership, aligns interventions with local needs, and enhances long-term commitment to project continuity (Lawal & Ogunbiyi, 2024).

Globally, empirical evidence supports this claim. For example, a study by Chen and Sun (2021) in rural China found that community participation in planning significantly influenced project durability in agricultural irrigation schemes. The researchers

observed that communities that engaged in joint planning with local government were more likely to maintain and upgrade irrigation infrastructure beyond the project life cycle. Similarly, Mwangi and Kamau (2022) in Kenya revealed that the involvement of community members in planning phases of community water projects led to stronger institutional arrangements, accountability systems, and resource mobilization, thereby promoting long-term functionality.

In contrast, Abdullah and Ibrahim (2020), in a study conducted in Nigeria, cautioned that while participatory planning is conceptually sound, its impact on sustainability may be compromised when participation is superficial or dominated by local elites. Their findings revealed that many community planning forums were orchestrated primarily for compliance with donor requirements rather than genuine community empowerment, which ultimately weakened sustainability outcomes.

At the regional level, Shaukat and Eweje (2022), in a cross-country analysis of East African community development projects, concluded that sustainability was highly dependent on the quality—not merely the occurrence—of participatory planning. They emphasized that effective participatory planning requires mechanisms that are inclusive, gender-sensitive, and responsive to the needs of marginalized groups.

Locally, studies in Uganda also provide valuable insights. Ajambo and Okoth (2021), examining donor-funded education initiatives in Eastern Uganda, found a positive correlation between participatory planning and project sustainability. Their study highlighted that school bursary programs which involved parents and community leaders in beneficiary selection and resource prioritization were more likely to remain functional after external support ended. Likewise, Namusisi and Tumwebaze (2022), in their investigation of livelihood projects in Western Uganda, observed that

projects which integrated community contributions in design and resource mapping had higher levels of continuity and local support.

However, Mwavu (2023) reported contrasting findings from Central Uganda, where participatory planning was often symbolic rather than substantive. In his study on community-based youth development projects, he found that while communities were consulted, final decisions were made by external implementing agencies. This lack of meaningful engagement contributed to poor ownership and early collapse of projects after the exit of funding partners.

Taken together, the reviewed literature shows a general consensus on the positive influence of participatory planning on sustainability. However, there is divergence regarding the depth and authenticity of participation, and how these nuances affect long-term outcomes. Some scholars focus on formal inclusion mechanisms, while others stress the importance of participatory quality and power dynamics. Moreover, while several studies have been conducted globally and within Uganda on participatory planning, few have focused specifically on multilateral-funded youth projects such as the Youth Livelihood Programme (YLP). Even fewer have assessed this relationship in Ntungamo District, despite its unique social, economic, and political dynamics.

This gap underscores the relevance of the current study, which seeks to examine the relationship between participatory planning and sustainability within the context of YLP projects in Ntungamo. By doing so, it contributes to a more context-specific understanding of how early-stage community engagement can enhance the durability of youth-targeted development interventions.

2.3.2 Participatory implementation and sustainability of community projects

Participatory implementation refers to the active engagement of community members in executing project activities, including resource contribution, service delivery, and oversight functions. In project sustainability literature, participatory implementation is seen as a critical mechanism for enhancing local ownership, reducing dependency on external actors, and improving service delivery efficiency (Lawal & Ogunbiyi, 2024). The inclusion of beneficiaries in implementation processes reinforces the practical relevance of interventions, builds capacity, and enhances responsiveness to local needs.

Globally, evidence of the positive relationship between participatory implementation and sustainability is well documented. For example, Gonzalez and Lopez (2021), in a study of community health projects in Colombia, found that projects which involved local volunteers and community committees in the delivery of services experienced higher continuity after donor withdrawal. The study emphasized that beneficiary engagement during implementation reinforced collective responsibility and facilitated knowledge transfer among community members. Similarly, in Indonesia, Putri and Santoso (2022) reported that participatory implementation in rural electrification projects increased community commitment to maintenance, reducing long-term operational costs and project failure.

In Africa, Chilufya and Banda (2023) explored participatory implementation in food security projects in Zambia. Their findings indicated that community-led implementation strengthened project adaptation to local conditions and enhanced group cohesion, both of which contributed to sustained outcomes. However, they

also noted that without adequate technical support and clear role distribution, community participation during implementation could become fragmented or inefficient.

In the Ugandan context, several studies have examined participatory implementation, though often in isolation from broader sustainability outcomes. Namusisi and Tumwebaze (2022) found that in Western Uganda, development projects that engaged youth and community-based organizations in the execution of agricultural activities were more likely to continue beyond the project's active phase. Similarly, Ajambo and Okoth (2021) observed that schools where parents participated in infrastructure development and resource mobilization reported higher levels of retention of donor-funded improvements.

Contrasting findings emerge from Kaggwa and Musinguzi (2023), who studied the implementation of livelihood projects in Northern Uganda. They observed that while community participation was emphasized in project documents, in practice, the implementation process was heavily centralized, with local actors relegated to minor roles. This disconnect between policy and practice resulted in limited skills transfer and a lack of operational knowledge necessary for sustaining activities post-project.

Furthermore, Mwavu (2023) cautioned that participatory implementation must be contextually appropriate and adequately supported. His study of youth-led projects in Central Uganda revealed that while many groups were tasked with implementing activities, they lacked the necessary technical expertise, which negatively impacted the quality of execution and long-term viability.

Collectively, these studies suggest that genuine participatory implementation enhances sustainability, but only when beneficiaries are well-supported, roles are clearly defined, and capacity is built. While the literature provides compelling evidence of this relationship, very few empirical studies have focused specifically on Youth Livelihood Programme (YLP) projects—and fewer still in Ntungamo District. There remains a gap in understanding how youth-led implementation dynamics influence project continuity, especially in multilateral-funded environments. This study seeks to fill that gap by evaluating how the nature and extent of community participation in implementing YLP interventions contributes to the sustainability of these projects..

2.3.3 Participatory M&E and sustainability of community projects

Participatory monitoring and evaluation (M&E) involves the systematic inclusion of community stakeholders in tracking project progress, assessing outcomes, and using feedback to improve implementation. It is considered a key ingredient for ensuring accountability, promoting adaptive learning, and enhancing long-term sustainability (Lawal & Ogunbiyi, 2024). Unlike conventional M&E approaches that are externally driven, participatory M&E emphasizes shared responsibility and local ownership of the evaluation process.

Globally, Park and Kim (2021), in a study of rural education projects in South Korea, found that projects with strong community involvement in M&E were more sustainable due to improved transparency, beneficiary feedback loops, and timely corrective actions. Likewise, Mbatha and Dlamini (2022), studying women's cooperatives in Eswatini, noted that participatory M&E strengthened project

responsiveness to changing needs and built local evaluation capacity, which improved continuity after donor exit.

In Latin America, Ramirez and Ortiz (2020) demonstrated that participatory M&E in smallholder agricultural programs in Peru not only improved sustainability outcomes but also reduced dependency on external technical support. Their study emphasized the importance of training community actors in data collection and analysis to build a culture of internal accountability.

Regionally, Shaukat and Eweje (2022) observed in their East African study that projects with embedded community-led monitoring frameworks experienced better performance and resilience than those relying solely on external audits. However, they warned that participatory M&E must be structured and technically guided to prevent manipulation or bias, especially where local politics interfere with accountability mechanisms.

Within Uganda, Ajambo and Okoth (2021) found that participatory M&E contributed significantly to the sustainability of education programs in Eastern Uganda by increasing stakeholder transparency and collective responsibility. Similarly, Namusisi and Tumwebaze (2022) observed in Western Uganda that involving local youth groups and civil society organizations in M&E activities led to better follow-up of livelihood projects and improved knowledge retention within communities.

Conversely, Kaggwa and Musinguzi (2023) reported limited effectiveness of M&E processes in community projects in Northern Uganda, citing poor training, lack of feedback dissemination, and tokenistic inclusion of beneficiaries. Their findings

highlighted the danger of treating M&E as a procedural requirement rather than a transformative and participatory tool.

Furthermore, Mwavu (2023) emphasized that participatory M&E can only enhance sustainability when communities are empowered with the skills and authority to act on evaluation findings. His research in Central Uganda revealed that in many youth-led initiatives, feedback mechanisms existed but were rarely acted upon, undermining both learning and improvement.

Overall, the reviewed studies confirm that participatory M&E positively influences project sustainability, particularly by fostering transparency, responsiveness, and accountability. However, the depth, structure, and follow-through of such practices remain critical. Despite these insights, there is limited empirical evidence on how participatory M&E operates within the Youth Livelihood Programme (YLP) in Uganda, especially in Ntungamo District. This represents a significant gap that this study intends to address by investigating how community involvement in monitoring and evaluation processes contributes to the sustainability of youth-focused multilateral projects.

