

**THE ESTABLISHMENT OF AN INCOME GENERATING PROJECT FOR  
UJIRANIMWEMA WOMEN GROUP: A CASE STUDY OF MIGERA –  
BUKOBA MUNICIPAL – KAGERA**

**BEATRICE VELENCE**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTER IN COMMUNITY  
ECONOMIC DEVELOPMENT OF THE OPEN UNIVERSTY OF TANZANIA**

**2016**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled ‘**The Establishment of an Income Generating Project for Ujirani Mwema Women Group. A Case Study of Migera – Bukoba Municipal – Kagera**’ in practical fulfillment of the requirements for the Degree of Master of Community Economic Development (MCED) of the Open University of Tanzania.

.....

Dr. Felician Mtasa

Supervisor

.....

Date

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**DECLARATION**

I, **Beatrice Valence**, do hereby declare that this is my own original work on vegetable garden establishment among the women of Ujirani Mwema Group Migera Street, Bukoba Municipal and has not been presented to any University forward of the same degree of Master of Community Economic Development in the United Republic of Tanzania.

.....

Signature

.....

Date

**DEDICATION**

This work is dedicated to my family especially my parents, my husband and my beloved daughter Grolia Faraja for their patience during the long period of this study.

## **ACKNOWLEDGEMENT**

I am pleased to register my thanks to those who have made this work to be done and finalized since the work needed support and collaboration from various people no way it could have been finalized without their commitments. In a special way apart from material and moral support I real acknowledge and appreciate my supervisor Dr. Felician Mutasa for his tireless efforts to provide constructive comments and guidance to make this report meet the requirement for MCED Degree. Dr. Deus Ngaruko is also appreciated for his guidance in Research Methodology as well as Project Designing which have been very usefully throughout conducting the needs assessment designing and implementation of this project not only but also all instructors who supported me.

I would like also to thank the Migera Community Leaders, Community Members who responded to my questioner and host organization, which collaborated well with the author in all project activities.

Most thanks for all women of Ujirani Mwema group who responded to participate and contribute in the vegetable garden project.

**ABSTRACT**

The Project of vegetable garden establishment aimed to increase women income with the objective of emphasizing the women to join in capacity building groups through vegetable garden establishment and to assess the progress of the project. The project applied both quantitative and qualitative type of research design sampling techniques including convenience purposive and simple random sampling. The sample sizes include 65 respondents and the author applied SPSS to analyze the quantitative data. Through the assessment made on the community, various challenges were identified like absence of knowledge of entrepreneurship, low education, lack of funds and bad perception in the community. From those challenges women chose the best prioritization of the project among the four projects. They chose the vegetable garden cultivation because it seems that the resources, which can support that project and community demand, are available.

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## LIST OF ABBREVIATIONS

|        |   |
|--------|---|
| ASDP   | Agricultural sector Development Program               |
| CBO    | Community Base Organization                           |
| C N A  | Community Needs Assessment                            |
| DADPs  | District Agricultural Development Program             |
| FAO    | Food and Agricultural Organization                    |
| HODECT | Horticultural Development Council of Tanzania         |
| IGAs   | Income Generation Activities                          |
| MCED   | Master of Community Economic Development              |
| MDGs   | Millennium Development Goals                          |
| M & E  | Monitoring and Evaluation                             |
| NSGRP  | National Strategy for Growth and Reduction of Poverty |
| S M Es | Small and Medium Enterprises                          |
| TAHA   | Tanzania Horticulture Association                     |
| URT    | United Republic of Tanzania                           |
| USAID  | United State Agency for International Development     |
| VEO    | Village Executive Officer                             |
| WEO    | Ward Executive Officer                                |
| WECF   | Women in Europe for a common Future                   |
| T N A  | Training Need Assessment                              |
| P R A  | Participatory Rural Appraisal                         |



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background Information**

Community need assessment is a systematic process for determining and addressing ‘‘needs’’ or ‘‘gaps’’ between current conditions or wants. The discrepancy between the current conditions or wanted condition must be measured to appropriately identify the need. The need can be desire to improve current performance or to correct deficiency. The idea of the project comes as a result of seeing the women lifestyle in Migera community. Many women and their families live in poverty.

Community needs assessment aimed to improve women income generation in Migera Street through using their own resource they have in the community in order to reduce poverty by increasing their income in their households. Community Needs Assessment was carried out in corroboration with women in Migera Street and different techniques were used to assess the needs for a new intervention. The goal of the assessment was to assess the economic activities among the women in Migera and to agree on a way forward.

The concept of community needs assessment of the current situation in the community is undertaken, value based judgments regarding the preferred or desired situation are reached and determination of the priority status of local needs is made in case of Women in Migera the author choose to assess the economic activities which done by women. The women consented to invite the researcher to do research, evaluation and discussion about a way forward. The purpose of concluding the

community need assessment was to objectively identify the project, which can be done by the women at Migera in order to improve their income generation. The information was gathered through focus group discussion, survey, observation, questioner and record review. The information was gathered and analyzed to identify major problems within the women.

## **1.2 Profile of the Community**

This part examines an overview of community profile of the women who live at Migera Street where the researcher project is implemented.

### **1.2.1 Location**

Migera street is situated in Nshambya ward in Bukoba Municipal along Kashozi road and Kanon river; it borders Hamgembe Ward in Southern, Northern Nshambya village Eastern Kashaiand Western Kyabitembe.

### **1.2.2 Climate**

Bukoba Municipal in which Migera is found has an equatorial climate. In that case the rainfall is from February to May, dry season is from June to September, while September to December has short rainfall (vuli). This climate condition supports the production of food crops like maize, beans, potatoes and vegetables. It also, supports cash crops like coffee and tea. So that this climate is supportive of farming activities

### **1.2.3 Population**

The population of the Migera Street according to the 2012 census had 5,891 people. It has about 1,464 families of which men are 2,928 and 2,693 are women (census data 2012).

#### **1.2.4 Social activities**

There is one private secondary school that is Omumwani Secondary, one Nursery school St. Maria Goreth nursery school, there is one rough road which leads to the main road Kashozi road and three Churches.

#### **1.2.5 Land use and Conservation**

Migera Street is mostly occupied by residential buildings and small plots for crop production like maize, beans, potatoes, and vegetation.

#### **1.2.6 Administrations**

Migera Street/ village is one among the 3 villages /streets which compose Nshambya Ward, the rest are Kyabitembe and Nshambya. It is led by a village/street executive officer (VEO) who is under Ward Executive Officer (WEO) and supported by the village/street leader who is very close to the people.

#### **1.2.7 Economic Activities**

Most economic activities are the small businesses within the street like small shop (kioski), bites and vegetable sellers (genge). Others are involved in animal keeping like sheep, cow, and chicken rearing but those activities are to less extent. Most women in Migera are housewives.

### **1.3 Community Need Assessment (CAN)**

The community Need Assessment (CAN) was done purposely involving the community members aiming primary at finding out their challenges actual need and thereafter developing interventions in overcoming such challenges. It has been done

so carefully that individual needs oriented mindset was changed and merged into the entire community needs.

### **1.3.1 General Objective**

The main object of CAN was to find out resources and opportunities for establishment of income generation activities for Ujirani Mwema Women group.

### **1.3.2 Specific Objective**

- (i) To identify the source of women income in the community
- (ii) To assess the challenges facing women to participate in economic activities
- (iii) To find out available resources and opportunity which can help women to generate income.

### **1.3.3 Research Questions**

- (i) What is your source of income?
- (ii) Which challenges women faced while involved in economic activities?
- (iii) Which resources can help women to introduce the project in the community

### **1.3.4 Research Methodology**

This study used both quantitative and qualitative data in collecting information that was used to design, implement and evaluate the project of vegetable gardening. The chapter is divided into four sections. These are research design, sampling techniques, Data collection method and data analysis method.

### **1.3.5 Research Design**

Cross – sectional research design was used to collect data. This provided an opportunity for the timely accurate, collection of data. The design was good because

it made possible the observation. This study mainly used survey approach whereby questionnaire, interview, observation focus group and documentary review methods were employed to collect appropriate data. The approach was strategically used to ensure accomplishment and promotion of specific and general objective.

