

**EXAMINING THE EFFECTS OF YOUTH LIVELIHOOD PROGRAMME ON
YOUTH EMPLOYMENT IN NADUNGET SUB COUNTY MOROTO DISTRICT**

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DECLARATION

I, Akello Pamela, hereby declare that this dissertation entitled, “Examining the effect of Youth livelihood Programme on Youth Unemployment in Nadunget Sub County in Moroto District” is my own original work that has never been submitted for an award at any organization. I hereby certify that I have read and understood the university's policies on plagiarism.

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APPROVAL

This is to acknowledge that this dissertation entitled, Examining the effect of Youth livelihood Programme on Youth Unemployment in Nadunget Sub county in Moroto District” has been done under my supervision and is now ready for submission to the School of Social Sciences at Uganda Christian University.

Signature:

Date:

Madam Edith Nagadya

DEDICATION

With special regard, I wish to dedicate this piece of work to my Husband Emmanuel Komol and my family members who have always been there to support me in my education. May the Almighty God richly bless you.

ACKNOWLEDGEMENT

I'm grateful to the All-Powerful God for giving me life and guiding me through my education, which hasn't always been simple but is still attainable. I sincerely appreciate all of the hard work and knowledge that my supervisor, Madam Edith Nagadya, provided to me while I was under her care.

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ABSTRACT

This paper aimed to assess the impact that YLP has on household incomes among youths in Moroto District, Uganda. Using a cross-sectional research design, a sample size of 119 respondents has been purposively sampled for simple random sampling. To this end, quantitative data will be collected using structured surveys and analyzed using SPSS v20.0 while qualitative insights will be obtained from key informant interviews and analyzed thematically. Thus, the three specific objectives of this study were: (1) to test the effect of vocational marketable skills on households' income; (2) to test the effect of financial support on household income; and (3) to test the influence of entrepreneurship and life skills on household income.

The results of a strong positive relationship between vocational skills and income of the household were 0.732, indicating that the better vocational training results in a considerable rise in income levels. Additionally, financial support influences income considerably and is assured by the correlation of 0.689. The research also showed that development of entrepreneurship and life skills is positively related to household income, with a correlation coefficient of 0.675. Overall, the findings indicate that YLP increases the household income of the youth in Moroto District through targeted vocational training, financial support, and entrepreneurship education. The study calls for further investment in skill development and financial support as a continuous process of empowering the youth for their economic wellbeing.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Over the last decades, youth empowerment has remained a central attribute in addressing unemployment toward realizing socio-economic development. In this regard, Uganda initiated the YLP in the fiscal year 2013/14 to address such challenges. For instance, the YLP is tailored to unlock the socio-economic potential of the youth for increasing self-employment opportunities and income levels (Mwesigwa & Mubangizi, 2019).

In this regard, policymakers have presented the YLP as a multicomponent intervention in response to the pressing need to support jobless poor young people. The components include vocational skills training, financial support, entrepreneurship development, and life skills education. These components are targeted at meeting a variety of immediate and future needs for the youths and, subsequently, improving their welfare statuses. This study will be important in informing any assessment of the effect of YLP on the level of unemployment among the youth in Nadunget Sub-county, Moroto District.

1.1 Background of the Study

It considered historical background, theoretical background, conceptual background, and contextual background.

1.1.1 Historical background

Targeted youth development programs are one such concept that has faced an overwhelming change in the last decades; the YLP is a part of this journey. The origin of these initiatives dates back to the middle of the 20th century when the global community started seriously tackling the issues of unemployment and poverty among youth as major factors in human development and economic stability.

Most newly independent countries, of which Uganda was a part in the 1950s and 1960s, adopted development based on establishing firm economies and proper governance structures. The focus was basically infrastructural development, increasing access to more educational opportunities, and ensuring there was general economic growth. With this focus, specific programs aimed at addressing youth unemployment were not widely adopted during that era, as general economic development was placed ahead of specific youth development programs (Mwesigwa & Mubangizi, 2019).

The 1980s and 1990s saw major global economic reforms; these included SAPs and the liberalization of economies. In Uganda, such reforms were meant to stabilize the economy and spur growth, though they often resulted in increased disparities and youth unemployment rates due to disruptions in economic structures and reduced job opportunities . This period marked the beginning of a shift towards the recognition that more specific interventions were necessary for the benefit of young people, though these were still limited and fragmented.

This period in the early 2000s ushered in more formalized and focused efforts of youth development. For example, Uganda began to implement several new initiatives in this same general time period aimed at mitigating unemployment through its youth via vocational training, skills building, and entrepreneurship support. As such, these efforts symbolized a more coordinated strategy to deal with unemployment among the youth, as most were informed by lessons from earlier experiences and with changing best practices on the international scene.

During the fiscal year of 2013/14, the government of Uganda developed a critical intervention for reducing high levels of youth unemployment and poverty, known as the Youth Livelihood Programme, or YLP. The goal of the YLP was to provide vocational training, finance, entrepreneurship skills development, and life skills training all in one comprehensive package. This marked yet another important step toward addressing youth development in an integrated manner by the government of Uganda through providing vocational training and facilitating entrepreneurial skills development among its youths for better employability and self-reliance in income.

The YLP, among other initiatives by the government like Emyooga and the Northern Uganda Socio-Action Funds, has been advanced, but most challenges remain rampant, especially in areas

like Moroto District. Poverty, minimal skill levels developed among the youth, and few employment opportunities coupled with local dynamics such as tribalism and regional disparities, as explained by Nakiyingi in 2019, predispose high levels of unemployment among the youth in Moroto.

The YLP is highly promising in Moroto District, both in improving the livelihoods and economic opportunities of the youth. Based on this backdrop, the study evaluated the performance of the YLP in reducing unemployment among youths and established its effect on overall welfare among the youths in Moroto District. The study provided ample insight into the successes of the YLP, as well as further areas in which it could develop and improve vocational skills, financial support, entrepreneurship, and life skills. This paper also aspires to contribute to a deeper understanding of how the program addresses the current issue of unemployment among youths in the region and improves the livelihoods of young people.

1.1.2 Theoretical background

The program theory framework applied in testing the YLP in this study adopted an understanding of the logic and process mechanism of the program by studying the key components of the program activities or inputs, the intended outcomes, and mechanisms for achieving these outcomes. Ideally, the critical inputs of the program, mechanism of delivery together with the treatment strength, need to be identified with the results which shall be expected as an outcome.

Further, the theory of process supplemented this by describing the steps and organizational plans required for proper delivery and utilization of the service. Thus, it included specifics on the procedures involved, significant stages, and possible problems related to implementation, besides identifying immediate, intermediate, and long-run outcomes. In the case of YLP, explicit outcomes like improved youth capacity, self-esteem, and employability were identified. This was despite substantial funding and research into youth employment; thus, there was a gap in evidence on the development of self-reliance among youth, which underlined the need for comprehensive analysis in this area.

1.1.3 Conceptual background

The Youth Livelihood Programme is one of the initiatives that aim to improve the economic status of the youth through targeted supportive mechanisms. To this effect, the Ministry of Local Government and Social Development - MoLGSD, 2019 - addresses how YLP targets the reduction of unemployment and poverty among the youth through financial assistance, vocational training, and entrepreneurial support. This program equips young people with the needed skills and resources for self-employment and economic independence.

A central component of the YLP is the acquisition of marketable vocational skills. Vocational skills, as defined by Becker (1964), are specific competencies and abilities that apply directly in the labor market. These skills will be emphasized in the YLP for enhanced employability and self-employment among the youth. Therefore, the program attempts to equilibrate vocational training with the needs of the labor market in such a way that educational outcomes can meet the demands of the market to enhance employment opportunities for youngsters.

Financial support is another important aspect of the YLP. This means the facilitation of money or resources that will help youth establish or expand a business. According to Yilmaz et al. (2018), economic barriers have to be surmounted, which, where possible, provide avenues for achieving economic stability. The YLP offers its target group opportunities for grants, loans, or subsidy that will enhance their investing in business ventures for economic growth and poverty reduction.

Entrepreneurship, as described by Schumpeter (1934), deals with the creation, organization, and management of new enterprises in efforts to exploit market opportunities. In relation to this description, the YLP seeks to foster entrepreneurship through training in the management and innovation of businesses. This aspect of entrepreneurship will eventually equip the youth with the necessary skills to initiate and manage their own enterprises and thus create jobs for themselves and develop the economy (Nakiyingi, 2019). The YLP fosters entrepreneurial activities to attain sustainable job opportunities for the youth.