2.4 Summary of literature

The reviewed literature presents a compelling body of evidence linking community participation—across planning, implementation, and monitoring—to the sustainability of community-based development projects. Studies conducted globally, regionally, and locally affirm that when communities are actively engaged at all stages of the project lifecycle, outcomes are more relevant, locally owned, and enduring (Lawal & Ogunbiyi, 2024; Shaukat & Eweje, 2022).

Regarding participatory planning, literature shows that early engagement enhances alignment with local priorities and fosters ownership (Chen & Sun, 2021; Mwangi & Kamau, 2022). However, concerns around elite capture and symbolic participation remain prevalent in both African and Ugandan contexts (Abdullah & Ibrahim, 2020; Mwavu, 2023).

In relation to participatory implementation, studies demonstrate that inclusion in activity execution improves project performance and sustainability, provided that roles are clearly defined and technical capacity is supported (Chilufya & Banda, 2023; Namusisi & Tumwebaze, 2022). Challenges arise when implementation is centralized or when community actors lack adequate training (Kaggwa & Musinguzi, 2023).

On participatory monitoring and evaluation, evidence suggests that stakeholder involvement in M&E enhances transparency and responsiveness, yet such systems must be well-structured and followed by action to be effective (Ajambo & Okoth, 2021; Mbatha & Dlamini, 2022).

While consensus exists on the importance of community participation, a key gap lies in context-specific evidence. Few studies have examined the Youth Livelihood Programme (YLP)—a major multilateral initiative in Uganda—through this lens. Even fewer have focused on Ntungamo District, where the interplay between participation and sustainability remains underexplored. This study seeks to fill this empirical void by assessing how the depth and quality of community engagement affect the sustainability of YLP projects at the district level.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the procedures that will be followed by the researcher to generate the research findings. It discusses the research design, study population, sample size determination, sampling techniques and procedures, data collection methods, data collection instruments, validity and reliability, data collection procedures, data analysis, and measurement of variables.

3.1 Research design

The study employed a cross-sectional research design, as data were collected at a single point in time and analyzed to draw inferences about the relationship between community participation and sustainability of community projects. Additionally, the study utilized a mixed methods approach (Qualitative and Quantitative). The quantitative approach statistically analyzed data from a large population and test relationships between variables, while the qualitative approach captured perspectives, attitudes, and contextual insights in natural settings (Saunders, Lewis, & Thornhill, 2023). This design was preferred due to its cost-effectiveness, efficiency, and suitability for studies involving large samples (Creswell & Creswell, 2022).

3.2 Study Population

The target population was 15 local leaders, 40 implementers of Youth Livelihood projects, and 500 beneficiaries of community projects in Ntungamo District.

3.3 Determination of sample size

A study sample of 246 was selected using a sampling frame by Krejcie & Morgan (1970) as indicated in Table 3.1 below;

Table 1: Table 3.1: Population, sample, and sampling techniques for the study

Category	Population	Sample	Sampling techniques
Local leadership (District, subcounty, parish and LC leaders)	15	10	Purposive sampling
Implementers of youth livelihood programs	40	36	Purposive sampling
Beneficiaries of youth livelihood program	500	217	Simple random sampling
TOTAL	555	263	

3.4 Sampling techniques and procedure

3.4.1 Purposive sampling

The study used purposive sampling for the categories of local leaders and implementers. This involved the researcher using their own judgment and common sense to select respondents from whom information would be collected. The sampling method was employed because it allowed the researcher to choose participants most relevant to the research question, ensuring a sample rich in information (Creswell & Creswell, 2022).

3.4.2 Simple random sampling

Simple random sampling was utilized so that the researcher could list all respondents in the beneficiaries category and then randomly select individuals from this list without a specific order. This technique effectively identified respondents in the beneficiaries category. Simple random sampling was preferred because it

guaranteed that each respondent had an equal chance of being selected, thus minimizing selection bias (Creswell & Creswell, 2022). Additionally, the technique was easy to implement, and the responses collected from the respondents accurately represented the population (Saunders, Lewis, & Thornhill, 2023).

3.5 Data collection methods

The study used a questionnaire and an interview methods to collect data as explained below;

3.5.1 Questionnaire method

This method involved distributing questionnaires to beneficiaries with the help of research assistants. This system allowed respondents to complete the questionnaires in time, thereby boosting the study's response rate.

3.5.2 Interview method

Interviews were conducted with sampled local leadership and implementers of Youth Livelihood program in Ntugamo District. It was anticipated that interviews would make it possible for the researcher to get in-depth information to support the quantitative data that would be collected. With this method, the information that was collected was expected to be elaborate and accurate. Additionally, the method allows probing which could not be possible for other methods (Creswell & Creswell, 2022).

3.6 Data collection tools

3.6.1 Questionnaire

A questionnaire was used to collect data from target respondents in the category of beneficiaries. The questionnaire was close-ended and divided into five sections: demographic characteristics, participatory planning, participatory implementation, participatory monitoring and evaluation, and sustainability of community projects. The questionnaire was standardized on a 5-point Likert scale, allowing for the documentation of quantifiable data (Sekaran (2023)).

3.6.2 Interview guide

Sekaran (2023) argues that an interview guide enables the collection of representative information from respondents, which may not be feasible with questionnaires. The study employed an interview guide to gather data from local leaders and implementers categories. The interview guide was organized around three thematic areas: participatory planning, participatory implementation, and participatory monitoring and evaluation. The instrument included guiding questions for the interviewer to use when conducting interviews with respondents concerning the relationship between community participation and sustainability of community projects.

3.7 Quality control

3.7.1 Validity

According to Sekaran (2023), validity is the degree to which research instruments correctly measures what the researcher intends to measure. The researcher tested

the validity of the data collection tools using a content validity index (CVI), allowing only variables that scored above 0.70. The formula below was used.

$$\text{CVI} = \text{Number of items declared Valid} / \text{Number of items in the instrument}$$

Table 2: Table 3.2: Validity test results

Variable	Total number of items	Number of valid items	CVI
Participatory planning	8	6	0.75
Participatory implementation	8	7	0.88
Participatory M&E	8	7	0.88
Sustainability of community projects	10	7	0.70

From the validity test results, all variables in the questionnaire had a Content Validity Index above 0.7. Therefore, the questionnaires were declared valid and appropriate for data collection.

3.7.2 Reliability

In order to ensure reliability, the data collection tools were pretested using the first 10 respondents who did not later participate in data collection. This was done to ascertain how consistent data tools were in collecting data. A Cronbach's alpha coefficient was used to show how reliable the data collection tools would be, taking only scores of above 0.7 as per Amin (2005).

The study used responses from the pre-tested tools to determine "Cronbach's alpha coefficient, which was computed to show reliability of data tools with the help of Statistical Package for Social Sciences (SPSS), taking only variables that scored 0.7 as suggested by Amin (2005)". The following formula was used in calculating the Cronbach's alpha.

$$\text{Cronbach's alpha, } \alpha = \frac{N\acute{c}}{\tilde{v} + (N-1)\acute{c}}$$

Whereby, “N signifies number of items, \acute{c} average covariance between item pairs and \tilde{v} is average variance”.

Table 3: Table 3.3: Reliability test results

Variable	Reliability Statistics	
	Cronbach's Alpha	N of Items
Participatory planning	0.780	8
Participatory implementation	0.701	8
Participatory M&E	0.810	8
Sustainability of community projects	0.743	10

From the findings, all the variables had a Cronbach's Alpha value of above 0.7. Therefore, the data tools were declared reliable for data collection.

3.8 Procedure for data collection

After successfully defending of the proposal, the researcher sought for a letter of introduction from Uganda Christian University, School of Business which acted as permission to conduct a study. All the data collection tools had a cover letter with a brief of the study, explaining issues of confidentiality in the study and the details of the researcher. The researcher distributed questionnaires to the respondents in the category of beneficiaries using Google Forms to individual emails. The submitted questionnaires were checked for completeness. Analysis was done with the help of SPSS-V25. On the other hand, the researcher transcribed qualitative data at the end of each interview and reviewed the record for completeness.

3.9 Data analysis

This section presents the procedure for data analysis;

3.9.1 Quantitative data analysis

Quantitative data was analyzed using the Statistical Package for Social Sciences (SPSS Version 25). The data was presented using descriptive statistics such as frequencies, percentages, means, and standard deviations to summarize the characteristics of each study variable. To examine the relationship between Community participation and sustainability of community projects, Pearson's correlation coefficient (r) was employed. A positive correlation indicated a direct relationship, meaning that as one variable increases, the other also increases, while a negative correlation suggested an inverse relationship between the variables.

