

UGANDA MARTYRS UNIVERSITY

FACULTY OF BUSINESS ADMINISTRATION AND MANAGEMENT

**PROGRAMS: BAM, Bsc Accounting and Finance, Bsc General, Micro Finance, BSC
ENRM**

COURSE UNIT: PROJECT PLANNING AND MANAGEMENT

FINAL EXAM YEAR THREE 2023/2024

DATE: WEDNESDAY 6TH DECEMBER 2023

TIME: 2:00PM – 5:00PM

Instructions:

- i. *Attempt any Four questions in total*
- ii. *Do not write anything on the question paper*

QUESTION ONE

Like other countries in Africa, Uganda faces the challenge of generating economic growth and providing employment for youths. Youths make up a third of the global population (World Bank 2015) and Africa and Asia share high dependency ratios of people younger than 15 and older than 64 (Kilimani 2017). Moreover, Africa has the world's youngest population and accounts for close to half of the entire world's unemployed youth (Atinc et al. 2005). A youth in Uganda is a person who is aged 18–30 years (UBOS 2017), and the Ugandan Bureau of Statistics (UBOS) for 2015 shows that while 74.5 per cent of the youth were employed, the remaining 25.5 per cent were either unemployed (4.9 per cent) or inactive (20.6 per cent) (UBOS 2015). Research also shows that approximately 400,000 Ugandan youths enter the job market annually to compete for approximately 9,000 available jobs (Magelah and Ntambirweki-Karugonjo 2014). Urban youth are more likely to be unemployed than rural youth, and young women are twice as likely to be unemployed as young men (Ahaibwe and Mbowa 2014). The prevalent unemployment and underemployment could be a source of many social, economic, and fiscal problems in the future, placing a heavy burden on public revenues (Makumbi 2018).

Required:

- a) Provide a justification for the identified problem (05 marks)
- b) Explain atleast three possible causes of the problem (03 marks)
- c) Explain possible effects of the identified problem (05 marks)
- d) Drawing from the causes, develop objectives and explain activities and outputs required to achieve the objectives (12 marks)

QUESTION TWO

Uganda has one of the youngest populations in the world, with more than 75% of people below the age of 30. The country also has one of the highest youth unemployment rates in Sub-Saharan Africa at 13.3%. With employment opportunities limited, finding work and a pathway out of poverty is a huge challenge. The GOAL Uganda Youth Engine (UYE) project, with funding from the Norwegian Agency for Development Cooperation (Norad), aims to support young people between the ages of 18 and 35 in Uganda by helping them find dignified work in the cassava, soybean, and sunflower value chains, or by helping them start a small business that utilises their existing skills. The Uganda Youth Engine project will support 3,500 youths

in Geregere, Kotomor, Adilang and Wol in Agago District through a targeted set of interventions to build business acumen and confidence, strengthen financial literacy and access, promote digital platforms, and create new linkages and relationships between youth and private sector actors

Required;

- a) Identify stakeholders based on the objective, activities and output **(04 marks)**
- b) Based on the stakeholders identified; describe their interest and likely impact **(08 marks)**
- c) Prioritise the interests of the stakeholders as High, Medium or low **(03 marks)**
- d) Based on the above analysis (a, b and c) of the stakeholders, develop strategy to manage their interests **(10 marks)**

QUESTION THREE

The Uganda School Project provides access to quality primary school education in rural Uganda. We identify areas where access to quality schools is lacking and, in collaboration with the local community, help to develop facilities and improve teaching standards to give children the best possible start in life. Because where you start in life shouldn't determine what you can achieve

Required:

- a) Develop activities and outputs for the Uganda School project based on the objective **(06 marks)**
- b) Identify resources to be procured based on expected project activities and output **(03 marks)**
- c) Develop a procurement plan for the resources depicting the solicitation, source selection and contract administration process **(16 marks)**

QUESTION FOUR

Future of Education/Digital Learning (FUTEDU)

The COVID-19 pandemic has disrupted the education system in Uganda, especially in rural and under-served areas where access to digital learning resources is limited or non-existent. Many students have been out of school for months or years, resulting in learning loss and increased inequalities. To address this challenge, Teach for Uganda has launched the Future of Education

(Digital Learning Project) to support accelerated learning outcomes and bridge the digital divide between urban and rural learners.

Our Initiative:

The project aims to provide digital learning opportunities to students in 40+ rural and under-served UPE schools in Mayuge, Namutumba, Kayunga, Bugiri and Namayingo Districts in Eastern and Central Uganda. The project equips each school with tablets that contain pre-loaded educational content aligned with the national curriculum, solar kit, Bluetooth portable speaker, and projectors. The project also trains teachers on how to facilitate learning using digital tools and provides continuous mentoring and support.

Objectives:

- 1) Access and Quality: The project seeks to increase access and quality of education for rural and under-served students by providing them with digital learning devices that enhance their learning experience and motivation.
- 2) Skills Development: The project seeks to develop 21st century skills among students, such as critical thinking, creativity, collaboration, communication, digital literacy, and problem-solving.
- 3) Teacher Empowerment: The project seeks to empower teachers by enhancing their pedagogical skills and confidence in using digital tools for teaching and learning.

Required:

- Develop a project implementation matrix for the above objectives (25 marks)

QUESTION FIVE

Uganda's National Youth Policy, Youth Livelihood Programme, and Youth Livelihood Fund

Uganda adopted the NYP in 2001, with the specific goal of enhancing the economic contributions of youth. The policy was a reaction to worsening youth conditions, where an increase in rural to urban youth migration was not accompanied by job creation. A growing number of the youth were dropping out of school, and there was a lack of government funding to support them. The YLP and YLF were created to provide funding and other support to small enterprises led by youth. The aim was not only to support small business development, but also job creation (Republic of Uganda 2001; Makumbi 2018).

Required; Based on the goal and objectives of Youth Livelihood Programme, and Youth Livelihood Fund.

- a) Develop the activities and use them to identify the *skill* for implementation of each activity
(10 marks).
- b) Develop the project team, identify their roles and responsibilities (10 marks)
- c) Develop a project organogram based on the team identified (05 marks).

QUESTION SIX

The Ugandan government has adopted a number of policies and initiatives that are intended to address the youth employment challenge. Among the most important is the National Youth Policy (NYP), which was adopted in 2001. The NYP has focused on agriculture and associated industries (Republic of Uganda 2001), because that sector has been the main source of livelihood for Ugandans. Out of a national population of approximately 41 million people, 83.2 per cent live in rural areas (Aghasili 2015). Uganda also has a large agricultural economy which contributes more than 20 per cent of the gross domestic product (GDP) growth (Dalipagic and Elepu 2014). Small-scale agriculture is a major source of employment (Diao 2010), and several analysts still agree that commercial food crops have the potential to generate economic opportunities (Kumar and Kalita 2017; Ranum, Peña-Rosas and Garcia-Casal 2014; Nabbumba and Bahiigwa 2003).

Required:

- a) Identify a possible project from the above case (06 marks)
- b) Based on the project above, identify any four sustainability dimensions and develop a sustainability plan for the project providing descriptions, Indicators, Actions and actors involved for each dimension
(20 marks)