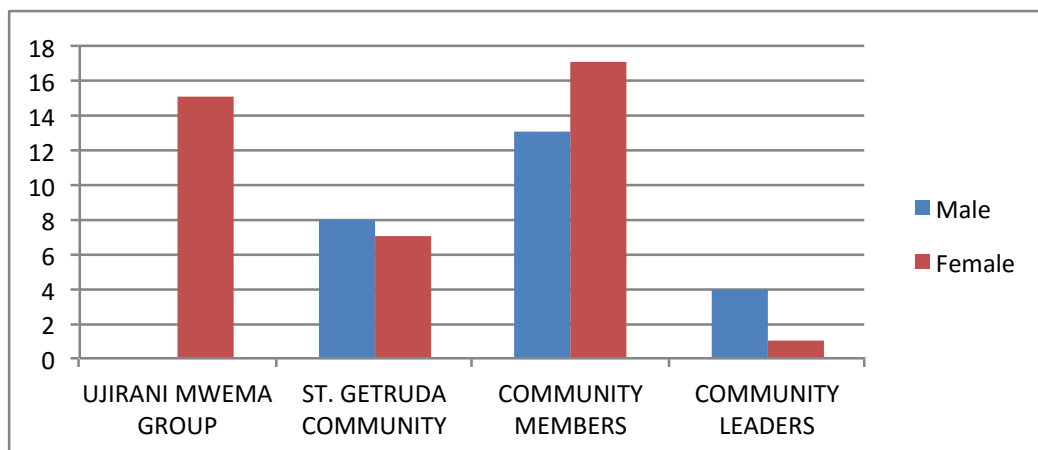
#### 1.3.4.2 Sampling Techniques

Probability sampling was used where by every member of the universe has an equal chance of being included in the sample (Guthrie et al 1987) under this method, the result sample is said to be a representative with the assumption of having uneven distribution of characteristics within the sampling unit. Random sampling was used to get sample size during need assessment. Purposive sampling and simple random sampling were used to determine the sample characters to be involved in the research. The sample size involved 15 respondents from UJIRANI MWEMA GROUP and ST. GETRUDA COMMUNITY, is responded by 30 community members and 5 community leaders. The total sample size will be 65 respondents.

**Table 1: Categories/Respondents of the Research**

| Category              | Male      | Female    | Total     | Percentage  |
|-----------------------|-----------|-----------|-----------|-------------|
| Ujirani Mwema Group   | -         | 15        | 15        | 23.1        |
| St. Getruda Community | 8         | 7         | 15        | 23.1        |
| Community Members     | 13        | 17        | 30        | 46.2        |
| Community Leaders     | 4         | 1         | 5         | 7.6         |
| <b>Total</b>          | <b>25</b> | <b>40</b> | <b>65</b> | <b>100%</b> |

Source: Field Data (2016)



**Figure 1: Categories/Respondents of the Research**

#### 1.3.4.3 Data Collection

In this project the researcher used multiple methods in data collection commonly known as triangulation (Glesne and Peshlone, 1992). The use of more than one data collection technique often helps the researcher to obtain adequate and relevant information; they create comprehensive understanding of the topic under study. In this study the interview, group discussion, observation questioner and documentary review instruments were employed in collection data.

##### (a) Interview

Through this method data was obtained through face-to-face interview questions (semi-structured interview) to Ujirani Mwema Group, community members, community leaders and St. Getruda Group. Kathori (1990) defined the interview method as a way of getting the interview; they have to be on the spot and have to meet people from whom data has to be collected from. This method provides a chance for clarification furthermore; since it contains a privacy element it also lets the respondents provide the required information freely.

**(b) Focus Group Discussion**

Patton (1990) stated that a focus group discussion is a small group of people on a specific topic, group of people who participate in the interview for one half to two hours. The focus group discussions in this study involved 7-8 participants. Women were selected purposively through the researcher approach to obtain their consent for participation. The purpose was to let the women discuss, give views and suggestions on the contribution in income generating activities which help improve the standard of living for their households. The respondents who participated in the interviews were also included in the focus group discussion.

**(c) Observation**

Through observation, the researcher was able to get information from the activities performed by the women in the community of Migera in-group and individual activities. The purpose was to observe the activities so as to have clear understanding of what had been reported in interviews. Patton (1990) explained that observational studies provide a check on what is reported interview Kothan (1990) stated three major advantages of observational as being subjective bias is eliminated if observation is done correctly as it happens, since it is not complicated by either the past behavior, future intentions or attitudes.

Thirdly, the method is particularly suitable in studies that deal with subjects, where, respondents are not capable of giving verbal reports of their feelings. Limitations of observations include the possibility that the observer may affect the situation being observed in unknown ways. Participants may behave in some a typical fashion when

they know they are being observed, and the selected perception of the observer may distort the data. Patton (1990).

**(d) Questioner**

Webster 1981 defined questioner as a written or printed list of questions used on gathering information from a person there are two types of questioners, which are open ended questioner and closed ended questioner. In this study both closed and open ended questioners were used.

**(e) Documentary Reviews**

Secondary data was collected from documentary sources such as books journals and reports from internet. The data collected through this technique enabled the researcher to get relevant information for writing literature review relevant information on improving women income generation through vegetable cultivation in improving the living standard of the households. Documentary sources provided aspects that could not be directly observed about which the surveyor could not ask appropriate questions without the guide provided through the documents.

**1.3.4.4 Data Analysis Method**

Data from the survey was analyzed using statistical package for social science (SPSS). After analyzing the study results the researcher presented the results in the form of table, chart, figures and narration. Only important and relevant results were shown and presented in the text. The analysis was basically qualitative in nature, but there was more qualitative information that was generated during field visit and through reviewing documentary information.



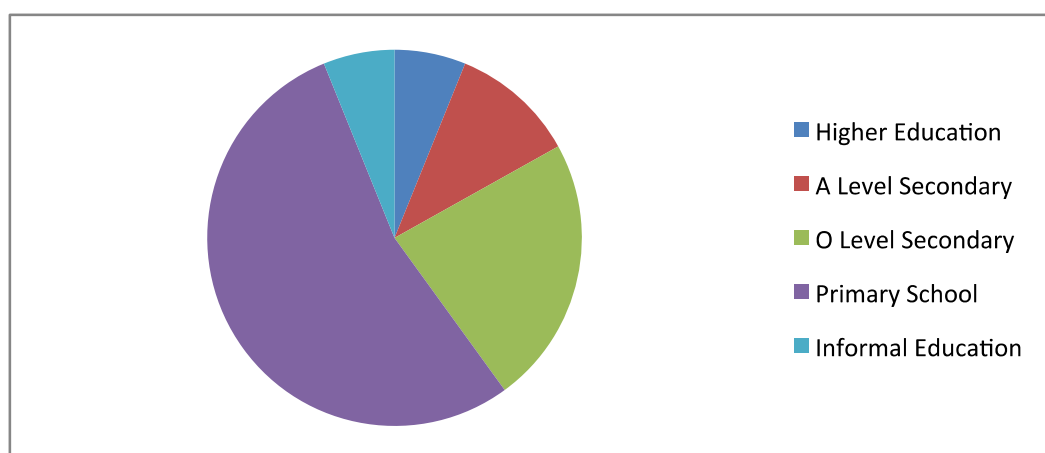
Qualitative data related to opinions behaviors perceptions and the like were recorded in a note book. The content analysis was employed in interpreting and summarizing the identified important themes and Patterns in a narrative for some. Data recorded from observation and focus group discussion were processed and analyzed during the actual field process to avoid doubt or occurrence of errors. According to (Osman 1993), case study some data can be interpreted as they are collected in the documentary information, was tallied and calculated into frequencies and percentages to present the data in tabular form.