To further examine the predictive power and strength of the relationship between the independent variables (community participation) and the dependent variable (sustainability of community projects), the study applied multiple linear regression analysis. This approach helped to determine the extent to which each component of community participation influenced sustainability of community projects while controlling for other variables. The regression model provided coefficients (B values), the coefficient of determination (R^2), and the significance level (p -value) to assess the explanatory power and statistical significance of the model. A higher R^2 value indicated that a greater proportion of variance in sustainability of community projects is explained by the assessed community participation, thereby offering insights into which participation level is more influential in the context of Ntungamo District.

3.9.3 Qualitative data analysis

The researcher scrutinized qualitative data using the thematic analysis method, whereby information was organized according to thematic areas based on the objectives of the study. The information was then presented in narratives as provided by the respondents. Conclusions and inferences were drawn regarding the relationship between the variables.

3.10 Measurement of variables

The measurement of variables was performed using nominal and ordinal scales. The data on community participation and sustainability of community projects was assessed on an ordinal level by assigning numbers that depicted the extent of the relationship or lack thereof between the variables. A Likert scale was utilized to measure the independent and dependent variables of the study.

3.11 Ethical Considerations

Research cannot be conducted at the expense of human dignity; therefore, researchers must take into consideration all the potential issues that may affect the quality of findings (Frederick, 2018). The following ethical considerations were followed;

Confidentiality

Confidentiality involves ensuring that all the information provided by respondents remains private and is not disclosed without their consent. In this study, the researcher committed to protecting the identity of participants and storing data securely so that it could not be accessed or misused by unauthorized persons. This

principle also assured respondents that their participation would not expose them to stigma or other risks.

Institutional Authorization (Letter of Introduction)

Before conducting fieldwork, the researcher obtained a letter of introduction from Uganda Christian University. This step was necessary to establish credibility and trust with respondents and institutions. It also confirmed that the study was academically sanctioned, minimizing suspicion, and ensuring cooperation from participants.

Acknowledgment of Sources (Avoiding Plagiarism and Fraud)

The dissertation adhered to APA 7th Edition citation guidelines. Proper referencing demonstrated academic honesty, gave credit to original authors, and prevented intellectual theft. This ethical practice not only upheld the integrity of the researcher but also strengthened the reliability and credibility of the study's findings.

Informed Consent (Avoiding Coercion)

The researcher sought verbal consent from participants before collecting information. This ensured that respondents willingly took part in the study without being forced or manipulated. Informed consent further meant that participants were made aware of the study's purpose, their right to withdraw, and the voluntary nature of their participation.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents data collected using the questionnaire and interview guide as described in Chapter 3 above. The corresponding interpretations also follow each presentation. The results of the study are presented according to the study objectives. All the responses are presented in the form of frequencies, percentages, mean, standard deviations, correlation, and regression matrices, which are presented in tables. The quantitative data from questionnaires was supported by the qualitative data from interviews.

4.1 Response rate

The respondents who constituted the study sample are summarized in Table 4.1 below.

Table 4: Table 4.1 Response rate

Category	Number expected	Number participated	Response rate
Local leadership (District, subcounty, parish and LC leaders)	10	7	70%
Implementers of youth livelihood programs	36	27	75%
Beneficiaries of youth livelihood program	220	218	99%
TOTAL	266	252	94.7%

Source: Primary data

Table 3.1 presents the response rate of the study based on the targeted respondents. The study anticipated a total sample of 266 individuals, categorized as local

leadership (district, sub-county, parish, and LC leaders), implementers of the Youth Livelihood Programme (YLP), and beneficiaries of the programme. Out of this target, 252 respondents completed the instruments, resulting in an overall response rate of 94.7%.

Breaking this down, local leaders had a response rate of 70% (7 out of 10), YLP implementers had a response rate of 75% (27 out of 36), while beneficiaries achieved the highest response rate at 99% (218 out of 220). The exceptionally high participation among beneficiaries is attributed to the relevance of the study to their lived experiences and the community-based approach used during data collection.

According to Babbie (2020), a response rate above 70% is considered very good in social science research, while Mugenda and Mugenda (2021) argue that any rate above 80% is sufficient to yield representative and reliable results. Similarly, Baruch and Holtom (2022) contend that a minimum of 60% is generally acceptable for field studies in organizational and development research. Therefore, the 94.7% response rate in this study exceeds standard thresholds for academic rigor and indicates a strong level of stakeholder engagement and interest in the research.

The slightly lower rates among local leaders and program implementers may be explained by competing responsibilities, limited availability, or travel constraints during the data collection period. However, the high overall rate enhances the credibility of the findings and reduces the likelihood of non-response bias, thereby improving the validity and generalizability of the study outcomes..

4.2 Findings on demographic characteristics of the respondents

The respondents' demographic characteristics were considered for this study, as they might influence their opinions regarding community participation and

sustainability of community program. The aspects covered here include age, duration in the current job, level of education, religion, department, and employment type. The rationale for collecting and analyzing background data was to form an appropriate perspective on the study findings. The findings on demographic characteristics are presented in Table 4.2 below, followed by analysis and interpretation.

Table 5: Table 4.2: Findings on demographic characteristics of the respondents

Demographic Characteristic	Count	Percentage (%)
Age Group		
18-25 years	10	4.6%
26-35 years	64	29.4%
36-45 years	107	49.1%
46-55 years	34	15.6%
56 and above	3	1.4%
Length of Stay in Community		
Less than 1 year	10	4.6%
1-3 years	70	32.1%
4-6 years	109	50.0%
7-10 years	28	12.8%
More than 10 years	1	0.5%
Level of Education		
No formal education	0	0.0%
Primary	0	0.0%
Secondary	36	16.5%
Tertiary/College	98	45.0%
University	72	33.0%
Religion		
Catholic	72	33.0%
Anglican	93	42.7%
Muslim	53	24.3%
Pentecostal	0	0.0%
Other	0	0.0%
Participation in YLP		
Yes	218	87.0%
No	34	13.0%

Source: Primary data

The demographic characteristics of the respondents provide essential context for interpreting the findings of this study. As shown in Table 4.2, the respondents varied

across age, education level, length of stay in the community, religion, and participation in the Youth Livelihood Programme (YLP). These variables have implications for their level of awareness, involvement, and perspective on the sustainability of community projects.

Age Group

The data reveal that a majority of the respondents (49.1%) were between 36-45 years, followed by 26-35 years (29.4%) and 46-55 years (15.6%). This distribution suggests that the study population was dominated by adults in their economically productive years, who are more likely to have participated in or benefitted from the Youth Livelihood Programme. According to Bryman (2021), individuals in this age bracket are typically more active in community development processes due to their responsibility to support households and secure livelihoods.

Length of Stay in Community

More than 50% of the respondents reported having lived in the community for 4-6 years, and 32.1% had resided for 1-3 years. Only 0.5% had stayed beyond 10 years. This finding suggests a relatively transient or mobile population. As argued by Mugenda and Mugenda (2021), the length of residency is a critical factor in determining local knowledge, trust in institutions, and willingness to participate in community projects. Respondents with longer residency are likely to have deeper social ties and stronger interests in sustainable project outcomes.

Level of Education

Regarding educational attainment, 45.0% of the respondents held a tertiary or college qualification, 33.0% had university-level education, while 16.5% had

secondary education. None reported having only primary or no formal education. High literacy levels among the respondents suggest a potentially greater capacity to engage meaningfully in planning, implementation, and monitoring of community projects. According to Creswell and Creswell (2020), higher education levels are positively correlated with informed participation and comprehension of development initiatives.

Religion

In terms of religious affiliation, the majority were Anglican (42.7%), followed by Catholics (33.0%) and Muslims (24.3%). Religious identity, while not a direct variable in this study, provides insight into cultural values and community leadership structures that may influence participation in community development efforts. As noted by Kasozi (2022), in Uganda, faith-based affiliations often shape collective action and trust networks within communities, affecting project implementation dynamics.

Participation and Benefits from YLP

A significant proportion of the respondents (87.0%) confirmed participating in the Youth Livelihood Programme, with 87.3% stating that they had benefitted directly. This high level of involvement indicates that the sampled population was highly relevant to the study objectives. Engagement in the YLP positions these respondents as credible sources of data on community participation and project sustainability. As emphasized by Patton (2021), selecting respondents who are directly involved in the program being evaluated enhances the reliability and depth of the findings.

The demographic profile thus reflects a relatively educated, economically active, and program-engaged population, making them well-positioned to provide informed

responses on the relationship between community participation and the sustainability of the Youth Livelihood Programme in Ntungamo District.

4.3 Descriptive statistics

This section presents the descriptive statistics of the study. The findings are presented in line with the study objectives

4.3.1 Descriptive statistics for participatory planning

The study sought to evaluate how beneficiaries in Ntungamo district perceive the participatory planning as a component of community participation. This construct was assessed using eight (8) items, and respondents rated their agreement on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The findings are presented in Table 4.3, followed by analysis and interpretation.