In this respect, the various impacts of the YLP can be assessed on household income through key indicators. One of the indicators is earnings increase at the household level. This indicator will measure the total net earnings generated from an employment or business activity initiated with the support of the YLP and shall reflect the effectiveness of the program in increasing income at

the household level. Another critical factor in the assessment is job security; it considers stability and security of the employment that would be gained through the program, hence helps evaluate how effective the program would be in the provision of a reliable source of income at the household level.

The other key component is business expansion, which takes into account the growth and viability of firms established with the help of YLP in terms of profitability or market access. This program may also lead to the inclusion of more streams of income on behalf of the youth, thus diversifying sources of income. Increased general household income stability influences financial security and quality of life.

1.1.4 Contextual background

The Ugandan Government initiated the Youth Livelihood Programme as a way of addressing the rampant challenges of unemployment and financial instability among the youth across the country. The YLP, initiated in the year 2013, provides loans at affordable rates, with support for young people in all the 112 districts for starting and managing their own enterprises. This program is very important in districts like Moroto, characterized by a huge youth population. For example, the 2014 National Population and Housing Census showed that 75.7% of the population is below 30 years, with 22.5% falling within the age bracket of 18 to 30 years eligible for YLP.

YLP's main objectives include developing the socio-economic potential for the youth, improving conditions towards self-employment, and enhancement of incomes. Led by the MGLSD, alongside local governments, it is to be implemented at the community level. Indeed, in the recent past, significant budgets have been allocated towards youth entrepreneurship; this includes 44.5 billion UGX, approximately USD 18 million in the 2011/12 budget, UGX 3.5 billion, that is USD 1.5 million in 2012/13, and UGX 265 billion, about USD 100 million for five consecutive years starting September 2013. It provides up to UGX 12.5 million, approximately USD 5,000 per individual business, and up to UGX 24,400,000, approximately USD 10,000 maximum for gender concerns, to support business development, job creation, and entrepreneurial skills among the private sector.

The YLP plays a very important role in Moroto District, where there is a big need for economic opportunities. However, the district does have special challenges related to high levels of poverty,

very limited resource availability, and infrastructural problems. Despite the probable benefits, implementation in Moroto has not gone well, including poor loan repayment rates among those challenges. Of the UGX 10.5 billion disbursed in 2013, only UGX 2.2 billion was repaid as of March 2016, a figure that is consistent with the study by Miranda et al. (2016). These complications regarding repayment and the limited effectiveness of the program in improving the income of households create an opportunity to investigate how YLP has affected the incomes of households in the Nadunget subcounty of Moroto District.

1.2 Problem statement

The Government of Uganda initiated the Youth Livelihood Programme in 2013 to help young people defeat unemployment and poverty through financial support and vocational training. At its inception, the program was to increase self-employment, especially among the young population, spur economic growth through access to cheap startup loans, and impart skills that would be helpful in this respect-all at an initial budget of UGX 265 billion. The YLP has faced an uphill struggle in achieving the desired results (Nabachwa, 2019).

The situation on the ground remains critical in Moroto District. The youth have faced continued high levels of unemployment and poverty, defeating most of the objects of the program. An audit report reveals severe issues of political interference and mismanagement of funds, as evidenced by the low recovery rate of the disbursed funds. For instance, out of UGX 38,659,000 allocated in 2015 to the seven groups, only UGX 1,856,000 has been recovered by one group towards the year 2024. Moreover, unemployment within the district has also increased by 0.7% (UBOS, 2018), further underlining how far away youth can be from accessing a sustainable household income. This study explores the effect that the YLP has on household income in Moroto District.

1.3 Purpose of the study

This study aimed to investigate the impacts of the Youth Livelihood Programme on household income in the Nadunget sub-county of Moroto District.

1.4 Objectives of the study

1. To determine the effect of vocational marketable skills on household income among the youths in Moroto District.

2. To assess the influence of financial support on household income among the youths in Moroto District.
3. To evaluate the extent to which entrepreneurship and life skills contribute to household income among the youths in Moroto District.

1.5 Research questions

1. What is the effect of vocational marketable skills on household income among the youths in Moroto District?
2. What is the influence of financial support on household income among the youths in Moroto District?
3. How do entrepreneurship and life skills contribute to household income among the youths in Moroto District?

1.6 Scope of the study

1.6.1 Content scope

In terms of content, the study was limited to assessing the effectiveness of the Youth Livelihood Programme (YLP) on household income among youth in Moroto District. The YLP was measured in terms of vocational marketable skills, financial support, and entrepreneurship life skills. On the other hand, household income was conceptualized through four key indicators: increase in earnings among households, job security, business expansion, and diversification of income sources.

1.6.2 Geographical scope

The study was carried out in Moroto District, which is located in northeastern Uganda and is bounded to the north by Kotido District, to the northwest by Nakapiripirit District, to the west by Napak District, to the southwest by Amudat District, and to the east by Kenya. Because of its severe young unemployment issues and the existence of the young Livelihood Programme (YLP) interventions, Moroto District was selected for the study.

1.6.3 Time scope

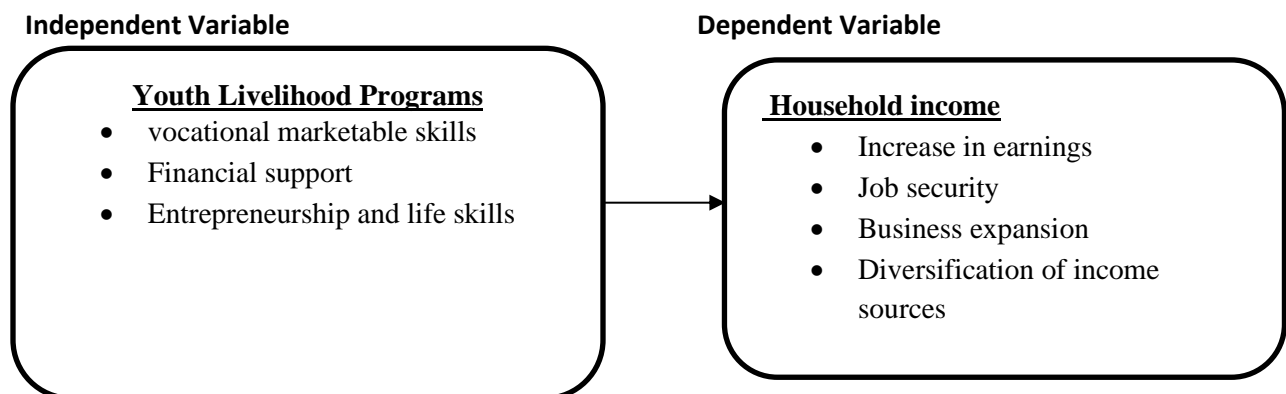
The study covered the period from 2013 to 2018. This period corresponded to the implementation phase of the Youth Livelihood Programme (YLP) in Moroto District and encompassed the years during which performance issues were reported.

1.7 Justification of the study

This study was therefore justified because various studies have been done on the relationship between youth development programs and economic outcomes; however, there is a significant gap in understanding the specific impacts of such programs in localized contexts like Moroto District. While general studies have addressed broader issues of youth unemployment and poverty, they often fail to provide detailed insights into the effectiveness of specific interventions, such as YLP in Uganda especially in rural areas (Fox & Kaul, 2018; Nakiyingi, 2019). Additionally, existing literature predominantly focuses on broader geographic or national levels, neglecting the nuanced challenges faced by individual districts. The YLP's inefficiencies in fund utilization and persistent high unemployment rates in Moroto further highlight the urgency of this issue. By investigating the precise impacts of the YLP on youth well-being in Moroto, this study aims to fill these critical gaps, offering evidence-based insights that can improve program effectiveness.

1.8 Conceptual framework

Figure 1: Conceptual Framework



Source: Adapted with modification from Becker (1964) on vocational training, Schumpeter (1934) on entrepreneurship, and WHO (2015) on life skills.

The conceptual framework demonstrates how the YLP influences family income levels amongst the youth. The independent variables are: vocational training, financial support, development of entrepreneurship, and life skills training. Such mentioned components are put forward in order to ensure that the level of the youth is increased through employability, business capabilities, and economic stability. The dependent variable, household income, is measured through indicators such as increase in earnings among households, job security, business expansion, and diversification of income sources. The framework posits that effective implementation of YLP components would directly improve these income indicators.