## 1.4 C N A Findings

### 1.4.1 Characteristics of Respondents

**Table 2: Education Level in the Community**

| <b>Education Level</b> | <b>Frequency</b> | <b>Percentage</b> |
|------------------------|------------------|-------------------|
| Higher education       | 4                | 6.2               |
| A 'Level secondary     | 7                | 10.8              |
| O' Level secondary     | 15               | 23                |
| Primary school         | 35               | 53.8              |
| Informal education     | 4                | 6.2               |
| <b>Total</b>           | <b>65</b>        | <b>100%</b>       |

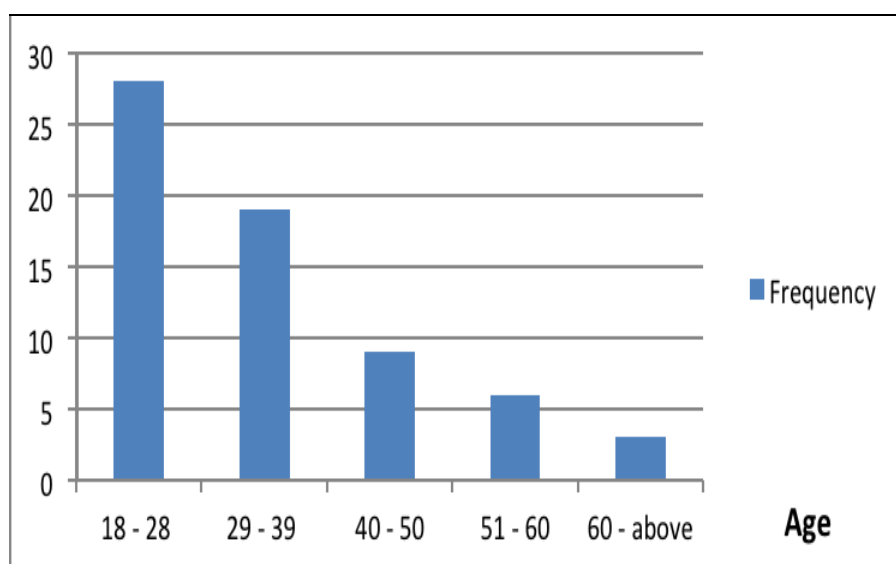


**Figure 2: Education Level in the Community**

Findings showed that in the community large number of the people obtain the primary level education 35(33.8%) for primary, 15 (23%) for O' level secondary, 7 (10.8%) A 'level secondary, 4(6.2%) for higher education and 4(6.2%) does not obtain formal education.. From that it is shown that the community has little knowledge and education to effectively participate in economic activities.

**Table 3: Age**

| Age group  | Frequency | Percentage |
|------------|-----------|------------|
| 18 -28     | 28        | 43.8=44    |
| 29 -39     | 19        | 29 = 29    |
| 40- 50     | 9         | 13.8 =14   |
| 51 – 60    | 6         | 9.2 = 9    |
| 60 – above | 3         | 4.6 = 4    |
|            | 65        | 100%       |



**Figure 3: Age**

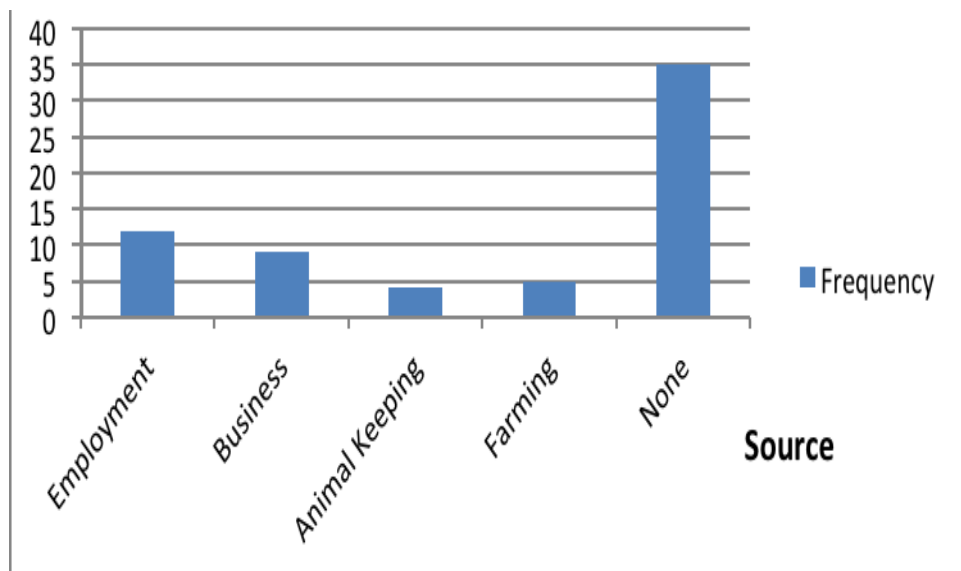
#### 1.4.2 Objectives

- (a) To identify the source of women income in the community

**Table 4: Income**

| Source of income | Frequency | Percentage |
|------------------|-----------|------------|
| Employment       | 12        | 18         |
| Business         | 9         | 14         |
| Animal keeping   | 4         | 6          |
| Farming          | 5         | 8          |
| None             | 35        | 54         |

Source: Field Data (2016)

**Figure 4: Income**

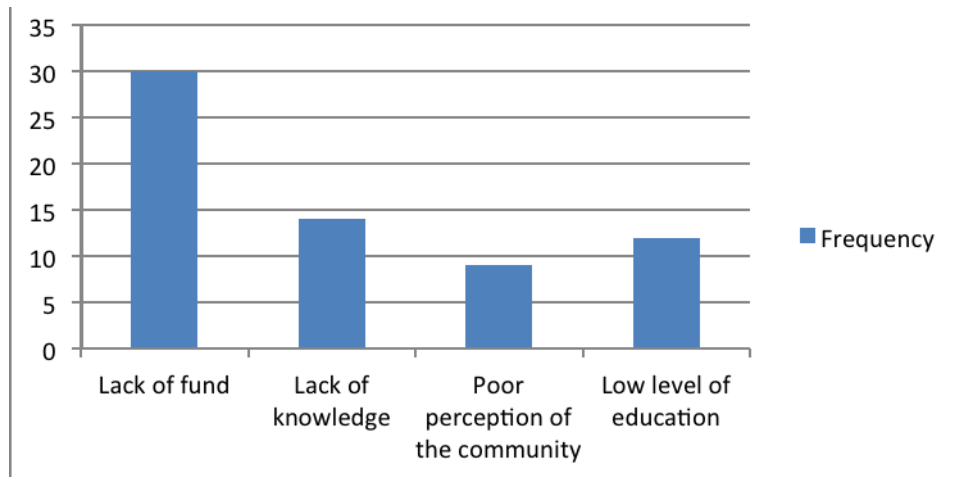
Source: Field Data (2016)

Findings show that many women in the community are housewives they depend on their husbands. From that case it is very hard to avoid the poverty in the community. It is shown that 12 (18%) are employed in private and public sectors, 9(14%) involved in business, 4(6%) Animal keeping, 5(8%) in farming and a large number are housewives 35 (54%).

(b) Asses the challenge facing the women to participate in economic activities

**Table 5: Challenges**

| Challenges                       | Frequency | Percentage  |
|----------------------------------|-----------|-------------|
| Lack of fund                     | 30        | 46          |
| Lack of knowledge                | 14        | 22          |
| Poor perception of the community | 9         | 14          |
| Low level of education           | 12        | 18          |
| <b>Total</b>                     | <b>65</b> | <b>100%</b> |



**Figure 5: Challenges**

The results from the table show that main problems are lack of funds 30(46%) to establish the business. 14(22%) said lack of knowledge of entrepreneurship; so that they do not have adequate skills, 12(18%) said that challenge is low level of education that limited them to be employed in private and public sector. 9(14%) said that poor perception in the community. There is a notion that the main responsibility of women is to care for the family and not contribute in economic activities. All

issues of income is a man's responsibility. So that perception does not allow the women to engage in economic activities.

- (c) To find out available resources and opportunities in community that can generate income

Findings show that Migera area has resources and opportunities, which can help the community to increase their income. That area has a water body, which is Kanon river, has Land also that is located in a town area. The resources, which are shown in that are land and water bodies. Land can support them in animal keeping, crop cultivation vegetable garden productions and fishing production. The river can support them in irrigation if they involve themselves in farming activities, also the river can help in fishing production. Also that area is in the town which can support small businesses around the street.

Researcher sees that if the community gets a good organizer or emphasize it has a chance to overcome poverty. Many people are jobless because of lack of knowledge and skills. Given these the possibility of introducing the project program in this area is very easy if the community is ready to involve itself in that project. There are some people who tried to use that resources but mainly men and not women. They tried in fishing production but they have no knowledge in that production. They need the aquaculture officer to assist them and to give them more skills and information about it.