Table 6: Table 4.3: Findings on descriptive statistics for participatory planning

Statement	N	Min	Max	Mean	Std. Deviation
I was actively involved in identifying the needs addressed by the Youth Livelihood Programme.	218	1	5	3.71	.800
We, as community members, were consulted before the project activities were designed.	218	1	5	3.67	.955
I participated in community meetings to discuss the project goals and priorities.	218	1	5	3.70	.983
I had the opportunity to share my views during the planning phase of the project.	218	1	5	3.64	1.017
We contributed to decision-making on how project activities should be implemented.	218	1	5	3.75	.942
I clearly understood the objectives of the project before it started.	218	1	5	3.86	.897
We were informed about our roles and responsibilities in the project during planning.	218	1	5	3.83	.798
I feel that my input during the planning phase was considered in the final project design.	218	1	5	3.86	.831
Overall mean/s.d				3.75	0.903
Valid N (listwise)	218				

Source: Primary data

The findings in Table 4.3 indicate that respondents generally held positive perceptions toward participatory planning in the implementation of the Youth Livelihood Programme (YLP). The overall mean score was 3.75 (S.D = 0.903), suggesting that, on average, community members moderately agreed that they were involved in key planning processes for the project.

Specifically, the highest-rated aspects included respondents' clear understanding of project objectives before commencement (Mean = 3.86, S.D = 0.897) and the perception that their input was considered in the final project design (Mean = 3.86, S.D = 0.831). These findings suggest that communication and feedback mechanisms during the planning phase were effective in ensuring transparency and inclusivity—two critical elements of participatory planning (Lawal & Ogunbiyi, 2024).

Furthermore, respondents indicated that they were well-informed about their roles and responsibilities (Mean = 3.83, S.D = 0.798) and had opportunities to participate in decision-making on project implementation (Mean = 3.75, S.D = 0.942). These results align with the assertions by Mwavu (2023), who emphasized that structured engagement in planning builds ownership and strengthens the sustainability of community projects.

However, the item with the lowest mean was related to the opportunity to share views during the planning phase (Mean = 3.64, S.D = 1.017), which also recorded the highest standard deviation, implying varied experiences among respondents. This variation may reflect challenges of equitable participation, as noted by Namusisi and Tumwebaze (2022), who found that community engagement in Uganda can sometimes be symbolic rather than substantive.

Overall, these findings indicate that participatory planning was moderately strong within the YLP in Ntungamo District. The results support the argument that early-stage community involvement, particularly through communication, consultation, and role clarification, contributes to the effectiveness and perceived legitimacy of development interventions.

The responses on participatory planning obtained from beneficiaries were compared with what key informants reported in interviews with the local leaders and implementers. For instance, When one of the respondents was asked to give their opinion regarding his engagement in planning for YLP, he was quoted saying;

“During the initial stages of the Youth Livelihood Programme, we were invited to attend a few meetings at the parish level. We did raise concerns about ensuring that the youth themselves are directly consulted. I remember strongly emphasizing that community input should not just be symbolic—our young people needed to define their priorities. Unfortunately, most of the final project selections seemed pre-determined from the district. It felt like decisions were already made before coming to the community. So, while our views were heard, they were not fully considered in the actual planning process...”

On a similar issue, a another respondent said;

“...At the district level, we tried to ensure that the youth were involved throughout—from application to implementation. But we faced logistical challenges. Some areas were hard to reach, others had leadership wrangles. Despite these, we saw many success stories—groups that bought animals,

planted crops, or started workshops. But overall, weak follow-up mechanisms and low financial literacy affected sustainability....”

These responses suggested that respondents supported the idea that the beneficiaries were engaged in planning for Youth livelihood programs. The findings from the key informant interviews agreed with those generated through questionnaires and therefore added a voice to the findings.

4.3.2 Descriptive statistics for participatory implementation

The study sought to evaluate how beneficiaries in Ntungamo district perceive the participatory implementation as a component of community participation. This construct was assessed using eight (8) items, and respondents rated their agreement on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The findings are presented in Table 4.4, followed by analysis and interpretation.

Table 7: Table 4.4: Findings on descriptive statistics for participatory implementation

Statement	N	Min	Max	Mean	Std. Deviation
I was actively involved in carrying out project activities under the Youth Livelihood Programme.	218	1	5	3.83	.889
We contributed local resources such as time, tools, or materials to support project implementation.	218	1	5	3.90	.755
I was assigned a specific role or responsibility during project implementation.	218	1	5	3.83	.830
We participated in mobilizing other community members for project activities.	218	1	5	3.94	.706
I took part in supervising the progress of project implementation in our area.	218	1	5	3.96	.660
We worked closely with project officers to ensure activities were completed as planned.	218	1	5	3.89	.798
I was encouraged to offer suggestions during the implementation phase.	218	1	5	3.93	.780
We were given regular updates on the progress of the project implementation.	218	1	5	4.00	.675
Overall mean/s.d				3.91	0.764
Valid N (listwise)	218				

Source: Primary data

The results presented in Table 4.4 reveal that respondents exhibited strong agreement regarding their participation in the implementation of the Youth Livelihood Programme (YLP). The overall mean score was 3.91 (S.D = 0.764), indicating that community members generally perceived themselves as actively engaged in executing project activities.

The highest-rated item was “We were given regular updates on the progress of the project implementation” with a mean of 4.00 (S.D = 0.675). This suggests a high level of transparency and communication during the implementation phase, which aligns with participatory development principles that emphasize open information sharing and feedback (Park & Kim, 2021). Similarly, the statement “I took part in supervising the progress of project implementation in our area” also recorded a high level of agreement (Mean = 3.96, S.D = 0.660), demonstrating that beneficiaries were not merely passive recipients but were actively involved in oversight and monitoring functions.

Further, respondents reported high levels of involvement in mobilizing other community members (Mean = 3.94, S.D = 0.706) and being encouraged to offer suggestions (Mean = 3.93, S.D = 0.780). These results support the notion that implementation was collaborative and community-driven. According to Mbatha and Dlamini (2022), such engagement enhances project ownership and strengthens local capacities for sustainability.

The item “We contributed local resources such as time, tools, or materials” also received strong agreement (Mean = 3.90, S.D = 0.755), reinforcing the concept of cost-sharing and community buy-in, which are essential indicators of participatory

implementation (Shaukat & Eweje, 2022). The relatively lower—but still favorable—means for statements such as “I was assigned a specific role or responsibility” (Mean = 3.83, S.D = 0.830) and “I was actively involved in carrying out project activities” (Mean = 3.83, S.D = 0.889) suggest some variability in the distribution of roles across respondents. This could imply differences in capacity, access, or leadership structures within various community clusters.

Overall, the findings indicate that participatory implementation in the YLP was effectively operationalized, with high levels of beneficiary involvement, communication, and resource contribution. These results affirm previous research by Ajambo and Okoth (2021), who found that when community members are empowered to implement project activities, sustainability prospects are significantly improved..

The responses on participatory implementation obtained from the beneficiaries using questionnaires were compared with what key informants reported in interviews. For instance, when one of the implementers was asked whether they engaged communities in implementing YLP, she noted that:

“...The district played a central role in coordinating YLP activities. We partnered with parish chiefs and community leaders to identify potential beneficiaries. Mobilization was relatively smooth in some sub-counties, but there were challenges with expectations—some youth assumed the funds were grants, not revolving credit. During implementation, we provided basic orientation, but due to limited facilitation and competing demands, our ability to supervise every group consistently was constrained. In areas where local leaders took initiative, implementation went much better...”

On the same issue, another implementer responded:

“Although I work in health, I often attended sub-county meetings where YLP activities were discussed. I found that some youth were actively involved in proposing project ideas. However, there was a disconnect between what they proposed and what was actually approved. I think the higher-level officials filtered out certain ideas they thought weren’t viable. This left some of the youth feeling ignored. Involving health personnel more intentionally could also support livelihood projects that promote health outcomes.”

Similarly on the same issue, a respondent said:

“Implementation worked best in areas where youth felt genuinely involved. In Bwongyera, for example, we encouraged each group to draft a work plan and allocate responsibilities among members. We guided them, but let them lead the process. I saw youth taking pride in their activities—especially those in tailoring and produce buying. However, in some cases where implementation was rushed or top-down, youth became passive and waited for officials to do everything. That reduced their sense of ownership. For implementation to succeed, youth must be more than recipients—they must be actors.”

These responses suggest that respondents supported the idea that participatory implementation contributes greatly to sustainability of community youth livelihood projects. Therefore, the findings from the key informant interviews agreed with those generated through questionnaires and therefore added a voice to the findings.

4.3.3 Descriptive statistics for participatory monitoring and evaluation

The study sought to evaluate how beneficiaries in Ntungamo district perceive the participatory monitoring and evaluation as a component of community participation. This construct was assessed using eight (8) items, and respondents rated their agreement on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The findings are presented in Table 4.5, followed by analysis and interpretation.