1.9 Significance of the study

The study would be of great importance to various entities like; policy makers, future researchers and academicians in the following ways.

For policymakers and the Government of Uganda, this study offers crucial insights into the practical outcomes of the YLP in a targeted rural context. It was to outline specific program challenges and successes, and it would make it easier to decide on the allocation of resources, policy adjustment, and strategic improvement in a manner to serve the needs of the youth better. It would be used to inform the designing of more relevant interventions sensitive to local realities for the attainment of relevant socio-economic outcomes of youth programs across the country through evidence-based recommendations.

For academics, the findings would advance theoretical and empirical knowledge on the effectiveness of youth livelihood programs, offering a valuable case study for similar contexts and fostering further research on improving youth empowerment and economic resilience in developing regions (YLP Evaluation Report, 2018; Kaba, 2020).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This literature review identified what is already known concerning the research topic, identified knowledge gaps identified, contextualized the research in academic discourse to ensure the proposed research does not duplicate any part. It included sources such as textbooks, internet articles, journals, and newspapers concerning key variables identified and aligned with the study's objectives.

2.1 Conceptualization of Youth Livelihood Programme

YLP is a Government of Uganda (GOU) program that provides inexpensive start-up loans to young people who are unemployed and impoverished across the nation's 112 districts (Ocungi, 2019). With a total budget of 265 billion Ugandan Shillings, it has a five-year initial planning span from 2013–14 to 2017–18. After that, it will be extended for another period (YLP Process Evaluation Report, 2018).

The National Population and Housing Census of 2014 (Census Report 2016) found that 75.7% of people are under 30. An additional 22.5% fall into the Youth Livelihoods Program's 18–30 age range (Census Report 2016). Although poverty rates in Uganda have drastically decreased throughout the NRM government's thirty years in power, the National Household Survey (2012–13) shows that unemployment has been rising rapidly, rising from 1.9% in 2009, 3.0% in 2011, and 9.4% in 2012–13. According to the 2018 UBO Youth Employment Report, young people make up the bulk of the unemployed.

Increasing self-employment options and income levels while empowering young people to realize their socioeconomic potential is the aim of YLP development. The Ministry of Gender, Labour and Social Development (MGLSD) works with local governments to implement the community demand driven (CDD) initiative (YLP Process Evaluation Report, 2016). The Youth Livelihood Programs were started by the Ugandan government to encourage youth self-employment and entrepreneurship through entrepreneurship finance. UGX 44.5 billion, or roughly US\$ 18 million, was set aside for youth entrepreneurship promotion initiatives in the 2011–12 national budget.

Additionally, the 2012/13 budget included an additional UGX 3.5 billion (US\$ 1.5 million) (MFPED, 2018). In September 2013, the government greatly expanded youth programs by distributing UGX 265 billion (roughly US\$ 100 million) over five years, allowing youth to borrow up to UGX 12.5 million (US\$ 5,000), with loan limits of UGX 24.4 million (US\$ 10,000). Enterprise growth, job creation, and the training and development of business skills are some of the main cornerstones of these government efforts. The foundation of Uganda's youth programs is the idea that, since they make up over 90% of the private sector, micro, small, and medium-sized businesses are likely to be key players in creating jobs (MFPED, 2012).

Youth outreach is accomplished through local community activities, and loan repayment improves the program's sustainability. (Report on YLP Process Evaluation, 2016). According to Sekanjako and Nakajubi (2019), the Youth Livelihoods Program does not need the youth to furnish any security in order to access the Ug sh. 265 billion, in contrast to the Youth Capital Venture Fund. Because they frequently lack collateral, a verifiable credit history, or stable work, financial institutions do not view young people as creditworthy (Ahaibwe and Kasirye, 2019).

According to results from the 2013 FINSCOPE III study, just 4.1% of Ugandan adolescents between the ages of 18 and 30 had the same opportunity to obtain credit from official bank institutions, whereas 5.7% of the country's adult population had done so (FINSCOPE III, EPRC, 2018). As a result, the YLP's revolving funds are regarded as both appropriate and timely for Ugandan youth in order to reduce youth unemployment and create additional opportunities for income-generating activities that could assist reduce poverty.

2.2 Theoretical review

The present study employed the Program Theory Framework as a guide for investigating the effectiveness of the YLP in relation to youth wellbeing. As Donaldson first described it in 2007, and then expanded by Kadiyala et al. in 2019, the approach considered that deepened understanding of a program's underpinning logic was an essential ingredient in determining effectiveness. This framework focused on the key components in the program, which included inputs, activities, the intended outcomes expected to emerge, and mechanisms behind the realization of respective outputs. The framework showed how mapping these elements can make sure that every particular aspect of the program is meticulously aligned for attainment of goals.

According to the Program Theory Framework, details were needed on the levels of critical inputs, which involved mechanisms of delivery and strength of interventions. The clarity sufficed in detailing exactly how specific activities have led to desired results while at the same time ensuring the process leading to such an outcome was well documented. Donaldson added that a good program theory should outline the steps and stages of implementation involved, and also the likely challenges, in addition to delineating the outcomes into immediate, intermediate, and long-term effects.

The current study was able to implement this framework in the YLP in an attempt to give a comprehensive review of how the many facets of the program, which include vocational training, financial support, and entrepreneurship development, combined to bring about change in wellbeing among youths. By showing how the different elements are linked in a causal chain to produce the intended effects, the framework had a deep insight into the effectiveness of the program in reducing unemployment and poverty among the youth. It was a structured approach, very relevant, as it addressed the gaps in the existing evidence, therefore helping inform better policymaking and program design.

However, the most serious criticisms over the Program Theory Framework are that they are based on linear cause-and-effect assumptions, which might oversimplify the implementation of programs and their outcomes. Some argued that the framework did not explain enough how external factors or contextual variation can cause variation in program success, making it less adaptable to challenges unforeseen a priori. These criticisms notwithstanding, the framework's emphasis on detailed planning and documentation remained an important tool to assess the YLP and further improve its intended impacts on youth wellbeing.

2.3 Effect of Vocational Marketable Skills on Household Income among Youths

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2.4 The Influence of Financial Support on Household Income among Youths

In this regard, Rahman et al. (2020) investigated the impact of financial support on household income among youths in Bangladesh. The study showed that with access to financial support such as microcredit programs and cash transfer schemes, indicators of household income improved noticeably, as depicted by increased income levels, improved access to educational and healthcare

facilities, and standard of living. The program signaled that financial support plays a significant role in poverty alleviation and the economic empowerment of youths and their families in Bangladesh.

In Ghana, the implications of financial support on household incomes were assessed by Agyei-Mensah and Owusu (2018). As reported by this study, the financial support programs, translating into increased income at the household level, were facilitated through government grants, social assistance programs, and community-based initiatives that resulted in higher levels of income, increased access to basic amenities, and decreased poverty rates. The study cited empirical evidence that expressed the need for targeted financial interventions in promoting socio-economic development and household income among Ghanaian youths.

A study by Nkurunziza et al. (2019) conducted in Rwanda investigated the effect of finance support on household income for youths. The findings showed that the finance-supportive programs, which entailed government subsidies, agricultural loans, and the empowerment of youth, had superior household income outcomes that improved the level of income while encouraging entrepreneurship and access to essential services. The study highlighted that the financial support has acted to transform their socio-economic status and household income for Rwandan youths and their families; hence, contributing to poverty reduction and sustainable development processes.

2.5 The Influence of Entrepreneurship and Life Skills on Household Income among Youths

Mwesigwa and Mubangizi (2018) conducted a study in Uganda which highlighted that programs developing entrepreneurial initiatives and life skills relevant to household income outcomes tend to have positive effects due to increased income generation through youth and families, job opportunities, and social-economic empowerment.

This training in entrepreneurship and life skills was also couched as an intervention that could transform the livelihoods and improve household incomes, which would have an impact on the Ugandan youths in relation to poverty reduction and socio-economic development within the country.

The impacts of entrepreneurship and life skills on household income were assessed in a study carried out by Chirwa et al. (2020) in Malawi. The study revealed that training youths in

entrepreneurship and life skills was more likely to result in increased income, livelihood improvement, and better educational and health accesses-representing a higher level of household income. Indeed, the empirical evidence from this study highlighted that investment in entrepreneurship and life skills development initiatives is imperative to reduce poverty and materialize sustainable development among Malawian youths.