### **1.5 Community Need Prioritization**

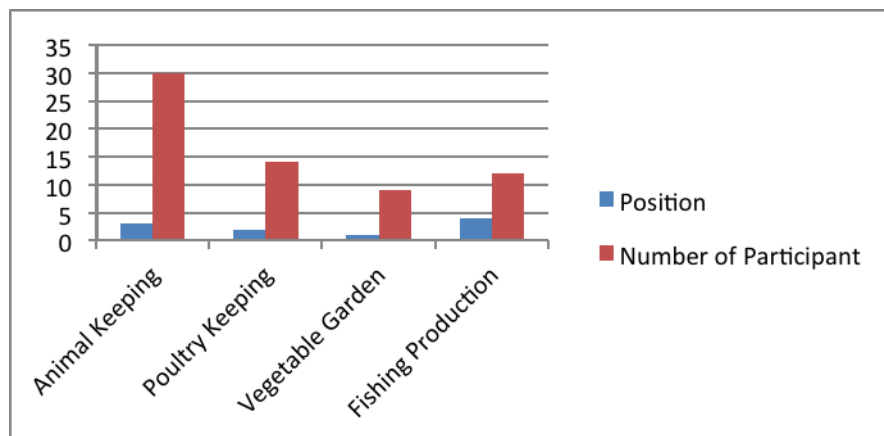
The prioritization of the issues was conduct to give the community and interested agencies an idea of which area to focus on first. Prioritization was done in a

participatory manner by the community and facilitator by using a paired comparison technique. By using a paired comparison technique the team can decide on which issue or issues are priority. It directly compares one issue to another, allows for the group to decide between two equally important issues (Moore, 2009) the group facilitator read each possible pair and individuals voted on which was preferred choice to address first. Therefore the following were the scores from the comparisons made among the issues. This community need prioritization is going to involve UJIRANI MWEMA GROUP, which have only 15 members. They are voting which project they need in the Community Needs Prioritization.

**Table 6: Community Needs Prioritization**

| Types of the project | Number of participant | Position | Percentage |
|----------------------|-----------------------|----------|------------|
| Animal keeping       | 2                     | 3        | 13         |
| Poultry keeping      | 4                     | 2        | 27         |
| Vegetable garden     | 8                     | 1        | 53         |
| Fishing production   | 1                     | 4        | 7          |
| <b>Total</b>         | <b>15</b>             | <b>-</b> | <b>100</b> |

Source: Field Data (2016)



**Figure 6: Community Needs Prioritization**

Source: Participatory Surucydec (2015)

From the Table 1.6 it shows that UJIRANI MWEMA GROUP is interested in involving in vegetable garden project. 8 (53%) voted the vegetable garden as the first prioritization in those projects, 4 (27 %) for poultry farming, 2(13%) for animal keeping and 1(4%) for fishing production.

## **1.6 Conclusions**

The process of the needs assessment with Migera Street women group has been a good opportunity of understanding each other. The researcher and the members depend on one another to fulfill their goals. It was possible to develop a project because of their information collected and the members openness and willingness to make economic changes for the community. The community had an opportunity to change their status of income in their families if they built their skills that could make them overcome the poverty from their own resources and opportunities. The study had one assumption relating to the sustainability of women's economic activities. This means that the sustainability of women IGAs could guarantee lasting and effective means for poverty alleviation if the women get more knowledge of using their own resources in the community.

## **CHAPTER TWO**

### **PROBLEM IDENTIFICATION**

#### **2.1 Backgrounds to the Research Problem**

This chapter discusses the problems as assessed with women at Migera Street as well as identifies the target community. The problems and the situation that must be changed, affects of the problem the causes and the magnitude of the problem. The effects if no intervention is adopted are highlighted in the respective community and the proposed solutions are systematically analyzed. In this chapter it was found that women are not involved in economic activities in order to increase income. In that situations will change the community behavior toward their goal.

#### **2.2 Problem Statement**

Many women in the community were not contributing in economic activities to increase the family income. In this case many families seemed to be very poor and they failed to meet the all basic needs like, meals, access the school needs for their children, health services and balanced diet. This study intends to build capacity to empower women economically through introducing the vegetable garden project in order to improve the health and income for their families.

#### **2.3 Project Descriptions**

The author facilitated by addressing women at Migera by capacity building in their ability to enhance reliable source of income in their households. The interventions included ways on how to use their resources, which they have to improve their families' income, health and housing.



The socio – economic status of Migera Community member's show a large number of the families which had low incomes and women needed special assistance to increase their household's income. Through training women at Migera are expected to have good capacity to use their resources they have like water bodies and land also to manage individual project which their introduced. The community will change behavior by showing progress through their income generation activities; they trained on how to cultivate the vegetable in order to improve family income.

### **Causes of the problem**

The author found that women at Migera were not well informed about personal lives and the importance of pulling efforts to run income generation activities (IGAS). Also women lack the knowledge about entrepreneurship, low level of education and bad perception. Many community members believed that the role of women are to bear children and caring their husbands while the role of income generation is for men/husbands only.

### **Effect of the problem**

Many families lead a life of poverty. High level of poverty in the families caused children to fail to get good and quality social services like good health services and caused families to break. After families broke, other children engaged themselves in prostitution, which leads to the spread of H I V. The magnitude of the problem was so great that men/husbands ran away from their families. The families thus remain with mothers. This is because of hardship of life. They suffer from the bad perception and nature of colonial form. Many people of Migera think that economic activities must be through employment jobs in any sectors or have a big business.

They ignore the small businesses and other economic activities. In colonial era Bukoba communities got formal education early that prepared them for employment. They were ashamed to indulge in small businesses like selling bites, Vegetables and others. Other women seem to think that only men have there sponsibility to support the families.

### **Relationship of the Problem to Women at Migera**

As a result of the needs assessment survey focus group discussion and observation the key of the area of the problem were highlighted and better understanding of what was needed to happen in the community development. Migera women had to improve their household's income through encouraging members to have income Generation activities (IGAs). Also women need the knowledge about entrepreneurship and business skills. Is better to know them.

#### **2.3.1 Target Group Community**

This project aimed at improving women economic among the members of Migera village at Nshambya Ward as well as community and their families. The project concentrated on individual and in groups. The project will improve the economic status of the members and reduce dependency ratio and encourage employment opportunities among the members.

#### **2.3.2 Stakeholders**

Stakeholders and other targeted groups are expected to participate actively during the preparation and implementation of the project.

The major project stakeholders are women in Migera and their families, community, community Leaders, MCED Students and Tumaini Vikoba Group women and their families will contribute effectively in the project, community will be the client of the project, community Leader will support the women in their project, and MCED students will emphasize the women to contribute in the project.

### **2.3.3 Project Objectives**

The overall goal of the project was to enhance income generation to Migera women through establishment of vegetable garden.

### **2.3.4 Specific Objective**

- (i) To emphasize 15 women to formulate 3 groups for a joint project by January 2016.
- (ii) To provide training for 15 women in order to get knowledge and skills of vegetable gardening by February 2016.
- (iii) To establish a vegetable garden for 15 women from Ujirani Mwema women group between March – April 2016.
- (iv) To assess the project progress by May to July 2016

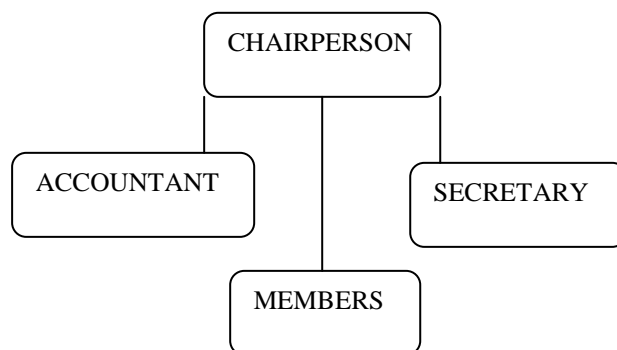
## **2.4 Host Organizations**

The host organization is called UJIRANI MWEMA GROUP. This group was established in 2012. This is a Community Base Organization (C B O). This C B O is not profit making organization but an organization of women who joined together to discuss the community issues. This host organization is based on community issues like to help members when they get problems like sickness.