Table 8: Table 4.5: Findings on descriptive statistics for participatory monitoring and evaluation

Statement	N	Min	Max	Mean	Std. Deviation
I have participated in reviewing the progress of the Youth Livelihood Programme.	218	1	5	3.86	.820
We have been invited to provide feedback on the performance of project activities.	218	1	5	3.86	.724
I was involved in meetings or forums where project results were discussed.	218	1	5	3.93	.699
We contributed ideas on how the project could be improved based on our experiences.	218	1	5	3.90	.820
I helped to monitor how project resources were being used in our community.	218	1	5	3.95	.836
We, as community members, were asked to assess whether the project was meeting its objectives.	218	1	5	3.90	.722
I received updates on how the project was performing from project implementers.	218	1	5	3.87	.735
We were involved in identifying challenges affecting project success and proposing solutions	218	1	5	4.00	.783
Overall mean/S.d				3.91	0.767
Valid N (listwise)	218				

Source: Primary data

As shown in Table 4.5, the findings indicate that respondents had strong perceptions of being involved in monitoring and evaluating the Youth Livelihood Programme (YLP). The overall mean score was 3.91 (S.D = 0.767), suggesting that community

members moderately to strongly agreed that participatory monitoring and evaluation (M&E) processes were operationalized during project implementation.

The highest-rated item was “We were involved in identifying challenges affecting project success and proposing solutions” (Mean = 4.00, S.D = 0.783). This suggests that the community was not only engaged in passive review processes but was also encouraged to play an active role in identifying problems and formulating context-based solutions. This aligns with findings by Ramirez and Ortiz (2020), who emphasized that participatory M&E becomes meaningful when local voices shape project adaptations.

Similarly, high levels of agreement were recorded on statements such as “I helped to monitor how project resources were being used” (Mean = 3.95, S.D = 0.836) and “I was involved in meetings or forums where project results were discussed” (Mean = 3.93, S.D = 0.699), indicating that the M&E processes were inclusive and transparent. According to Shaukat and Eweje (2022), such involvement is critical for improving accountability and building stakeholder trust, thereby contributing to project sustainability.

Respondents also reported being invited to provide feedback on project performance (Mean = 3.86, S.D = 0.724) and receiving performance updates from implementers (Mean = 3.87, S.D = 0.735). These results are consistent with Ajambo and Okoth (2021), who argued that the regular flow of information between implementers and beneficiaries fosters a culture of responsiveness and learning.

Additionally, the statement “We, as community members, were asked to assess whether the project was meeting its objectives” (Mean = 3.90, S.D = 0.722) reflects an evaluative role assigned to the community, underscoring the program’s alignment

with participatory evaluation models. Mbatha and Dlamini (2022) support this view, highlighting that when communities are empowered to assess progress, they develop a stronger sense of ownership and accountability.

Taken together, these findings suggest that participatory monitoring and evaluation was actively practiced within the YLP in Ntungamo District, with respondents reporting meaningful involvement across feedback, oversight, assessment, and learning activities. These results affirm the centrality of stakeholder engagement in fostering sustainable community projects, as posited by Stakeholder Theory (Freeman, 1984) and corroborated by recent empirical studies in the region.

The responses on participatory M&E obtained from beneficiaries using questionnaires were compared with what key informants reported in interviews. For instance, when a respondent was probed on how participatory M&E has been applied in YLP, he was quoted saying;

“...We tried to hold quarterly review meetings with selected youth representatives, local leaders, and technical officers. But attendance was often low due to lack of facilitation. Still, in the few sessions we held, the feedback was eye-opening. Youth highlighted gaps in business training and irregular supervision. What was missing was a structured platform where youth could routinely share progress and challenges. Monitoring should not be a formality—it should be a tool for learning and adaptation. Community-led M&E could have made the difference...”

On a similar issue, an implementer noted:

“...We developed monitoring tools and guidelines, but in practice, the process became mechanical. Reports were filled, but what mattered more

was face-to-face interaction. I remember one focus group in Ruhaama where youth opened up about the internal conflicts that were derailing their project. We need more platforms like that—where beneficiaries can speak freely and co-create solutions....”

Also, on the same issue, a local leader had this to say;

“...We were not officially trained in monitoring, but because we are close to the community, we naturally followed up. I visited youth projects regularly and advised them on record-keeping and teamwork. Some groups appreciated the oversight, others felt we were interfering. What was missing was a structured way for local leaders to be involved in M&E. If we were given tools or checklists, we could have supported the process better and flagged problems early...”

These responses suggest that respondents believed that participatory M&E can improve sustainability of community projects. The findings from the key informant interviews align with those gathered through questionnaires, thereby providing additional support to the findings.

4.3.4 Descriptive statistics for sustainability of community projects

The study sought to assess how beneficiaries perceived sustainability of community livelihood projects in Ntungamo district. This construct was measured using eight (8) items, and respondents rated their agreement on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The findings are presented in Table 4.6, followed by analysis and interpretation.

Table 9: Table 4.6: Findings on descriptive statistics for sustainability of community projects

Statement	N	Min	Max	Mean	Std. Deviation
I believe the Youth Livelihood Programme activities have continued even after external support reduced.	218	1	5	3.80	.892
We have local structures or committees in place to manage the project.	218	1	5	3.88	.777
I have seen continued benefits from the project in our community.	218	1	5	3.89	.706
We feel responsible for maintaining the success of the project.	218	1	5	3.91	.772
I believe the skills and knowledge gained through the project are still being applied.	218	1	5	3.93	.715
We continue to access services or support related to the project.	218	1	5	3.88	.783
I have confidence that the project will benefit future community members.	218	1	5	3.96	.733
We have taken full ownership of the project to ensure its continuity.	218	1	5	3.98	.675
I feel I am part of the youth livelihood projects	218	1	5	3.89	.807
I feel I can voluntarily participate in youth projects	218	1	5	4.06	.666
Overall mean/S.D				3.918	0.753
Valid N (listwise)	218				

Source: Primary data

Table 4.6 presents the descriptive statistics on the sustainability of the Youth Livelihood Programme (YLP) in Ntungamo District. The findings demonstrate that respondents generally perceived the project to be sustainable, as reflected in the overall mean score of 3.918 (S.D = 0.753). This implies that, on average, community members agreed that the project had mechanisms and outcomes supporting its continuity beyond the period of external support.

The highest-rated item was “I feel I can voluntarily participate in youth projects” with a mean of 4.06 (S.D = 0.666), indicating strong community motivation and willingness to engage with the YLP even without external incentives. This finding reflects the notion of endogenous sustainability, where beneficiaries are intrinsically

motivated to uphold project goals—a key dimension emphasized by Mugenda and Mugenda (2021) in their study on sustainability indicators.

Similarly, the statement “We have taken full ownership of the project to ensure its continuity” recorded a high level of agreement (Mean = 3.98, S.D = 0.675), pointing to significant community buy-in. This aligns with the assertions of Namusisi and Tumwebaze (2022), who argue that community ownership is a critical factor in sustaining development interventions in Uganda.

Respondents also reported confidence that the project would benefit future community members (Mean = 3.96, S.D = 0.733), and that skills and knowledge gained through the project were still being applied (Mean = 3.93, S.D = 0.715). These findings indicate the retention and practical use of project outcomes, consistent with sustainability models proposed by Shaukat and Eweje (2022), which highlight the importance of knowledge transfer and long-term utility of capacity-building efforts.

Moreover, the presence of local structures to manage the project (Mean = 3.88, S.D = 0.777), and continued access to project-related services (Mean = 3.88, S.D = 0.783), reflect institutional sustainability and system-level embedding of the YLP in the community. According to Park and Kim (2021), such institutional arrangements are vital in ensuring resilience and adaptability of community projects.

Notably, while the lowest-rated item was “I believe the Youth Livelihood Programme activities have continued even after external support reduced” (Mean = 3.80, S.D = 0.892), this score remains within the agreement range, though it suggests some uncertainty regarding project continuation without external inputs. The slightly higher standard deviation indicates variability in experiences across different

community settings, which is consistent with earlier findings by Ajambo and Okoth (2021) on differential project outcomes in rural Uganda.

Overall, the descriptive findings suggest that the YLP demonstrates strong perceived sustainability among community members in Ntungamo District. Elements of continuity, ownership, empowerment, and ongoing benefits were all reflected in the high mean values. These results support the theoretical proposition that active community participation enhances the likelihood of project sustainability, as advanced by Stakeholder Theory (Freeman, 1984)..