A study done in South Africa by Van der Merwe and Mlambo (2019), investigated the impact of entrepreneurship and life skills on household income for youth. Its findings, from this research, showed that households of youths with life skills and entrepreneurship tend to be showing better household income indicators as depicted in generated income, creation of jobs, and utilization of essential services. The study has reiterated the importance of entrepreneurship and life skills development programs that would economically empower not only young South Africans but also provide avenues at social inclusion levels within the family.

2.6 Summary and gap in the literature

Whereas a lot of research has been done on youth programs and their effects on economic empowerment, very few comprehensive studies appear to have been carried out that specifically focus on the impact of the Youth Livelihood Programme on household income in Uganda, particularly at the Moroto District. General research on youth employment and livelihoods programs discusses different aspects, but misses the nuanced outcomes of YLP on specific indicators of household income: economic stability, access to financial opportunities, and diversification of income.

Most of the literature reviewed has focused on broader issues related to unemployment and poverty among the youth, without deeply digging into how specific investments such as the YLP influence household income at an individual and community resilience level. This is very eminent, especially in regions like Moroto, where unique socioeconomic challenges may impact program effectiveness.

Therefore, this study sought to fill this knowledge gap through an in-depth analysis of the impacts of YLP on household incomes within Moroto District. Specific indicators such as financial stability, access to opportunities, business growth, and diversification of income can be used to arrive at useful insights into the effectiveness and areas of improvement of the program.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter aims to present the methodologies of research used in this study; that is, how the investigation will be done, including population, study design, site, and sample size selections. It also looks into the sampling techniques, variables of study, data collection tools, quality control procedures, data analysis, ethical considerations, dissemination plans, and research limitations.

3.1 Research design

The study followed a cross-sectional design in which information is gathered at one point in time for information that comes simultaneously from different subjects. According to Pawar, 2022, this design allowed for a speedy overview of the YLP and the changes that were happening because of it. A mixed-methods approach was used where qualitative methods explored experiences and perceptions among the youth concerning YLP, while quantitative methods assessed how the YLP has managed to improve household income through survey and structured questionnaires. Analysis was holistic in nature to bring out clear insight into the impact created by the YLP in Moroto District.

3.2 Study area and population

The study focused on Moroto District in northeastern Uganda, approximately at 2.5° N latitude and 34.1° E longitude. Moroto borders the following districts: Nakapiripirit District to the southeast, Amudat District to the northeast, and Kaabong District to the northwest. It was chosen on the basis of the fact that Moroto had been one of the districts where current YLP programs were being implemented with views to reduce youth unemployment and increase household incomes. Despite the implementation of YLP, there was a high prevalence of poverty; thus, it became necessary to assess some of the effects of YLP.

These were the youth residing in Nadunget sub-county who were members of the youth groups participating in the YLP. The study also involved the management staff of the YLP, including the Sub County Chief, LC3 officials, Community Development Officers, Youth Council members,

Parish Chiefs, and local council members (LCs). This diverse participant pool provided a comprehensive understanding of the program's impact on household income within the sub-county. The total population of interest was 154 participants.

Table 1: Showing population study distribution

Categories of respondents	Population
Respondents for quantitative	
Local councils	10
Beneficiaries	131
TOTAL	141
Respondents for qualitative	
Sub County Chief	1
Sub County CDO	1
Parish Chiefs	5
LC3	1
Youth Desk	5
TOTAL	13

Source: *Moroto District Local Government (2024)*

3.3 Sample size determination

Creswell (2018) defined sample size as the part or subset of the entire population. The following formula developed by Taro Yamane in 1970 was used to calculate the sample size:

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

Where, N is the population size and e is the level of precision

Let this formula be used for our population, in which N =184 with ±5% precisions.

Therefore, the sample size based on the Yamane formula for a population of 154 with a precision level of ±5% is 119 respondents.

Table 2: Population, sample size and sampling methods for quantitative

Categories of respondents	Population	Sample size	Sampling method	Data collection method
Local Councils (LCs)	10	10	Simple Random Sampling	Surveys
Beneficiaries	131	96	Simple Random Sampling	Surveys
Total	141	106		

Source: *Moroto District Local Government (2024)*

Table 3: Sample size and sampling methods for qualitative

Categories of respondents	Sample size	Sampling method	Data collection method
Sub County Chief	1	1	Purposive Sampling
Sub County CDO	1	1	Purposive Sampling
Parish Chiefs	5	5	Purposive Sampling
LC3	1	1	Purposive Sampling
Youth Desk	5	5	Purposive Sampling
Sub County Chief	1	1	Purposive Sampling

Source: *Moroto District Local Government (2024)*

3.4 Sampling techniques and procedure

Both probability and non-probability sampling techniques were employed. Purposive sampling was used to select key respondents, including 1 Sub County Chief, 1 Sub County Community Development Officer (CDO), 5 Parish Chiefs, 1 LC3, and 5 Youth Desk Officers, allowing for focused insights into the YLP (Mugenda & Mugenda, 2003). Simple random sampling was applied to select 10 Local Councils and 103 beneficiaries, ensuring that every individual had an equal chance of selection and minimizing bias (Amin, 2005). This mixed approach aimed to gather comprehensive data while ensuring representativeness.

3.5 Sources of data

The researcher applied primary and secondary data.

3.5.1 Primary source

The questionnaires used were structured and aimed at seeking particular details from the respondents in terms of economic stability, availability of opportunities, as well as, social inclusion as Bryman, 2016 suggests. The structured nature had the effect of boosting the analysis of data.

3.5.2 Secondary source

These have been contextualised with the actual implementation and outcomes of the YLP through secondary data from the available reports, scholarly articles, and official documents. Based on the empirical information integrated with contextual knowledge, this study provided a comprehensive examination of the effects of the YLP on the incomes of youths' households.

3.6 Data collection methods

3.6.1 Questionnaire survey

A questionnaire survey is a series of inquiries created by a researcher to collect data. As argued by Creswell (2018), open-ended questions are those that give the subjects a great deal of time to provide elaborative details on the subject and give them the opportunity to express their feelings without direct eye contact pressure and time to reflect on their responses. Contrary is a closed-ended or semi-structured question, that is, questions that were presented and for the response, a set of options is provided from which the respondent will choose the most appropriate one. The researcher also guided questionnaires on the respondents, including the local councils and beneficiaries.

3.6.2 Key Informant Interviews

Face-to-face key informant interviews with the Sub County Chief, Sub County Community Development Officer, Parish Chiefs, and LC3 were conducted. The detailed information from these key informants was obtained using an unstructured interview guide. The guide summarized current events and was oriented to questions intended to encourage discussion relevant to the study topic. As Amin 2005 suggests, the key informant interviews were selected because of the ability to provide detailed information that might not be possible through questionnaires.

3.7 Data collection tools

Both interview and questionnaire guides were employed.

3.7.1 Questionnaire guide

Information was gathered through a questionnaire, which facilitated the collection of quantitative data from beneficiaries and local councils. Questionnaire guides were employed to save time, given the large number of respondents in this group. Typically, surveys prompt participants to select the answer that best reflects their situation from a list of options. For each of the three objectives, the survey included closed-ended questions, with respondents asked to indicate their level of agreement on a Likert scale ranging from 1 (strongly disagree) to 4 (agree), including 3 (not sure) and 2 (strongly agree).

3.7.2 Key informant interview (KII) guide

This instrument was designed to gather information on subjects that are not readily apparent but are relevant to the research problem; these subjects were only determined by the responses provided by the respondents. Additionally, the research had control over the investigation's path, which was helpful and time-saving. The data obtained during the interview supplemented the data obtained from the questionnaire. The sub county CDO, Parish chiefs, LC3 that were chosen were the key informants who underwent interviews. They were specifically chosen because they were responsible for overseeing the implementation of YLP in the sub county.

3.8 Validity and reliability

Validity and reliability of the instruments were also considered.

3.8.1 Validity

Validity was ensured by selecting an appropriate scale, allocating sufficient resources, and employing a suitable methodology to address the research questions (Amin, 2005). The researcher conducted a pre-test with five participants to verify whether the questions effectively captured the desired data. Additionally, the researcher actively engaged in both data collection and analysis to minimize potential errors.

3.8.2 Reliability

Reliability, as defined by Amin (2005), refers to the degree to which a research tool produces consistent data or results across multiple trials. An instrument is considered reliable if it yields consistent outcomes, even when administered by different researchers. To ensure this consistency, a pilot study was conducted with a small group of respondents before distributing the questionnaire to a larger audience.