### **Structure of the host organization**

The C B O has the leadership, which is selected among the members. Members come to select the chairperson, secretary and accountant. They meet every time on 15<sup>th</sup> and 30<sup>th</sup> of each month. The leadership stays for only two years before another election is conducted.

### **Structure of the Organization**



**Figure 7: Structure of the Organization**

### **Organizational Activities**

This host Organization has no any economic activities. They deal only in social issues. Like comforting any member if she meets any challenges. Also they contribute the fees which help them in different issues in the society.

### **Mission**

Women contribute the monthly fees in order to participate in all social issues

### **Vision**

Improved social issues among the members in order to encourage good relationship in the community.

#### **2.4.1 Host Organization Role**

The role of the host organization as a C B O is to encourage the women to contribute in I G As in order get the group fees. The community leaders and officers in the street/village used their expertise to support members in their activities such as small businesses, farming and poultry keeping.

They also participate in group meetings and other occasions to know what is going on and advice accordingly. It is this authority which has the mandate to allow a certain type of an activity to be carried on in a location or not be carried out. For the time being the village/street authority is helping the group to acquire a plot of vegetable garden.

#### **2.4.2 The Author's Role in the Project**

- (i) To organize and facilitate the process of planning and implementing the previously stated objectives with the members.
- (ii) To provide ongoing consultation services to group leaders and members for a better group dynamic and improved network.
- (iii) To facilitate the group by impacting the knowledge of entrepreneurship among the members
- (iv) To supervise and support monitoring of the group in collaboration with group leaders to form prominent and tangible projects.

## **SWOT ANALYSIS**

Is a process of looking at internal and external factors which can affect the organization.

### **SWOT – Stand for;**

S – Strength,                      W – Weakness,                      O – Opportunity

### **Strength**

- (i) Readiness of the women to involve in all project activities.
- (ii) Availability of Irrigation water from Kanon river which is near by the community
- (iii) There are open spaces which can support the women to get the area to introduce their project.
- (iv) Presence of agriculture extension officer within the community.

### **Weakness**

- (i) Flooding during the rainy season which can affect the vegetable.
- (ii) Low income among the women which can affect the contribution to the project.

### **Opportunity**

- (i) Supportive government policy to empower women in economic
- (ii) Decrease of Fish in Lake Victoria led the community to use vegetables rather than fish. So those needs of vegetable are increasing.

### **Threat**

- (i) Bad perception about women to involve in economic activities in the society.
- (ii) Absences of workshop and seminars to encourage women empowerment
- (iii) Flooding during the rainy season because of the area being along the river

## **2.5 Conclusion**

This section highlighted the problems that potentially could derail any progress in group organizing or economic development in this seriously economically deprived area. It also highlighted possible solutions for the women at Migera that had been thought of and challenged in relationship to the problems. Only with an understanding of the impact of the problems included the women to move forward in highlighting the goal and objectives. The collaboration and good relationship between UJIRANIGROUP led to the opportunity for sustainable life of the women in Migera.

## **CHAPTER THREE**

### **LETERATURE REVIEW**

#### **3.1 Introduction**

Literature review in this study has been divided into three main part including theoretical review, empirical review and policy review. In theoretical review emphasized to describe the theory behind of increasing the women income in order to overcome poverty through vegetable garden. Empirical review is narration of work done by others on similar projects elsewhere detailing on the approach used, outcomes, experiences and lessons learned and their similarity and relevance to UJIRANI MWEMA GROUP. The last part of the chapter ends by analyzing policy issues as they affect the project. Books professional journals, internet sites, and personal experience were consulted in gathering information

#### **3.2 Theoretical Literature**

##### **3.2.1 Women Income Generation**

Heron. A (2015) Approaches to supporting women's productive activities have involved over several Decades. Prior the 1970, welfare oriented approach predominated. Grants were Gwen for training and income generating project that emphasized the domestication of women. The project tends to be small scale underfunded and Isolated from main stream development.

Alan. A (1994) the limit of welfare oriented response to this growing crisis are now well recognized. Alternatively many development agencies are increasing their emphasize on assisting women to secure income through their own effort. Potential



IGAS showed concern on activities where already women can use skills they already possess. In many rural areas women have skills to do small scale plants, Agriculture, animal production, processing and preservation. Areas for potential promotion include home Gardens, animal production and precious production and other small activities according to their specific condition of the village. Income generation activities will be considered whose initiatives affect the economic aspects of people's Lives through the use of economic tools such as credit.

OECD (2012) Women's economic empowerment is a prerequisite for suitable development and poor Growth. Women must have more equitable access to assets and services. Infrastructure programmers' should be designed to benefit the poor both men and women.

J.S Mill & H. Taylor (1951) women at least required access to physical and human capital to economical Participation. Women have the power of gaining own life hood. It is true that women have procured consumption goods since antiquity. In the 19<sup>th</sup> century western governments enacted deregulatory reforms that women could legally acquire the means to own property and transform them into valuable economic use for sale to prospective customers.

### **3.2.1.1 Entrepreneurship Theories**

This theory defined the idea of economic development coming as a result of the entrepreneurial activities of entrepreneurs. Entrepreneurship theory suggests that the people and what they do determine economic development. The study of entrepreneurship as personalities scrutinizes the variables that describe their

appearance, such as the psychological profile (the need of achievement the capacity to control tolerance of ambiguity and a tendency to take risk) or non – psychological variables (education, experience and network) entrepreneurship is vital for economic progress as it manifests its fundamental importance in different ways, such as by intensifying assessing and exploiting business opportunities by creating new business and renovating serving ones by making them more dynamic by motivating the economic innovation competence, job creation and by generally improving the welfare of the society, (alvaro et al., 2008).

#### **3.2.1.2 Entrepreneurship and Economic Efficiency**

Schumpeter's conception of the entrepreneur focuses attention on the process of technological innovation. A complementary approach concerns the process of overcoming and exploiting all the economic possibilities latent in an existing state of technology. Here the emphasis is on the discovery of potential gains to trade and hence by implication the more from less to more efficient allocation resources. (Martin R. 2008)

#### **3.2.1.3 Women as Entrepreneur**

Women entrepreneur as a female who plays a captivating part by repeatedly interacting and keenly adjusting herself with financial society economic and support spheres in society. Globally the impact of women entrepreneurs is gaining recognition intensely worldwide as the number of female business owners continues to increase steadily as women entrepreneurs are making positive impact in the global economy (Ali and Ali 2013).

### **3.2.2 Vegetable Garden**

The practice vegetable garden probably started in several parts of the world over ten thousand years ago. This practice started within the families for their own consumption or to trade locally. Originally vegetables were collected from the wild by hunter-gatherers and entered cultivation in several part of the words, probably during the period 10,000BC to 7,000 BC when a new agricultural way of life developed. At first plants which grew locally would have been cultivated but as time went on trade brought ex optic crops from elsewhere to add document types. Nowadays most vegetables are grown over the world as a cli9mate permit {[www.sparpeople.com](http://www.sparpeople.com)}.

#### **3.2.2.1 Vegetable Garden**

Vegetable garden or home garden refers to traditional land –use practices near the homestead different plants species {predominantly vegetables combined with fruits, foddors, medical herbals and ornamental plants} are maintained by members of the household with the products intended primarily for household consumption. Charlie M.S (2009) cited Gautama et al (2007). According H.C. Alien (1997) vegetable crops as an herbaceous plant harvested for its edible parts which can be consumed fresh or with little preparation as a human food.

Vegetable production is one of the human basic skills. The level of success and productivity of vegetable production depend on the local climate and season and the range of species' cultivated. Also successful vegetable production is very much dependent up on supply of satisfactory seeds. Vegetables are essential element to supplement the diet and income. Charlie (2009) Vegetables are excellent source of

vitamins A and C, Iron, mineral and fiber. So that Megara will be benefit from the vitamins founded from the vegetables also malnutrition would be overcome.

**Vegetables are categorized in five groups which are;**

- (a) Leaf vegetables (e.g. Amaranth, Spinach)
- (b) Fruits vegetable (e.g. African egg plant)
- (c) Tuber vegetable (Carrot)
- (d) Flower vegetables (Cauliflower)
- (e) Pulse and seed vegetables (cowpea) (Gudrun B.K. 2004)

**Characteristics of vegetable garden**

- (a) Location near to the home to make it convenient for working at odd hours.
- (b) Location near water resources
- (c) Management by member of the household
- (d) Use of Low-cost Inputs.
- (e) Cultivation of different varieties of vegetables
- (f) Cultivation throughout the year or for a long duration in arable fields.