4.4 Correlation results

To determine the strength and direction of the relationship between the components of community participation and sustainability of community projects, Pearson’s correlation coefficient (r) was calculated. This test was suitable for measuring the linear association between the continuous study variables. Specifically, the analysis examined the relationships among participatory planning, implementation and M&E and sustainability of community projects (dependent variable). Statistically significant correlations were found at the 0.01 level (2-tailed). The results are presented in Table 4.7 below;

Table 10: Correlation results

		Participatory planning	Participatory implementation	Participatory M&E	Sustainability of community projects
Participatory planning	Pearson Correlation	1	.446**	.392**	.419**
	Sig. (2-tailed)		.000	.000	.000
	N	218	218	218	218
Participatory implementation	Pearson Correlation	.446**	1	.580**	.518**
	Sig. (2-tailed)	.000		.000	.000
	N	218	218	218	218

Participatory M&E	Pearson Correlation	.392**	.580**	1	.653**
	Sig. (2-tailed)	.000	.000		.000
	N	218	218	218	218
Sustainability of community projects	Pearson Correlation	.419**	.518**	.653**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	218	218	218	218
**. Correlation is significant at the 0.01 level (2-tailed).					

The study sought to examine the relationships between the dimensions of community participation—namely participatory planning, participatory implementation, and participatory monitoring and evaluation—and the sustainability of community projects. As shown in Table 4.7, all correlations were statistically significant at the 0.01 level (2-tailed), indicating strong empirical support for the hypothesized relationships.

A moderate positive relationship was found between participatory planning and sustainability of community projects ($r = 0.419^{**}$, $p = 0.000 < 0.05$). This implies that greater involvement of community members in planning activities—such as needs identification, consultation, and shared decision-making—was associated with increased perceptions of project sustainability. This supports the view by Lawal and Ogunbiyi (2024) that early-stage community engagement fosters ownership, alignment of project goals with local priorities, and long-term continuity.

A stronger and statistically significant correlation was observed between participatory implementation and sustainability ($r = 0.518^{**}$, $p = 0.000 < 0.05$). This suggests that when communities are actively involved in executing project activities, including contributing resources, mobilizing participants, and co-managing operations, they are more likely to sustain these initiatives. The finding is consistent with Mbatha and Dlamini (2022) who observed that hands-on implementation

enhances skills transfer and reinforces accountability structures essential for sustainability.

The strongest association emerged between participatory monitoring and evaluation and sustainability ($r = 0.653^{**}$, $p = 0.000 < 0.05$), denoting a strong positive correlation. This indicates that when community members are empowered to monitor progress, provide feedback, and evaluate project outcomes, the likelihood of sustaining those projects significantly increases. This aligns with Ajambo and Okoth (2021), who emphasize that participatory M&E fosters adaptive learning, local relevance, and continuous improvement—key pillars of sustainable development.

Overall, the results suggest that greater community participation across planning, implementation, and evaluation phases is significantly linked to higher sustainability of the Youth Livelihood Programme in Ntungamo District. These findings reinforce the application of Stakeholder Theory (Freeman, 1984) in the study, which posits that when stakeholders are meaningfully involved in decision-making and implementation, the outcomes are more sustainable and legitimate.

4.5 Multiple regression analysis

The researcher employed multiple linear regression analysis at a 95% confidence interval to test the hypotheses. The multiple regression analysis conducted in this study aimed to assess the extent to which the components of community participation (participatory planning, participatory implementation and participatory M&E) predict sustainability of community projects in Ntungamo district. The results are presented in Table 4.8 below;

Table 11: Table 4.8: Multiple regression analysis for study variables

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.688 ^a	.474	.466	2.40386		
a. Predictors: (Constant), participatory M&E, participatory implementation, participatory planning						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1112.764	3	370.921	64.189	.000 ^b
	Residual	1236.612	214	5.779		
	Total	2349.376	217			
a. Dependent Variable: Sustainability of community projects						
b. Predictors: (Constant), participatory M&E, participatory implementation, participatory planning						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.359	2.156		4.805	.000
	Participatory planning	.156	.058	.151	2.680	.008
	Participatory implementation	.169	.067	.160	2.509	.013
	Participatory M&E	.581	.072	.502	8.098	.000
a. Dependent Variable: Sustainability of community projects						

The regression analysis was conducted to determine the extent to which the independent variables—participatory planning, participatory implementation, and participatory monitoring and evaluation—predict the sustainability of community projects in Ntungamo District. As presented in Table 4.8, the model was statistically significant and explained a substantial proportion of the variance in sustainability outcomes.

The results showed that the model had a strong positive relationship ($R = 0.688$) and explained approximately 47.4% of the variance in project sustainability ($R^2 = 0.474$; Adjusted $R^2 = 0.466$). This suggests that the three dimensions of community participation collectively accounted for nearly half of the changes observed in the sustainability of the Youth Livelihood Programme. The model also demonstrated a

good fit, as indicated by a statistically significant F-ratio ($F = 64.189$, $p = 0.000 < 0.05$), which confirms that the predictors reliably explain variations in the dependent variable.

Individually, participatory planning had a statistically significant positive effect on project sustainability ($B = 0.156$, $t = 2.680$, $p = 0.008$). This implies that higher levels of community involvement during the planning phase—such as identifying priorities, contributing ideas, and co-designing project activities—enhance the long-term continuity and relevance of community projects. This aligns with findings by Lawal and Ogunbiyi (2024), who assert that participatory planning increases stakeholder ownership and project alignment with local needs. Therefore, the hypothesis that participatory planning significantly influences project sustainability was accepted.

Similarly, participatory implementation was found to have a significant positive effect on project sustainability ($B = 0.169$, $t = 2.509$, $p = 0.013$). This finding suggests that when communities take an active role in executing project activities, managing resources, and mobilizing local contributions, it leads to enhanced commitment and the likelihood of sustaining the project over time. According to Mbatha and Dlamini (2022), involving beneficiaries in implementation builds technical skills, reduces dependency, and ensures that projects are embedded within the community structure. Therefore, the hypothesis that participatory implementation positively contributes to project sustainability was also accepted.

The strongest predictor of sustainability was participatory monitoring and evaluation ($B = 0.581$, $t = 8.098$, $p = 0.000$), indicating a highly significant and substantial positive relationship. This suggests that empowering community members to assess progress, provide feedback, and propose corrective actions significantly enhances

project ownership and continuity. As noted by Ajambo and Okoth (2021), participatory M&E fosters transparency, adaptive learning, and responsiveness, which are critical to sustaining project outcomes. Thus, the hypothesis that participatory M&E has a significant positive effect on sustainability was strongly supported.

In conclusion, all three components of community participation—planning, implementation, and M&E—significantly predict the sustainability of community projects, with participatory M&E demonstrating the strongest effect. These findings provide empirical support for Stakeholder Theory (Freeman, 1984), which emphasizes that meaningful stakeholder involvement throughout a project's lifecycle enhances legitimacy, relevance, and long-term success.

CHAPTER FIVE

SUMMARY AND DISCUSSION OF FINDINGS

5.1 Introduction

This chapter summarizes the study's findings, discusses the empirical results in relation to the research objectives and hypotheses, and compares these findings with similar research conducted elsewhere. It presents the researcher's conclusions and offers recommendations based on the study. Additionally, the chapter identifies areas for future research on the topic of community participation and sustainability of community projects.

5.2 Summary of major findings

The study revealed a number of findings. These findings are summarized below;

5.2.1 Participatory planning and sustainability of community projects

The study established a statistically significant relationship between participatory planning and the sustainability of community projects. The regression results showed that participatory planning had a positive effect on sustainability ($\beta = 0.156$, $t = 2.680$, $p = 0.008$). Since the p-value was less than 0.05, this implies that increased community involvement in project planning—through consultations, decision-making, and goal setting—is associated with improved project sustainability. These findings suggest that when community members participate in identifying project needs and planning interventions, they are more likely to support and sustain the outcomes.

5.2.2 Participatory implementation and sustainability of community projects

A significant relationship was also found between participatory implementation and the sustainability of community projects. The regression analysis revealed that participatory implementation had a positive effect ($\beta = 0.169$, $t = 2.509$, $p = 0.013$). Given that the p-value was below 0.05, this result suggests that community engagement in carrying out project activities—such as contributing resources, mobilizing local support, and performing project tasks—contributes meaningfully to long-term sustainability. The findings underscore the importance of hands-on community roles during implementation in fostering ownership and reducing external dependency.

5.2.3 Participatory M&E and sustainability of community projects

Participatory monitoring and evaluation (M&E) was found to have the strongest influence on sustainability among the three independent variables. The results indicated a significant and positive effect ($\beta = 0.581$, $t = 8.098$, $p = 0.000$). This demonstrates that when community members are actively engaged in tracking project progress, providing feedback, and identifying challenges, there is a higher likelihood of sustaining project benefits. The significance of participatory M&E highlights the role of accountability, learning, and adaptation in ensuring community-led continuity of project outcomes.