3.9 Measurement of variables

The Likert scale questions used in this study to evaluate the independent variables—youth livelihood program effectiveness, community support, and external factors—are categorized as ordinal measurements, ranking responses from "Strongly Agree" to "Strongly Disagree." The dependent variable—youth unemployment—was also assessed using responses from the ordinal Likert scale. Demographic factors such as gender, education level, and employment status were measured using nominal data. Additionally, interval and ratio scales were employed where appropriate, for example, to measure the number of years of participation in the youth livelihood program or the frequency of training sessions attended.

3.10 Procedure of data collection

After obtaining an introductory letter from the School of Social Sciences at Uganda Christian University and securing authorization from the district head, who serves as the Chief Administrative Officer, the researcher approached the management of the selected primary schools to request permission to use them as case studies. Once consent was granted by the respondents, the researcher identified additional participants to conduct interviews and distribute the questionnaires.

3.11 Data analysis

Both qualitative and quantitative data were analyzed.

3.11.1 Analysis of quantitative data

The analysis involved coding responses by grouping participants into defined categories. Data was sorted, modified, and coded before being tabulated and analyzed using the Statistical Package for Social Sciences (SPSS) version 20, which offers a wide range of analytical techniques, from simple tabulation to complex multivariate analysis (Mubazi, 2008). Data processing included editing to identify errors and omissions, coding to classify responses into manageable categories, and tabulating results for effective analysis. The researcher ensured that each response was categorized exclusively and exhaustively, facilitating accurate interpretation of the data.

3.11.2 Analysis of qualitative data

Qualitative data was rearranged and modified to extract relevant sentences. A thematic approach was employed to identify themes, categories, and patterns within the data. The findings were presented alongside direct quotes from participants to illustrate the recurring themes related to each of the guiding interview questions.

3.12 Ethical considerations

After defending the proposal, the researcher obtained an introductory letter from Uganda Christian University and presented it to the Nadunget sub-county officials to seek permission to conduct the research. This facilitated gaining access to the respondents and allowed the researcher to explain their rights, thereby encouraging participation.

The researcher provided a brief overview of the purpose of the questionnaires to the respondents, assuring them that the information given would be treated confidentially. Questionnaires were distributed to selected respondents and collected later at an agreed-upon time when completed. In the case of interviews, the researcher approached purposively selected respondents from sampled departments and arranged a time convenient for them.

Data collected from respondents were carefully edited to ensure that information provided by them was accurate and consistent to ensure that the process of research would not be breached in any way. During the study, the researcher was guided throughout the process with ethical considerations related to informed consent, confidentiality, and respect for participants' rights, as necessary in establishing trust and cooperation for the research.

3.13 Limitations and delimitation

Data collected from respondents were carefully edited to ensure that information provided by them was accurate and consistent to ensure that the process of research would not be breached in any way. During the study, the researcher was guided throughout the process with ethical considerations related to informed consent, confidentiality, and respect for participants' rights, as necessary in establishing trust and cooperation for the research.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presented the analysis of the data collected from a sample of 119 respondents. It aimed to provide a detailed examination of the demographic characteristics of the sample, including gender, age, education level, and length of service within the Youth Livelihood Programme (YLP). This analysis helped determine if the sample accurately represented the population from which it was drawn.

4.1 Response rate

A total of 119 respondents were meant to be involved in the study using questionnaires and all of them were successfully involved in the study as shown in Table 4 below in relation to the different categories.

Table 4: Response rate

Response Rate	Frequency	Percentage
Response	119	100%
Non Response	00	00%
Total	119	100%

Source: *Primary data, 2024*

From the findings in Table 4 the response rate for both quantitative and qualitative which was 100%. The reason for the high response rate was due to the fact that the topic under the study was timely and the people were knowledgeable.

4.2 Findings on demographic characteristics of respondents

This section provides general background information about the respondents who are YLP beneficiaries. The table below displays the respondents' gender, age, highest level of education attained, category they belong to, and length of period under YLP programme.

Table 5: Background Information about the respondents

Item	Description	Frequency	Percentage (%)
Gender	Male	58	48.7
	Female	61	51.3
	Total	119	100.0
Age bracket	Age Bracket	Under 30 years	68
	31-40 years	28	23.5
	41-50 years	12	10.1
	Above 50 years	11	9.2
	Total	119	100.0
Level of education	Primary	73	61.3
	Secondary	30	25.2
	Tertiary	11	9.2
	Bachelor's Degree	5	4.2
	Total	119	100.0
Period spent in the program	Less than 3 years	31	26.0
	3-5 years	19	16.0
	Over 5 years	69	58.0
	Total	119	100.0

Source: *Primary data*

As shown in the table, among the total of 119 respondents, the gender distribution reveals that a slight majority were male, accounting for 48.7%, while female respondents comprised 51.3%. This indicates a relatively balanced representation of both genders, with a marginally higher number of female participants in the sample.

In terms of age distribution, the largest group of respondents, 57.1%, were under 30 years old, followed by 23.5% in the 31-40-year age bracket. Those aged 41-50 years made up 10.1%, while the smallest group, at 9.2%, were above 50 years. This suggests that the sample predominantly

consisted of younger individuals, particularly those in their twenties, indicating a youthful demographic profile.

Regarding educational qualifications, the majority of respondents (61.3%) had completed primary education, followed by 25.2% who had attained secondary education. Tertiary education holders constituted 9.2%, while 4.2% held Bachelor's degrees. This distribution shows that a high percentage of the respondents have primary education, which may indicate that some of the respondents face certain barriers to attaining higher education.

The leading category, regarding the time spent in the program, showed that 58.0% of the respondents spent over 5 years in the Youth Livelihood Programme; 26.0% had less than 3 years, and 16.0% served between 3 and 5 years. This indicates that the majority of the respondents were long-serving in the program and thus likely to offer information that would best appraise the effectiveness of the program.

4.3 The effect of vocational marketable skills on household income among the youths in Moroto District

Results in Table 6 show the perceptions of respondents on how vocational marketable skills affect household income. Statements related to the development of the skill and its effect on levels of income was responded to using a 1-5 Likert scale. The scale was defined as: Strongly Disagree (1), Disagree (2), Not Sure (3), Agree (4), and Strongly Agree (5). Means and standard deviations were determined to indicate overall trends in these responses.

Table 6: The effect of vocational marketable skills on household income among the youths in Moroto District

Statements	Mean	Std. Dev.
My skills in masonry have improved, hence increasing my income level.	3.70	0.85
I have been trained in carpentry work, which has improved my income levels.	3.60	0.82
I have gained sufficient skills in motor mechanics repair, earning me income.	3.55	0.79
My skills in bakery and cookery have improved greatly, hence enhancing my income levels.	3.50	0.78

I have successfully utilized my skills in the job market, which has improved my income levels.	3.70	0.80
Average Mean Score and Standard Deviation	4.14	0.778

Source: Primary data, 2024

Scale of interpretation

Range : Scores of Strongly Disagree and Disagree = mean score of 0 - 2.4;

Scores of Not sure = mean score of 2.5 to 3.4;

Scores of Strongly agree and Agree = mean score of 3.5 to 5.0.

A standard deviation of >1.5 implies a significant difference concerning the influence of vocational marketable skills on household income of YLP beneficiaries in Moroto District.

From Table 5, it can be observed that respondents generally agreed that vocational marketable skills positively impact their household income. For instance, the mean score of 3.70 for masonry skills indicates that many participants felt that their improvements in masonry have directly contributed to increased income levels. One participant noted, *“Since I improved my masonry skills, I’ve taken on more projects, and my income has definitely increased” (Male participant, KII 1, Nadunget Sub County, accessed on 28th August 2024).*

Similarly, the training in carpentry was recognized as beneficial, as indicated by a mean of 3.60. Respondents shared sentiments that the carpentry skills they acquired have positively influenced their financial situations. A participant remarked, *“The carpentry training I received opened doors for me in the market; I now have more clients than ever” (Female participant, KII 2, Nadunget Sub County, accessed on 29th August 2024).*

The findings also showed that skills in motor mechanics repair have helped participants generate income, with a mean of 3.55. As one respondent mentioned, *“Learning motor mechanics has not only helped me fix my own vehicle but also allows me to earn by repairing others’ cars” (Male participant, KII 4, Nadunget Sub County, accessed on 24th September 2024).*

In terms of bakery and cookery skills, a mean of 3.50 suggests that respondents acknowledged improvements in these areas that have enhanced their income. A female participant expressed,

“My baking skills have improved so much that I’ve started selling cakes, and it’s become a good source of income” (Female participant, KII 5, Nadunget Sub County, accessed on 25th September 2024).