Vegetable cultivation is usually highly intensive performed in gardens and therefore it's regarded as a part of horticulture. Horticulture is a science of art of cultivating fruits. Etymologically the term can be broken into two Latin words "hortus" means garden and "cultus" means tilling (American Dictionary (2005)) so that Horticulture is a science of cultivating garden plants.

Agricultural information Bank (2015) mentioned four branches of horticulture these are:

- (a) Apology – deal with cultivating of fruits
- (b) Floriculture – deal with cultivating of ornamental flowers and land scalping
- (c) Floriculture – deal with cultivating vegetables
- (d) Food and Vegetable preservation – it deal with principle of fruits and vegetable preserved.

In this study will going to deal with oleri culture type of horticulture. Grass baugh E. and Bonnet MA (1998) mentioned the several factors can influence standing establishment in vegetable crops production. These factors are environmental conduction such assoil physical, soil characteristics, temperature and moisture. Secondly various cultural practices and disease may be limiting the high production. Profitable vegetation farming requires attentions to all production operation include insect, disease, weeding control and efficient market. The land of vegetable grown is mainly determined by consumer demand which can be defined in the term of variety size, tenderness flavor, freshness and type of park. Effective management involves the adoption of technique resulting flow of the desire amount of produce over the whole of the natural growing season of the crops. Many vegetable can be grown through out of the year in some climate.

**(a) Urban Agriculture**

Ministry of Agriculture food and co-operative (2013) Explained about urban Agriculture that urban and per-urban agriculture is vestal aspect of food security and employment creation, broadening taxes base beautification of cities and services as

supplementary source of the urban dwellers. Urban agriculture can be practiced in areas inside the cities (intra-urban) or in areas outside the city (the per-urban) area. This type of agriculture can be practiced in different forms such as home gardening, open space Production or container gardening depend on available land and purpose. Due to limited and unsecured land for urban agriculture most of the urban dwellers tend to carry out short-term crops production dominated by vegetable crops where by over 90% of the leafy vegetables are produced within and around the city. Production, productivity and profitability of urban agriculture increased in accordance with acceptable standard for both environmental protection and public health assurance.

### **3.3 Empirical Literature Review**

The empirical literature review was based on summary of findings and experience of other researchers of on the problem related to the linking theory. The research based on impact of women's garden project on nutrition and income in Senegal which was conducted by Reynaud J. et al (1989). Findings showed that home garden was first initiated in Kimbiji, which is found in Senegal with the purpose of improving the income and nutritional status of villagers, Whether it accomplished this purpose is not completely clear. Vegetable were used on in minimal quantities in the villagers died and gardening had no measurable impact on food intake of children after weaning. Whereas there is no evidence of direct nutritional impact, gardening may have an indirect Nutritional status by increasing the income of female farmers. Although women spent only 7% of their income from vegetables on food they might have several part of their main income from groundnuts and cereals. The production

of vegetables seems too limited because of the lack of such processing techniques. Consequently women were growing only the quantities of vegetables that they were able to sell on their market. The raining provided was not successfully and mother did not seem to understand that vegetable were good for their children. The primary motivation of women to engage in portraiture was to increase their income. Although the economic contribution of Vegetable garden to household income was small, it allowed women to purchase items that were specifically important to the improvement of their social status in the society where man have a dominant social position. Even in the absence of measurable nutritional impact household gardens may play an important part in promoting social change.

Masashua et al (2000) in their research paper of potential of urban horticulture for poverty reduction which was conducts in Dar es Salaam – Kinondoni district, it indicates the contribution of urban vegetable production to household income. Findings show that smallholder farmers received significantly higher income per monthly after being involved in vegetable production compared to the period before engaging in vegetable production. Apart from increased income recorded by smallholder farmers also indicate the effect of urban vegetable production on food security. Special focus was on the contribution of income accrued from vegetable production on household accessibility, availability and ability of household to acquire different types of nutrient from various sources. Result show that 65.5% and 63.6 % reported the food availability and accessibility respectively at house level were improve significantly of vegetables compared to the period before engaging in production of vegetable.

WECF reports in South Africa (2016), WECF and its local parterres are growing people with the ELA project and the community garden in South Africa. The garden project economically and politically empowered women who in South Africa traditionally have to deal with household tasks. The garden increase their economic independence and participation providing resources to ensure basic sustainable livelihood conditions. The food gardens will grow, resources, gardens and food sellers. The food garden will give a chance to empower women by providing more nutrition for themselves and their families and give the opportunity to gain income from selling surplus food.

Ministry of Agriculture food security and cooperative (2013) states that the majority of Tanzania farmers are women who constitute the majority of Agriculture Labor force. Over 90.4% of Agriculture activities, producing about 70% of the county's food requirements are done by women. They are also actively involved in the productions in cash-crops and in household activities. Most of these jobs involve serious manual and high time consuming undertakings however they are inadequate skill and knowledge among women, inequitable access to productive resources and beliefs. These are challenges facing women to participating in economic activities

M. Yaqoob e t al (2004) to the research of economic role of women. The objective of the study was to search the king of women's income generating activities in which women take part in the village and check out the level of involvement of women in those income generation activities in Pakistan. Sample of 140 female's respondents was selected according to the proportion of the population in the village. Main findings reflect that only 12.1% of the respondent had no earner female family



member while a large majority such 74.3 % had one earner female family member in their family. According the time spending in income generations activities, indicated that only 8.6% of the respondents were spending 1 – 4 hours in income generating activities, 52.9 % of the respondents spending 5 -8 hours and 38.6 % spending more than 8 hours income generation activities. So that women's status can be improved by making them earning family members women who participate effectively in economic activities can expect a higher status within the household than those women whose activities confined primary to housework role in building the societies on better and strong bases.

In Morocco, Ola, (A2014) gives another example of income women's empowerment of Morocco. Income generating projects are economically sustainable activities undertaken by women in rural settings 10 projects satisfy local needs and incorporate local women in decision making processes that promote knowledge and grassroots innovations. By having great say and bargaining power in their households and communities findings evidence show that income generation projects succeed in empowering rural women.

### **3.4 Policy Review**

Tanzania horticulture Development strategy (2012 – 2021) is demand driven initiatives of the horticulture stakeholders to exploit the fast growing demand and market opportunities available in the national, regional and international markets. The horticulture sub – section in Tanzania is growing fast at an annually rate of 6- 10 % has contributed to a country's export earnings. The subsector is endowed by local and foreign investors particularly in floriculture and export vegetables with

production and market growth potential the horticulture sub- section has been identified as one of the priority sectors in national export Strategy (2008) The Kilimo Kwanza Resolution is a key component in the diversification of the agricultural sector from overdependence on traditional primary agriculture products. Horticultural Development Council of Tanzania (HODECT) and the resolution on the National Horticultural stakeholder's workshops of 2005, 2008 and 2010 necessitated the need of fast tracking the formulation of the National Horticultural Development strategies. The strategy envisages facilitating the development of horticultural status, increase income and reduce poverty while increasing productivity and quality of the produce (HODECT, 2010).

The Ministry of Agriculture, food and Co operative through its Agricultural Sector Development Program (ASDP) has decentralized support to the local Government level through its District Agricultural Development Program (DADP) Through DADPs Financial allocations are disbursed to the districts and the municipal councils with the aim of addressing specific challenges that farmers are faced with at local government level. Urban horticultural farmers are yet to maximize their benefits from this. The urban agriculture is also supported by various stakeholders such as, the Tanzania Agricultural Productivity program which is a USAID funded project which offer support through capacity building on good agricultural practices and market linkages the farmers. The Tanzania Horticulture Association (TAHA) which is a member based organization also including farmers in urban area in its membership. Other supporting organization includes care international Ox farm Gas by Trust and World Vision. Agriculture policy (1997) stated that agriculture is not a

principle faction of town but when properly organized, urban agriculture has potential to provide employment, income and is supplementary source of food supply. The government continues to regulate conduct of urban agriculture and well ensure that it does not disrupt planned urban development, (URT, 1997).