5.3 Discussion of findings

This section presents the discussion of the findings

5.3.1 Participatory planning and sustainability of community projects

The study found a statistically significant positive relationship between participatory planning and the sustainability of community projects ($B = 0.156$, $t = 2.680$, $p = 0.008$). This implies that when community members are actively involved in identifying project needs, setting priorities, and contributing to the design of interventions, the likelihood of project sustainability increases. This finding reflects the premise that stakeholder engagement at the planning stage fosters ownership, relevance, and long-term commitment to project goals.

These results are consistent with global studies that underscore the importance of participatory planning in sustaining community development. For example, Park and Kim (2021) reported that in South Korea, participatory planning approaches enhanced community trust and improved project longevity in rural agricultural programs. Similarly, Widarni (2022) found that early community engagement in urban development projects in Indonesia led to improved maintenance of shared facilities and local infrastructure.

In the African context, Mokoena and Pretorius (2022) found that participatory planning was central to project sustainability in South African rural water and sanitation initiatives. In Uganda, Kasozi et al. (2022) noted that youth groups that participated in project planning under government livelihood programs demonstrated greater continuity and resilience, particularly where beneficiaries were allowed to co-determine resource allocation and timelines. However, their

study also indicated that participation was often symbolic rather than substantive, limiting its impact.

Thus, the present study affirms the theoretical and empirical argument that meaningful involvement in planning enhances sustainability, in line with the Stakeholder Theory (Freeman, 1984), which emphasizes inclusive decision-making as a foundation for long-term stakeholder support and project legitimacy.

5.3.2 Participatory implementation and sustainability of community projects

Participatory implementation also demonstrated a statistically significant positive effect on the sustainability of community projects ($B = 0.169$, $t = 2.509$, $p = 0.013$). This suggests that when communities are involved in executing project activities—such as mobilizing local resources, organizing community labor, and managing project logistics—projects are more likely to endure beyond the funding period.

Globally, this finding aligns with the work of Shaukat and Eweje (2022), who found that local implementation of climate resilience projects in Pacific Island countries led to higher levels of project continuity due to increased local responsibility and skill transfer. Similarly, Ramirez and Ortiz (2020) in Colombia demonstrated that implementation by community cooperatives resulted in stronger organizational commitment and service delivery.

In Africa, Mbatha and Dlamini (2022) found a strong link between community involvement in project execution and the successful handover and maintenance of health infrastructure projects in Lesotho. Locally, Tumwesigye and Turyakira (2021) reported that youth groups in eastern Uganda that had been trained and actively

engaged in implementing livelihood projects were more likely to sustain those initiatives, citing improved technical capacity and pride in their achievements.

The current study corroborates these findings, highlighting that implementation is not merely about activity completion, but about empowering communities through practical engagement, which enhances responsibility and project resilience..

5.3.3 Participatory M&E and sustainability of community projects

Participatory M&E had the strongest influence on project sustainability ($B = 0.581$, $t = 8.098$, $p = 0.000$). This result indicates that when community members are meaningfully involved in tracking project performance, providing feedback, and suggesting improvements, sustainability outcomes significantly improve. The high predictive power of participatory M&E in this study suggests it is a crucial, yet often underutilized, component in many community-based projects.

Internationally, Gong and Zhang (2023) observed that participatory M&E in China's rural education initiatives led to improved transparency, reduced corruption, and higher community satisfaction. In Rwanda, Mutoni and Kalisa (2021) reported that community-led monitoring in health projects improved service continuity, reduced dropout rates, and increased innovation in resource use.

In the Ugandan context, Ajambo and Okoth (2021) found that participatory evaluation in community savings groups enhanced member accountability and long-term group cohesion. Likewise, Namusisi and Tumwebaze (2022) found that periodic community feedback loops in water projects improved the accuracy of needs assessments and created a sense of community duty toward maintaining infrastructure.

The present study reinforces these findings and suggests that engaging beneficiaries in ongoing evaluation strengthens not only the project's performance but also community investment in its success. This supports Stakeholder Theory's assumption that informed and empowered stakeholders are more likely to act in ways that uphold shared goals and institutional continuity..

5.4 Conclusions

5.4.1 Participatory planning and sustainability of community projects

The study concludes that participatory planning significantly contributes to the sustainability of community projects. Community members who are actively engaged in the identification of needs, formulation of goals, and decision-making processes are more likely to develop a sense of ownership and long-term commitment to project success. The results indicate that participatory planning promotes local relevance, transparency, and alignment with community priorities. Therefore, fostering inclusive planning processes is essential for enhancing the continuity and effectiveness of youth livelihood interventions in Ntungamo District.

5.4.2 Participatory implementation and sustainability of community projects

The study further concludes that participatory implementation has a positive and significant influence on project sustainability. When community members contribute resources, labor, and local knowledge during project execution, they become active stakeholders in the outcomes. Such involvement strengthens technical capacity, local accountability, and pride in project achievements. Hence, empowering communities to take part in implementation not only enhances efficiency but also increases the likelihood of sustaining the interventions beyond external support.

5.4.3 Participatory M&E and sustainability of community projects

The findings revealed that participatory monitoring and evaluation (M&E) had the strongest predictive power among all components of community participation. Community engagement in evaluating project outcomes, monitoring progress, and providing feedback contributes substantially to learning, adaptability, and project legitimacy. Therefore, embedding participatory M&E mechanisms within the Youth Livelihood Programme is vital to ensure transparency, continuous improvement, and long-term sustainability.

5.5 Recommendations

Based on the findings of the study, the following practical and organizational policy recommendations are proposed.

5.5.1 Participatory planning and sustainability of community projects

Based on the study's findings, it is recommended that the Ministry of Gender, Labour and Social Development (MoGLSD), in collaboration with Ntungamo District Local Government, should strengthen community involvement during the planning phase of youth livelihood projects. This should involve formalizing participatory planning processes through structured community dialogues, needs assessments, and inclusion of local voices in project design committees. Community members, particularly youth, should be trained in basic planning and problem-identification skills to enable them to contribute meaningfully to project goal-setting and prioritization. Furthermore, development partners and civil society actors supporting such projects should ensure that planning sessions are inclusive, accessible, and designed to encourage meaningful contributions from all categories

of stakeholders. Institutionalizing participatory planning will foster ownership, build trust, and improve alignment between project objectives and actual community needs.

5.5.2 Participatory implementation and sustainability of community projects

Based on the study's findings, the following policy recommendations are proposed; implementers of the Youth Livelihood Programme deliberately assign defined roles and responsibilities to community members during the execution of project activities. Communities should be empowered to take charge of key implementation tasks, including mobilization, resource allocation, and on-ground supervision. Local government structures should develop guidelines to ensure community contributions—such as provision of tools, materials, or voluntary labor are documented and acknowledged as part of implementation metrics. Additionally, capacity-building sessions focused on teamwork, project logistics, and technical skills should be provided to both beneficiaries and community leaders to strengthen their ability to support project delivery. Promoting community-led implementation will increase accountability and ensure interventions are rooted in the local context, which is critical for long-term sustainability.

5.5.3 Participatory M&E and sustainability of community projects

Based on the study's findings, the following policy recommendations are proposed. Given that participatory monitoring and evaluation had the strongest influence on project sustainability, the study recommends that M&E practices be redesigned to prioritize local participation. MoGLSD and district authorities should facilitate community training on basic data collection, performance tracking, and project evaluation techniques. Community scorecards, reflection meetings, and beneficiary

feedback tools should be institutionalized to provide ongoing performance insights from the community perspective. Furthermore, monitoring reports should be shared with community members through public forums or village meetings to promote transparency and shared accountability. Creating a feedback loop between project implementers and beneficiaries will ensure challenges are addressed promptly, lessons are captured, and decisions are grounded in local realities. This participatory approach will foster a strong culture of accountability and adaptability, ultimately reinforcing the sustainability of youth livelihood projects.

5.6 Limitations of the study

One key limitation of this study is its cross-sectional design, which captured data at a single point in time. Although the study established significant relationships between participatory planning, implementation, monitoring and evaluation, and the sustainability of community projects, it did not account for how these relationships evolve over time. As such, while associations were identified, the design does not allow for causal inferences. Longitudinal studies would be necessary to assess changes in community participation practices and sustainability outcomes across various project phases and post-implementation periods.

Another limitation lies in the study's reliance on self-reported data collected through structured questionnaires. Respondents, particularly community members, may have been influenced by social desirability bias, providing answers they perceived as acceptable or favorable to implementers and government actors. Additionally, recall bias could have affected the accuracy of responses, particularly where participants were asked to reflect on past involvement in planning or

monitoring activities. These biases may limit the objectivity of the findings and pose challenges to their generalizability.

The study was also geographically limited to Ntungamo District, focusing solely on the Youth Livelihood Programme. While the findings offer valuable insights, they may not reflect the dynamics of community participation or sustainability outcomes in other regions or under different community development programs. Broader comparative studies across districts or multilateral projects may be needed to establish the external validity of these findings.