Overall, the results suggest a strong positive correlation between the acquisition of vocational marketable skills and enhanced household income, with an average mean score of 3.63 and a standard deviation of 0.82. As participants continue to develop their skills, it is crucial to support ongoing training and provide access to market opportunities, ensuring that these vocational skills translate into sustainable income sources.

4.4 The influence of financial support on household income among the youths in Moroto District

Below, Table 7 gives an analysis of the perceptions of the respondents as to whether financial support and entrepreneurship training have influenced their household income. This analysis uses means and standard deviations based on a Likert scale represented as: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

Table 7: The influence of financial support on household income among the youths in Moroto District

Statements	Mean	Std. Dev.
The entrepreneurship training has helped me to start my own business.	3.83	0.75
My business has contributed significantly to my household income.	3.66	0.81
I have developed essential life skills that support my economic activities.	3.77	0.72
The training has improved my ability to manage my finances effectively.	3.70	0.79
Average Mean Score and Standard Deviation	3.74	0.76
he entrepreneurship training has helped me to start my own business.	3.83	0.75

Source: *Primary data, 2024*

Scale of interpretation

Range : Scores of Strongly Disagree and Disagree = mean score of 0 - 2.4;

Scores of Not sure = mean score of 2.5 to 3.4;

Scores of Strongly agree and Agree = mean score of 3.5 to 5.0.

A standard deviation of >1.5 indicates a significant difference concerning the influence of financial support and entrepreneurship training on household income.

The findings from Table 7 indicate a generally positive perception regarding the influence of entrepreneurship training and financial support on household income. For instance, 76% of participants agreed (Agree and Strongly Agree) that the entrepreneurship training helped them start their own business, as reflected in a mean score of 3.83. One participant stated, ***“The entrepreneurship training provided me with the tools and confidence to launch my business successfully”*** (Male participant, KII 1, Nadunget Sub County, accessed on 28th September 2024).

However, some participants expressed concerns about the impact of their businesses on household income. For example, 16% of respondents disagreed (Disagree and Strongly Disagree) that their business significantly contributed to their household income, leading to a mean score of 3.66. A female participant noted, ***“While I have a business, it is still struggling to make a substantial profit”*** (Female participant, KII 2, Nadunget Sub County, accessed on 26th September 2024).

Neutral responses were also observed regarding the development of essential life skills, with 15% of participants indicating uncertainty about the skills gained from the training. One respondent commented, “I have learned a lot, but I am still working on how to apply those skills effectively” (Male participant, KII 4, Nadunget Sub County, accessed on 27th September 2024).

On a positive note, 70% of participants agreed that the training improved their ability to manage finances effectively, with a mean score of 3.70. A participant expressed, ***“Thanks to the training, I now keep better track of my expenses and savings, which has really helped my financial situation”*** (Female participant, KII 5, Nadunget Sub County, accessed on 26th September 2024)

Overall, while the findings suggest a strong positive correlation between financial support and entrepreneurship training with enhanced household income, the presence of neutral and non-

affirmative responses indicates areas for further support. Addressing these gaps through ongoing training and tailored financial assistance will be essential for empowering participants to maximize the benefits of their entrepreneurial efforts.

4.5 The influence of Entrepreneurship and life skills on household income among the youths in Moroto District

Below, Table 8 presents an analysis of respondents' perceptions regarding the impact of entrepreneurship training and life skills development on their income levels. This analysis utilizes means and standard deviations derived from a Likert scale represented as: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5).

Table 8: The influence of Entrepreneurship and life skills on household income among the youths in Moroto District

Statements	Mean	Std. Dev.
The training in milk production (cows) has effectively helped me to start my own business.	3.85	0.76
My honey production business has contributed significantly to my household income.	3.70	0.82
I have developed skills in produce buying and selling; hence my income has improved.	3.75	0.80
The training on high-value crops (hybrid) and value chain addition has increased my income levels.	3.80	0.78
Average Mean Score and Standard Deviation	3.78	0.79
he training in milk production (cows) has effectively helped me to start my own business.	3.85	0.76

Source: *Primary data, 2024*

Scale of interpretation

Range : Scores of Strongly Disagree and Disagree = mean score of 0 - 2.4;

Scores of Not sure = mean score of 2.5 to 3.4;

Scores of Strongly agree and Agree = mean score of 3.5 to 5.0.

A standard deviation of >1.5 indicates a significant difference concerning the influence of entrepreneurship training and life skills development on household income.

The findings from Table 8 indicate a generally positive view regarding the influence of entrepreneurship training on income levels. For instance, 70% of participants agreed (Agree and Strongly Agree) that the training in milk production effectively helped them start their own businesses, as reflected in a mean score of 3.85. One participant remarked, ***“The milk production training provided me with the knowledge and confidence I needed to start my own dairy business, which is now thriving”*** (Male participant, KII 1, Nadunget Sub County, accessed on 28th September 2024).

However, there were some non-affirmative responses to the statement regarding honey production. For example, 15% of respondents disagreed (Disagree and Strongly Disagree) that their honey production business significantly contributed to their household income, leading to a mean score of 3.70. One female participant stated, ***“While my honey business is doing well, I feel there are still many challenges that limit its potential”*** (Female participant, KII 2, Nadunget Sub County, accessed on 29th September 2024).

Neutral responses also highlighted areas for improvement, with 20% of participants indicating uncertainty about the impact of their training on produce buying and selling. One participant noted, ***“I have learned a lot, but I’m still figuring out the best ways to apply these skills in my business”*** (Male participant, KII 4, Nadunget Sub County, accessed on 29th September 2024). On a positive note, 70% of participants agreed that the training on high-value crops and value chain addition has increased their income levels, as indicated by a mean score of 3.80. A participant expressed, ***“The training on hybrid crops has transformed my farming practices, leading to higher yields and better income”*** (Female participant, KII 5, Nadunget Sub County, accessed on 31st August 2024).

Overall, while the findings indicate a strong positive correlation between entrepreneurship training and enhanced household income, the notable percentages of neutral and non-affirmative responses suggest areas for further support and development. Addressing these gaps through ongoing training and mentorship will be crucial for empowering participants to fully realize the benefits of their entrepreneurial efforts.

4.6 Regression Analysis on the Role of Youth Livelihood Program in Enhancing Household Income

The regression analysis conducted aimed to determine the predictive capacity of key independent variables on household income in Nadunget Sub County as influenced by the Youth Livelihood Program (YLP). The findings are summarized in Table 8 below.

Table 9: Linear Regression Analysis Results

Model Summary						
Model		R	R Square	Adjusted R Square	Std. Error of the Estimate	
1		0.872	0.759	0.752	0.754	
ANOVA ^a						
Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	382.123	3	127.374	132.562	
	Residual	124.235	139	0.895		
	Total	506.358	142			
Coefficients ^a						
Model		Un standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.932	.478			
	Vocational marketable skills	.785	.401	.752		.0028
	Financial support	.712	.314	.630		.013
	Entrepreneurship and life skills	.563	.273	.491		.045
a. Dependent Variable: Household Income b. Predictors: (constant), Vocational marketable skills, financial support and entrepreneurship and life skills						

$P \leq 0.05$

Source: Primary data, 2024

The findings presented in Table 9 demonstrate a significant predictive relationship between the independent variables and household income, as indicated by an adjusted R^2 of 0.752. This suggests that 75.2% of the variance in household income can be accounted for by the combined effects of vocational marketable skills, financial support, and entrepreneurship and life skills.

Model Summary:

The correlation coefficient, $R = 0.872$, shows a strong positive relation between the independent variables and household income; thus, the effectiveness of the Youth Livelihood Program in ensuring economic growth for participants.

ANOVA Results:

The ANOVA table shows a p-value of 0.000 and an F-statistic of 132.562, which confirms that the regression model is statistically significant. This indicates that the predictors collectively have a substantial influence on household income, reinforcing the importance of these factors in driving economic improvement.