Community Development policy, it emphasizes on eradication of poverty through involving those responsible in bringing about community development by advising and training individual families and household encourage group or cooperative activities, consolidating the informal sector by encouraging economic activities, industries, small business and production in groups both rural and urban area. This is the only way poverty community development policy aim at enabling Tanzanian to bring about their own development by working to improve production so that they may have increased income while enabling community to build a better life. Through self reliance and the use of locally available resources. (URT 1996)

Millennium Development Goal (MDGs) United Nations describes that by the year 2015, all 193 United Nations member States have pledged to meet the eight – millennium development goals. Among these goals to be achieved, goal number two reads ‘eradicating extreme poverty and hunger’ and it focus on reducing by half the proportion of people living on less than dollar a day and also reducing by half the proportion of the people who suffer from hunger. Goal number seven advocates environmentally sustainability and focus integrating the principles of sustainable development into country policies in order to reverse loss of environment resources. In conclusion vegetable garden project in community means participating in

contributing to the MDGs mentioned above at village and National level at large. Vegetable garden contribute to poverty reduction and conservation of environmental resources and hence changing lives of the poor people.

#### **3.4.1 National Employment Policy 2008**

This is a result of revision of the national employment policy of 1997 and inaugurated a number of policies and strategies to address constraints towards employment growth and emerging labour market challenges. The overall objective employment under employment rates and enhances labour productivity.

Policy also pointed out several constraints that face informal sector such as unfavorable regulations, inability to quality for credit, scarcity of land for work premises lack of relevant skills and marketing constraints. The specific objective to address these challenges is to transform the informal sector so that it provides decent employment and increased productivity.

#### **3.5 Research Gap**

Although there are many researchers who have found out the challenges faced by women to involve in economic activities and suggested some alternatives, but the problem is causing problems until now. Many women are poor and face many challenges in economic activities contribution. They lack knowledge skills and education about entrepreneurship. So is better to encourage workshops and entrepreneurship seminars in order to overcome the problem. Many women at Migera remain at home while they have resources and opportunities to generate the

income, skills. Knowledge and education of entrepreneurship are very important to the community.

### **3.5 Literature Review Summary**

This chapter has explored various literature review, including theoretical, empirical and policy literature review in the theoretical thinking of scholars reviewed in vegetable, gardening and women income generation. This part shows the advantage of cultivating vegetables, challenges, procedures and type of vegetable also explains about women income generation. Empirical literature review difference experiences of income generation activities (IGAs) to women and the contribution of vegetable garden in economic development is shown. Different projects from different countries or areas which support income to women as agents for promoting equitable economic group in various societies are described

Various policies documents were reviewed such as Tanzania Horticulture development strategy 2012 – 2021 community development policy, agricultural policy agricultural, millennium development goal (MDGs) and National strategy for growth and reduction of poverty. In Tanzania Horticulture development strategy stated that the horticulture play role in encouraging food security, nutrition and income vegetable garden is one of the branch of horticulture so it is real that many project communities will benefit from vegetable garden in nutrition food security and income. From those experiences of the researcher projects and policies, women income generation will increase through the establishment of vegetable gardens.

## **CHAPTER FOUR**

### **PROJECT IMPLEMENTATIONS**

#### **4.1 Introductions**

This chapter contains information on how the project was planned and implemented as well as the action that was taken at every step of the project implementation the chapter also analyses product output and activities undertaken to meet project activities undertaken to meet project activities resources requirements to execute the project, stakeholders responsibilities and the time frame set for accomplishment of the project are also discussed in this chapter, also it provides the budget for the project.

Moreover the implementation schedule will indicated the specific time for the start and end of the project. The implementation plan is an important tool that will be of help in terms of monitoring and evaluation of the project to ensure that the activities are carried out accordingly, the plan will also determine the resources that are needed to execute the projects at hand.

#### **4.2 Product and Output**

Product and outputs in this context based in project Design and management defamation by CEDPA, (1994) Projects refer to the project deliverable that make up or contribute to delivering the objectives of the project A deliverable is tangible as well as verifiable. Project outputs refers to actual such as training programme, tangible plans measurements, tracking processes and status reports.

#### **4.2.1 Project Products**

- (i) Conducting one day sensitization meeting for 15 women
- (ii) Prepared training need assessment (TNA) Questioner and carried out the TNA
- (iii) Prepared training manuals that were used to train and sensitize garden establishment
- (iv) Training women for vegetable garden establishment
- (v) To formulate sub groups from the main group of Ujirani Mwema women group with 5 members every group

#### **4.2.2 Project Activities**

During the project lifespan, January 2016 to July 2016 the CED student in collaboration with UJIRANI MWEMA WOMEN GROUP leadership intended to facilitate the implementation of six activities as follows

- (i) Conducting Community need Assessment at Migera street the C N A involve sixty five (65) respondents
- (ii) Conducting the sensitization meeting with women from Ujirani Mwema Women group
- (iii) Develop Training Manual for vegetable garden
- (iv) Conducting sensitization training with women at UJIRANI MWEMA WOMEN GROUP to raise awareness on vegetable garden in solving their income needs
- (v) Formulating the small groups with 5 members from Ujirani Mwema Women Group who work together in the project
- (vi) Collaborate with C B O leader to supervise the members in project progress

### **4.2.3 Project Outputs**

In the course of implanting project activities the following outputs are expected to be generated:

- (i) Training manual, which encompasses the T N A questionnaire, training sessions plans and training handout.
- (ii) Trained 15 (fifteen) women from Ujirani Mwema women group on vegetable garden
- (iii) Three groups with five members from Ujirani Mwema Women group formulated
- (iv) Establishment of vegetable garden project

### **4.3 Project Planning**

This project planning is a key part in the project design and management process this included the following:- project implementation plan staffing pattern inputs and budget

#### **4.3.1 Implementation Plan**

In order to ensure smooth implementation of the project a work plan was prepared indicating different activities to be carried out, the required resources time framework and person responsible for each project activities. The project implementation involved different stakeholders physically and other were consulted at their working places. The host organization UJIRANI MWEMA (CBO) Leaders were fully engaged in the implementation of the project. The implementation plans on the table shows among the major activities in project implementation which were



securing community participation, co ordination of activities, monitoring and evaluation. The implementation of the project involves CBO members monitoring has been carried continuously in order to establish whether the implementation of activities is according to plan and project activities are actually been achieved. Resources for implementing the project were contributed by CBO members they contribute the fund in starting the project and land for vegetable garden was from the CBO members land. CED student was responsible for facilitating trainings and to advice in project management, planning, collaboration with various development parterres, implementation and monitoring of planned activities.

**Table 7: Project Implementation Plan Work**

| Objectives  | Output  | Activity  | Resources needed  | Responsible  | Assumption   | Time |   |   |   |   |   |   |
|---|---|---|---|--|--|------|---|---|---|---|---|---|
|   |   |   |   |  |  | J    | F | M | A | M | J | J |
| To emphasize the women to join in groups  | Three groups with five members formulated   | Sensitization meeting to women of Ujirani Mwema women group   | Human, fund, Transport, Time, Stationery                    | CED student Ujirani Mwema Women Group leaders and members. | Readness of the CBO members  |      |   |   |   |   |   |   |
| To provide training for 15 women in order o get knowledge and skill of vegetable garden                 | <ul style="list-style-type: none"> <li>➤ 15 member from CBO trained.</li> <li>➤ Awareness and knowledge of diversificatio n of income generation activities.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Conducting training to Ujirani Mwema women group for vegetable garden.</li> <li>➤ Conduct study tour to visit Agriculture office.</li> </ul> | Fund, Human, Stationery, Time and Transport                 | MCED, student, CBO members, Agriculture officer            | <ul style="list-style-type: none"> <li>➤ Permission from the Agriculture office</li> <li>➤ Available of transport</li> </ul> |      |   |   |   |   |   |   |
| To establish vegetable garden project for 15 women from ujirani mwema group in order to increase income | ➤   | <ul style="list-style-type: none"> <li>➤ Survey and prepare the garden</li> <li>➤ Buying supportive project materials and planting vegetable</li> </ul>                               | Fund, human, time, agricultural materials support and seeds | MCED students, CBO members and leaders                     | ➤ Available of land  |      |   |   |   |   |   |   |

|   |  |  |  |   |  |  |  |  |  |  |  |  |
|---|--|--|--|---|--|--|--|--|--|--|--|--|
| <p>Assessment the progress of the project</p> | <ul style="list-style-type: none"> <li>➤ Project establishment</li> <li>➤ Members and leaders trained for project development and management.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Clean the garden.</li> <li>➤ To plant vegetables in the garden</li> <li>➤ Maintenance of the project</li> </ul> | <p>Fund, Human resource, Time, Water manual and Land</p> | <p>CBO – Members<br/>CBO – Leaders<br/>MCE – Student<br/>Agricultural officer</p> |  |  |  |  |  |  |  |  |
|---|--|--|--|---|--|--|--|--|--|--|--|--|

### **4.3.2 Inputs**

In order to implement the project various inputs were needed in this project like human resources, inputs in form of financial resources, land and material inputs, human resources were CBO Members these are Ujirani Mwema women Group, professional officer and CED students, they will contribute in all activities which was needed as manpower.