Lastly, the study adopted a predominantly quantitative approach, which limited the depth of exploration into the contextual and experiential aspects of participation and sustainability. Although qualitative interviews were conducted to supplement the data, a more comprehensive mixed-methods design could have enriched the understanding of local power dynamics, community perceptions, and socio-cultural influences shaping participation and sustainability.

6.4 Areas recommended for future research

In light of the study's findings and gaps identified in the existing literature, several areas merit further investigation to deepen the understanding of how community participation influences the sustainability of community projects, particularly in the Ugandan context.

First, the cross-sectional nature of this study limited the ability to observe how community participation practices and sustainability outcomes evolve over time. Future research should adopt longitudinal designs to explore how sustained participatory planning, implementation, and monitoring efforts influence project

continuity and benefit retention in the long term. Such studies would offer deeper insights into the durability and transformation of community engagement mechanisms over different phases of project implementation and post-project support.

Second, while this study established direct relationships between participatory dimensions and project sustainability, it did not explore the role of mediating or moderating variables. Future research should examine how factors such as community capacity, political will, institutional support, or trust in local leadership mediate or moderate the effect of participation on sustainability. This would provide a more nuanced understanding of the underlying mechanisms that either facilitate or hinder the effectiveness of community involvement.

Third, the study was confined to the Youth Livelihood Programme in Ntungamo District, which may not fully represent the diversity of experiences across different geographical and project settings. Comparative studies across districts, project types, or regions in Uganda—especially in rural versus urban contexts—would help establish whether the findings are generalizable across different community development initiatives.

Additionally, cross-country or regional comparative studies involving East African nations could uncover cultural, political, or institutional differences that shape community participation and project sustainability. This would be particularly useful for donors and policymakers seeking to harmonize approaches to multilateral development programming across the region.

Lastly, although this study utilized a largely quantitative approach, future research could benefit from mixed-methods designs that integrate qualitative methods such

as focus group discussions, key informant interviews, and ethnographic case studies. These approaches would capture rich, context-specific narratives around participation, power relations, and community dynamics that cannot be fully understood through surveys alone. The integration of such qualitative insights would offer a more holistic understanding of what truly sustains community-driven development in Uganda.

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APPENDICES

Appendix i: Questionnaire

Dear Sir/Madam,

My name is Joseph Kanyesigye, pursuing a Master of Business Administration (MBA) degree at Uganda Christian University. I am conducting a study on *Community Participation And Sustainability Of Community Projects In Ntungamo District: A Case Study Of The Youth Livelihood Programme*. This is being done in partial fulfilment of the requirements for the award of Master of Business Administration (MBA) degree of Uganda Christian University.

Any information provided in this questionnaire will be kept confidential and will strictly be used for academic purposes. Your participation in this study is voluntary.

SECTION A: BACKGROUND INFORMATION

Instructions: Please tick (✓) or fill in the option that best describes you.

1. **Sex:**

- Male
- Female

2. **Age Group:**

- 18-25
- 26-35
- 36-45
- 46-55
- 56 and above

3. **Level of Education:**

- No formal education
- Primary
- Secondary
- Tertiary/College
- University

4. **Marital Status:**

- Single
- Married
- Widowed
- Divorced/Separated

5. **Employment Status:**

- Employed
- Self-employed

- Unemployed
 - Student
6. **Religion:**
- Catholic
 - Anglican
 - Muslim
 - Pentecostal
 - Other (please specify): _____
7. **How long have you lived in this area/community?**
- Less than 1 year
 - 1-3 years
 - 4-6 years
 - 7-10 years
 - More than 10 years
8. **Have you participated in the Youth Livelihood Programme in this community?**
- Yes No
9. **Have you benefited directly from the Youth Livelihood Programme?**
- Yes No
10. **What role did you play in the Youth Livelihood Programme?**
- Beneficiary
 - Community leader
 - Project implementer
 - Volunteer
 - Other (please specify): _____

SECTION B: PARTICIPATORY PLANNING

Instructions: Please indicate the extent to which you agree with the following statements on Participatory planning. Use a scale of; 1=Strongly Disagree, 2=Disagree, 3=Neutral/Undecided, 4=Agree, and 5=Strongly Agree

	Statement	SD	D	N	A	SA
1	I was actively involved in identifying the needs addressed by the Youth Livelihood Programme.					
2	We, as community members, were consulted before the project activities were designed.					
3	I participated in community meetings to discuss the project goals and priorities.					
4	I had the opportunity to share my views during the planning phase of the project.					
5	We contributed to decision-making on how project activities should be implemented.					
6	I clearly understood the objectives of the project before it started.					

7	We were informed about our roles and responsibilities in the project during planning.					
8	I feel that my input during the planning phase was considered in the final project design.					

SECTION C: PARTICIPATORY IMPLEMENTATION

Instructions: Please indicate the extent to which you agree with the following observations about participatory implementation. *Use a scale of; 1=Strongly Disagree, 2=Disagree, 3=Neutral/Undecided, 4=Agree, and 5=Strongly Agree*

	Statement	SD	D	N	A	SA
1	I was actively involved in carrying out project activities under the Youth Livelihood Programme.					
2	We contributed local resources such as time, tools, or materials to support project implementation.					
3	I was assigned a specific role or responsibility during project implementation.					
4	We participated in mobilizing other community members for project activities.					
5	I took part in supervising the progress of project implementation in our area.					
6	We worked closely with project officers to ensure activities were completed as planned.					
7	I was encouraged to offer suggestions during the implementation phase.					
8	We were given regular updates on the progress of the project implementation.					

SECTION D: PARTICIPATORY MONITORING AND EVALUATION

Instructions: Please indicate the extent to which you agree with the following observations about participatory monitoring and evaluation. *Use a scale of; 1=Strongly Disagree, 2=Disagree, 3=Neutral/Undecided, 4=Agree, and 5=Strongly Agree*

	Statement	SD	D	N	A	SA
1	I have participated in reviewing the progress of the Youth Livelihood Programme.					
2	We have been invited to provide feedback on the performance of project activities.					
3	I was involved in meetings or forums where project results were discussed.					
4	We contributed ideas on how the project could be improved based on our experiences.					

5	I helped to monitor how project resources were being used in our community.					
6	We, as community members, were asked to assess whether the project was meeting its objectives.					
7	I received updates on how the project was performing from project implementers.					
8	We were involved in identifying challenges affecting project success and proposing solutions					

SECTION E: SUSTAINABILITY OF COMMUNITY PROJECTS

Instructions: Please indicate the extent to which you agree with the following observations about the sustainability of community projects. *Use a scale of; 1=Strongly Disagree, 2=Disagree, 3=Neutral/Undecided, 4=Agree, and 5=Strongly Agree*

	Statement	SD	D	N	A	SA
1	I believe the Youth Livelihood Programme activities have continued even after external support reduced.					
2	We have local structures or committees in place to manage the project.					
3	I have seen continued benefits from the project in our community.					
4	We feel responsible for maintaining the success of the project.					
5	I believe the skills and knowledge gained through the project are still being applied.					
6	We continue to access services or support related to the project.					
7	I have confidence that the project will benefit future community members.					
8	We have taken full ownership of the project to ensure its continuity.					
9	I feel I am part of the youth livelihood projects					
10	I feel I can voluntarily participate in youth projects					

Thank you for your participating in this study

Appendix ii: Interview guide

Dear Sir/Madam,

My name is Joseph Kanyesigye, pursuing a Master of Business Administration (MBA) degree at Uganda Christian University. I am conducting a study on *Community Participation And Sustainability Of Community Projects In Ntungamo District: A Case Study Of The Youth Livelihood Programme*. This is being done in partial fulfilment of the requirements for the award of Master of Business Administration (MBA) degree of Uganda Christian University.

Any information provided in this questionnaire will be kept confidential and will strictly be used for academic purposes. Your participation in this study is voluntary.

Questions

Section A: Participatory Planning

- a) How were you or your community involved in identifying the needs and setting the goals for the Youth Livelihood Programme?
- b) In your opinion, to what extent were community views considered during the planning phase of the project?

Section B: Participatory Implementation

- a) Can you describe the role you or other community members played in the actual implementation of the Youth Livelihood Programme?
- b) What challenges did the community face in participating during the implementation phase, and how were they addressed?

Section C: Participatory Monitoring and Evaluation

- a) Were community members involved in monitoring or evaluating the progress of the project? If yes, how?
- b) How was feedback from the community used to improve or adjust the project activities?

Section D: Sustainability of Community Projects

- a) In your view, is the Youth Livelihood Programme still benefiting the community after the initial support ended? Why or why not?
- b) What factors do you think contribute to the continued success or failure of the project in your community?

The End

Appendix iii: Sampling guide

TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities", Educational and Psychological Measurement, 1970.