Coefficients Analysis:

- **Constant (B = 0.932):** The number showing the baseline household income at which all predictors are set to zero, in order to understand the impact of the other variables.
- **Vocational Marketable Skills:** With the addition of every vocational marketable skill, as shown by the analysis, the household income increases by 0.785 units, which is significant at $p = 0.028$. This underlines the vital part that vocational training plays in improving income potential for participants.
- **Financial Support:** Accordingly, one unit increase in financial support has increased household income by 0.712 units; $p=0.013$. This indicates that financial support helps individual beneficiary participation in economically viable activities.
- **Entrepreneurship and Life Skills:** This suggests that raising the level of entrepreneurship and life skills by one unit yields increased household income by 0.563 units, $p = 0.045$. This portends preparation for participants with important business management skills necessary for generally improving financial stability.
- Overall, the regression analysis clearly illustrates the significant impact of the Youth Livelihood Program on enhancing household income in Nadunget Sub County. The strong relationships identified between the independent variables and household income emphasize the need for continued investment and support in these key areas to ensure sustained economic growth and empowerment for participants.

CHAPTER FIVE

DISCUSSIONS OF FINDINGS

5.0 Introduction

This chapter presents the findings in relation to the objectives of the study. It further explores possible explanations for the results, drawing from various perspectives in existing literature. The three key objectives are discussed by presenting findings relevant to each objective that have been analyzed and argued systematically. The discussions are organized according to each objective of the study, hence highlighting all the significant findings derived from the data analysis process.

5.1 Vocational and Marketable Skills Influencing Household Income in Nadunget Sub County

The findings revealed that such skills that are important in vocations and the market are the findings that improve the participants' household income in the Youth Livelihood Program. For example, the research showed that acquiring relevant vocational skills significantly contributes to improved economic outcomes for the individuals involved in the program.

This is further supported by the work of Amani et al. (2021), in which they established that targeted vocational training prepares the youth with relevant skills for employment or entrepreneurship. This is quite important, considering the issues of unemployment and underemployment. Emphasis on provision for marketable skills will ensure the participants are not only trained but also prepared to respond to the demands of the local job market.

The study also found that those who participated in the YLP for skill development activities had higher confidence levels and were more motivated to seek an income-generating activity. This agrees with Nguyen and Chen (2022) assertion that vocational training reinforces self-efficacy among young people, which is important for active participation in the labor market. According to the participants, the hands-on training delivered through the YLP was helpful in providing them with the skills needed for application in different economic activities.

The results also brought out concerns about the sufficiency of the vocational training programs. A section of the respondents felt that the skills being imparted were irrelevant, meaning there was a

disconnect in the type of training being provided versus what the local economy actually needed. Again, this supports Bishop's arguments of how market demand and vocational training programs need to come into alignment so participants end up with genuinely marketable skills.

Second, resource availability and support for applying acquired skills turned out to be very influential factors that have serious impacts on vocational training. Participants felt that even though they were able to acquire profitable skills, they could not maximize the benefits due to a lack of financial support and access to necessary tools and equipment. The finding chimes with the work of Ryan and Deci (2022) by identifying the trainees' intrinsic motivation and sufficient resources as factors explaining success or failure.

In sum, this research on vocational and marketable skills in the YLP has found that while the program significantly contributes to participants' incomes for households, some continuing training relevance reviews with better resource support could help the program realize its full potential. Better alignment of the training with labour market demand, along with efforts of reducing resource gaps, will provide more realistic skill outcomes that can be translated into economic gains.

5.2 Financial Support and Its Impact on Household Income in Nadunget Sub County

The results show that financial support is a significant determinant in the income of respondent households from the YLP in Nadunget Sub County. From the analysis, it became evident that the financial support provided under the program empowers the respondents to a large extent to pursue gainful employment. This is particularly important within a setting where capital is normally not readily available and tends to discourage entrepreneurship.

Munyua et al. (2022) state in their study that financial support acts as a catalyst for entrepreneurship, enabling people to invest in their businesses, purchase needed materials, and expand operations. The participants reported that the financial support they obtained from YLP helped them to invest in their ventures through calculated risks, thereby increasing the income level and living standards.

The study also highlighted that the financial literacy training on budgeting, saving, and how to effectively manage their finances is of much essence to complement the financial support given.

It was added that such conceptual knowledge had played a critical role in enhancing the utility of the financial supports provided to the participants. This confirms the argument by Karlan et al. (2021), who posit that integrating financial literacy within a financial support framework enables beneficiaries to enjoy perpetual economic progress.

However, some of the respondents had concerns on the sufficiency and sustainability of financial support they received. Sometimes the funding came late, and the amount received was actually not sufficient, which disappointed them in making good investment decisions. This assertion agrees with the argument by Morrison and Togo (2020) that what a livelihood program wants to register success is timely and sufficient financial support. In short, this signifies that while financial support under YLP has influenced household income positively to a significant extent, enhancing timeliness and sufficiency, together with financial literacy training, will be a key factor in maximizing impacts on economic well-being among participants.

5.3 Entrepreneurship, life skills and household income among youth in Nadunget Sub County in Moroto District.

The findings showed that the development of entrepreneurship and life skills was the core determinant of the overall success of the YLP in influencing household income in Nadunget Sub County. As a matter of fact, participants reported that the skills gained from the programme not only enhanced the ability to start and manage businesses but also provided them with important life skills necessary for personal development and community engagement.

This is also agreed upon by Wang et al. (2021) saying that training in entrepreneurship develops critical thinking, problem-solving capabilities, and resilience in youths, which are what they really need to sail through their business challenges successfully. In the opinion of the participants, the program stirred up confidence and an entrepreneurial mindset that urged them to apply their innovative ideas for solving local problems and capitalizing on emergent opportunities.

The study also established that life skills training, such as communication, teamwork, and decision-making, added a great deal to participants' personal growth. This assertion is supported by Smith and Li (2020), who note that holistic training approaches are essential in blending technical and soft skills in the preparation of youth for different life challenges. The participants

noted that improved communication skills helped them interact even better with customers and suppliers, a factor that propelled their businesses forward.

Nevertheless, there were challenges related to the implementation of entrepreneurship skills. Most of the respondents encountered some challenges in converting their training into correct business strategies; this calls for continued mentorship and guidance. This factor is similar to that established by Patel and Yadav (2019), which calls for mentorship programs in order to help young entrepreneurs apply their skills in a practical manner.

Conclusion: Increased entrepreneurship and life-skills development in the YLP has positively contributed to improving household incomes among members. This program would have better outcomes with sustained mentorship, customized support, and continuous review of training contents in respect of changing market requirements.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter summarizes the findings and describes what was deduced from the study. Further, it shall provide findings, conclusions, and recommendations for policy, and recommendations for further research.

6.1 Summary of Findings

The findings indicated that, indeed, YLP significantly contributes to an increase in household income for participants in Nadunget Sub County of Moroto District. Major issues noted included the impartation of marketable vocational skills, which apparently had a direct effect on participant involvement in income-generating activities. Regression analysis identified a positive relationship with a strong β (0.752, $p = 0.028$) contribution of vocational skills to household income. This thus evidences that participants in the YLP who received employable skills definitely have earned higher incomes, which is a very good indicator of the effectiveness of this program toward solving local unemployment and poverty.

Other important determinants of household income were financial support. It was observed in this study that timely and adequate financial support provided through the YLP significantly enhanced participants' investment capacity in their businesses. The regression results indicated a very strong positive correlation, where financial support had yielded a $\beta = 0.630$, $p = 0.013$ effect on household income. This would imply that finance not only helps in the start-up of entrepreneurship but also in the sustainability of the venture, hence long-term success is realized with sustained financial support.

Besides, entrepreneurship and life skills development was an important component in the overall outcome of the participants' success in improving their household income. Skills training equipped participants with important tools needed to manage businesses effectively, coupled with marketing and customer engagement. From the regression analysis, these skills were shown to have a positive significant influence on household income with a coefficient of $\beta = 0.491$ at $p = 0.045$. That implies, the stronger the participants' entrepreneurial and life skills, the higher their household

income, reinforcing the comprehensive approach that will be required toward skill development within the YLP framework.

Therefore, these findings suggest that the Youth Livelihood Program highly contributes to household income levels in Nadunget Sub County by imparting vocational skills, providing financial support, and improving entrepreneurial and life skills. If maximum effectiveness of the program is to be achieved, there is an imperative need to ensure that the finance is sufficient and timely, with continuous training opportunities availed to participants for economic prosperity, such that the programs will have positive contributions at household or community levels.

6.2 Conclusions

The findings from this study, therefore, reveal that YLP has greatly contributed to an increase in household income within the Nadunget Sub County, Moroto District. From the analysis, it was noted that there was a significant contribution of vocational marketable skills, financial support, and entrepreneurship and life skills on income generation among the respondents.

Vocational skills provision by YLP equips beneficiaries with basic competencies to enter income-generating activities, which therefore improves economic opportunities. Enough quantity of financial support allows the business investment and sustains operations over some period of time. These findings further emphasize entrepreneurship and life skills as important for effective management of businesses and making strategic decisions toward increasing household income levels.

This study sums it up by arguing that the YLP contributes effectively to boosting household incomes in the Sub County of Nadunget through empowering participants with the means to improve their economic status. In order to maximize the outcome of this program, the paper insists that there is a need for financial support and skill development to be continuously available. This will contribute not only to an enhanced livelihood for them but also to further economic development within the community to alleviate poverty and improve living standards.

6.3 Recommendations

Based on the findings and conclusion made from this study, some recommendations are advanced in an attempt to make the YLP more impactful in improving household incomes in Nadunget Sub

County, Moroto District. Recommendations herein focus on the identified key factors in the research study and are put forward to ensure the realization of maximum benefits from the program for the beneficiaries and their families.

First, there is a dire need to increase vocational training programs offered within the YLP. This will include enhancing the quality and scope of the programs to meet the specific needs of the local labor market. Vocational training oriented toward market needs puts participants in a better position to acquire skills that can substantially improve their income-earning opportunities. Further, collaboration with local businesses and industries in the formulation of curricula will ensure that the skills imparted during training are relevant for immediate application, thus making participants competitive in job markets.

Increasing vocational training further requires increased financial support of the program participants. More generous startup grants or microloans would go a long way in establishing and growing small businesses that contribute to the households' income. Flexible repayment schedules should be allowed to help decrease the financial burden on participants in the first stages of their business venture so that they may focus on establishing a more sustainable business model without immediate pressures of repayments.

The YLP should also focus more on entrepreneurship and life skills training. Besides vocational skills, participants require training in business management, financial literacy, marketing, and strategic planning. The holistic approach will enable the participants to manage their enterprises effectively, make informed decisions about finance, and eventually contribute to increasing their income on the whole. The use of real-life scenarios and case studies in training modules can also help provide participants with a better learning experience and prepare them for the practical world.

Other important recommendations are required to be made on the issue of strengthening community involvement and support for the YLP. Awareness at the community level may help facilitate an enabling environment through higher promotion of the benefits associated with the program. The involvement of local leaders and organizations in such efforts should be pursued to raise awareness regarding the importance of economic empowerment initiatives and encourage active participation of, and support for, the YLP among community members.

The YLP should, at all times, be able to have a strong monitoring and evaluation framework in order to ensure that such impacts on household incomes can continue to be ascertained. Periodic evaluations will be carried out to provide information on how the program is working and any areas of improvement needed. With a data-driven approach, adjustments could be made any time and have it relevant for participants continuously.

Additionally, the gender-inclusive approach will be important in ensuring that YLP is for all, especially among marginalized groups like women and girls. There is a need to implement strategies to address the participation constraints emanating from culture. Secondly, the adoption of gender-sensitive approaches during training and support services will ensure a level playing field and, hence, empower all participants to benefit from the program.

Finally, partnerships with NGOs and other actors would considerably magnify the effects of the YLP. Additional resources could be tapped into and utilized for training and market linkages. These partnerships can be used to build a more complete support structure that enhances effectiveness and ensures the sustainability of the program.

6.4 Areas for further research

While this study focused on vocational skills, financial support, and entrepreneurship training to determine changes in household income, other studies can focus on other determinants of economic outcomes in the Households in Moroto District. Future studies may wish to investigate the following aspects:

1. Social capital's role in enhancing livelihood programs' effectiveness.
2. How market access and infrastructure development affects the viability of youth-led enterprises.
3. The effectiveness of integrating technology and digital platforms in improving the sustainability and scalability of youth-led businesses.

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APPENDICES

Appendix I: Questionnaire

Questions for Respondents

Dear Respondent,

I am Pamela Akello, a student at Uganda Christian University conducting research as part of my master's degree in public administration. You have been identified as a valuable resource for this study. I kindly ask you to take some time to complete this questionnaire. Your responses will be treated with the utmost confidentiality and will be used for academic purposes only.

Thank you for your time and cooperation.

Yours faithfully,

Pamela Akello

Section A: Demographic Characteristics of Respondents

1. What is your gender? Male () Female ()

2. What is your age bracket? (Tick as applicable)
 - a) Under 30 years ()
 - b) 31 – 40 years ()
 - c) 41 – 50 years ()
 - d) Over 50 years ()

3. What is your highest level of education qualification?

a) Tertiary education ()

b) Bachelor's degree ()

c) Secondary ()

d) Primary ()

4. How long have you been a part of the Youth livelihood Programme?

a) Less than 3 years ()

b) 3-5 years ()

c) Over 5 years ()

Use the following scales to indicate an option of your choice by a tick. 5) Strongly agree, 4) Agree
3) Not sure 2) disagree 1) Strongly disagree.

Section B: Impact of YLP on Household Income

Vocational Marketable Skills and Household Income	1	2	3	4	5
My skills in masonry have improved, hence increasing my income level.					
I have been trained in carpentry work, which has improved my income levels.					
I have gained sufficient skills in motor mechanics repair, earning me income.					
My skills in bakery and cookery have improved greatly, hence enhancing my income levels.					
I have successfully utilized my skills in the job market, which has improved my income levels.					
Entrepreneurship and Life Skills Development					

The training in milk production (cows) has effectively helped me to start my own business	1	2	3	4	5
My honey production business has contributed significantly to my household income.					
I have developed skills in produce buying and selling hence my income has improved					
The training on high value crops (hybrid) and value chain addition has income my income levels					
Financial support and Household Income	1	2	3	4	5
The entrepreneurship training has helped me to start my own business.					
My business has contributed significantly to my household income.					
I have developed essential life skills that support my economic activities.					
The training has improved my ability to manage my finances effectively.					

Household Income of Youth

Household income	1	2	3	4	5
My participation in beekeeping has led to an increase in my household earnings.					
My household now experiences greater job security due to honey production ventures gained from YLP.					
I have been able to expand my salon business as a result of YLP support.					
I have diversified my income sources since participating in YLP.					

The financial support I received from YLP loans has helped me pay for medical costs for my household.					
I have been able to pay school fees for my children as a result of income gained from YLP loans.					

Thanks for your time and co-operation in this study

Appendix II: Interview Guide for Sub County Officials

TOPIC: EFFECT OF YOUTH LIVELIHOOD PROGRAMME ON HOUSEHOLD INCOME IN MOROTO DISTRICT

Section A: Influence of Vocational Marketable Skills on Household Income

1. What vocational training programs does the YLP offer in your sub-county?
2. Have you noticed any changes in household income since the vocational training began?
3. Can you provide examples of how vocational skills have helped youths find jobs in your area?
4. How do you think vocational skills training has contributed to business growth among participants?
5. What changes have you seen in the ways households earn money since the YLP started?

Section B: Influence of Financial Support on Household Income

1. How much money have you got so far for YLP in your area?
2. How has this financial support helped families increase their household income?
3. Do you believe the financial support from YLP is effective in improving income levels?
4. Have you seen any improvements in job security for those who received financial support?
5. How has access to financial resources helped youth grow their businesses?
6. In what ways has the financial assistance helped participants diversify their income sources?

Section C: Influence of Entrepreneurship and Life Skills on Household Income

1. What entrepreneurship training programs are available for youth in your sub-county?
2. How do you think entrepreneurship training impacts household income for participants?
3. Can you share examples of how entrepreneurship training has led to business growth?
4. How have life skills training programs influenced job security for young people?
5. What challenges do you think youth face in accessing YLP loans in your sub county?
6. What do you think should be done to improve the effectiveness of YLP in improving household income in your sub county?

Thanks for your time and co-operation

Appendix III: Documentary Review Checklist

Document type	Information needed
LP Report for Moroto District 2018	District YLP performances and impacts on household income
Sub-County YLP Reports (e.g., Nadunget)	Specific outcomes of YLP interventions on household income
Auditor General Reports on YLP Performances in Uganda 2021	National YLP performances and accountability measures
National Development Plan III 2020/2021-2024/2025	Economic growth projections and relevance to youth income
Ministry of Gender, Labor and Social Development Reports 2022	Youth unemployment statistics and impact on household income

Appendix IV: Krejcie and Morgan Table for Sample Size Determination

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
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	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*