Financial resource is a major component in the implementation which was used for building capacity, purchase of project equipments and for payment of various expenses such as professional officer cost and transport, land also was an input needed for vegetable garden as land availability must established.

#### **4.3.2.1 Project Staffing Pattern**

The project was managed by CBO members, CED student as volunteer, professional officer and community leaders. Ujirani Mwema women group as CBO are the beneficiaries of the project who participated fully in day and day management of the project as well.

Ujirani Mwema Women group has a Chairperson who is the overall in charge of the CBO and chief Supervisor for the project. Also she is chief spokeswoman for the CBO. Also CBO has a Secretary who is the chief assistant to the project in matters related to project supervision, implementation monitoring and reporting. There is an accountant who is responsible for all financial matters including the project financial resources.

### **4.3.3 Project Budget**

Under the project of vegetable garden at Migera Street which involve the women at Ujirani Mwema group the objective is to increase the women income generation members. Training on vegetable gardening will be acquired by members group of Ujirani Mwema.

Therefore the purpose of establishment of vegetable garden was to encourage increase the women in the community be involved in economic activities. Hitherto they remained to be dependent on their husbands which ledto many families to live on the poverty line. Researcher played part on emphasizing and convincing the women to participate in economic activities, for showing the way of establishment of the vegetable garden. The response was high; they were ready to establish the project they collaborated with the researcher in financial issues. The main participants of the project are members of the group. Ujirani Mwema group who collaborated with the researcher in monitoring and evaluation of the project.

**Table 8: Project Budget**

| Activity   | Type of Unit                          | Number of Unit | Cost Per Unit Tsh | Total Cost   | Grand Cost         |
|--|---------------------------------------|----------------|-------------------|--------------|--------------------|
| CNA Conducting                                     | Transport Expenses                    | 6 routs        | 5000              | 30,000       | 36,000/=           |
|  | -typing and printing of questioner    | 3 pages        | 1000@             | 3000         |                    |
|  | photocopy                             | 60             | 50@               | 3000         |                    |
| Conducting the meeting with community member group | -stationary                           |                |                   |              | 52,000/=           |
|  | -pens                                 | 20             | 200@              | 4000         |                    |
|  | -note books                           | 20             | 1000@             | 20,000       |                    |
|  | -venue of the meeting                 | 2 days         | 10000@            | 20,000       |                    |
|  | -transport to the venue               | 4 routes       | 2000@             | 4000         |                    |
| Training for vegetable cultivation                 | -facilitator cost                     | 2 days         | 40,000@day        | 80,000       | 182,000/=          |
|  | -venue                                |                |                   |              |                    |
|  | -training material                    | 2 days         |                   | 20,000       |                    |
|  | -flip chart note books mark pen       | 2              | 10@day            | 16,000       |                    |
|  | Pen                                   | 20             | 8000@             | 20,000       |                    |
|  |                                       | 4              | 1000@             | 2000         |                    |
|  |                                       | 20             | 500@              | 4000         |                    |
| Preparation of vegetable Garden                    | -garden material                      |                |                   |              | 390,000/=          |
|  | -hoe hakes                            | 30             | 8000@             | 240,000      |                    |
|  | -canes for watering Seeds manual      | 15             | 2000@             | 30,000       |                    |
| MCED-Student Transport from Dar – Bukoba           | Transport Expenses                    | 2 routs        | 65,000@           | 130,000      | 200,000/=          |
|  | Go & return Transport allowance       | 2 routs        | 35,000@           | 70,000       |                    |
| Financial project report                           | Typing, printing, binding and postage |                |                   | 350,000      | 350,000/=          |
|  |                                       |                |                   | <b>TOTAL</b> | <b>1,210,000/=</b> |

#### 4.4 Project Implementation

##### 4.4.1 Project Implementation Chart

The following sub section is for an overview and schedule of all tasks. The Implementation of each activity is shown in the time column. The Gantt chart

enumerating objectives, planned activities, resources needed, responsible person for each activity and planned delivery timeline.

**Table 9: Implementation Gantt Chart**

| <b>Objective</b>   | <b>Activities</b>   | <b>Time</b>                    | <b>Resources</b>   | <b>Responsible person</b>   |
|--|---|--------------------------------|--|---|
| To emphasize the 15 women to join in groups  | <ul style="list-style-type: none"> <li>➤ Sensitization meeting to women of Ujirani mwema group</li> <li>➤ Formatting the groups</li> <li>➤ To elect group leaders</li> </ul>              | January 2016                   | <ul style="list-style-type: none"> <li>➤ Venue</li> <li>➤ Time</li> <li>➤ Stationery</li> <li>➤ Transport</li> </ul>     | Researcher CBO – Leaders and members  |
| To provide training of 15 women in order to get knowledge and skills of vegetable garden | <ul style="list-style-type: none"> <li>➤ Conducting training needs.</li> <li>➤ Develop training manual</li> <li>➤ Conduct the training</li> </ul>   | February 2016                  | <ul style="list-style-type: none"> <li>➤ Stationery</li> <li>➤ Transport</li> <li>➤ Training</li> <li>➤ Venue</li> </ul> | <ul style="list-style-type: none"> <li>➤ Researcher CBO - Leaders and members</li> <li>➤ Trainer</li> </ul>                         |
| To establish vegetable garden project for 15 women from Ujirani Mwema women group        | <p>To survey project area</p> <p>To prepare the garden for cleanness</p> <p>Buying supportive project material like seeds</p> <p>Planting vegetables</p> <p>Maintenance of the garden</p> | <p>March</p> <p>April 2016</p> | <p>Time</p> <p>Agricultural tools</p> <p>Fund</p>  | <p>MCED student and CBO Leaders</p> <p>CBO – members<br/>MCD – Student</p> <p>CBO – member and leaders<br/>Agricultural officer</p> |
| To assess the project of the project   | Visit and supervising the all activities done in the garden.  | May                            | <ul style="list-style-type: none"> <li>➤ Transport</li> <li>➤ Time</li> </ul>  | <ul style="list-style-type: none"> <li>➤ MCED student</li> <li>➤ CBO leaders</li> <li>➤ Agricultural officer</li> </ul>             |

Source: Findings June (2016)

In Implementation of this project the researcher offered facilitation and consultation at each stage of implementing the activities free of charge. UJIRANI MWEMA WOMEN GROUP leaders were also instrumental at this stage as they volunteered in the implementation of the project free of charge.

#### 4.4.2 Project Implementation Report

The project started with conducting CAN which facilitated the process of identifying low income among the women. The women from Ujirani Mwema women group agreed to establish the vegetable garden project in order to increase the income for themselves and their families.

**Table 10: Project Participant and their Role**

| <b>Participant</b>                       | <b>Role</b>  |
|--|--|
| MCED student / researcher                | <ul style="list-style-type: none"> <li>➤ Capacity building of women in income, generation activities</li> <li>➤ To develop awareness of using resources around the community to women</li> <li>➤ To supervise the project for advising the CBO member when they need it.</li> </ul>            |
| Agricultural officer                     | <ul style="list-style-type: none"> <li>➤ To conduct training to women of Ujirani Mwema Group about all issues of vegetable cultivation.</li> <li>➤ Supervising and advising all activities which will be conducted in the garden</li> </ul>  |
| Community leaders                        | <ul style="list-style-type: none"> <li>➤ Permission of using land for vegetable garden project.</li> <li>➤ To allow the project to conducted in the street</li> <li>➤ To allow all training to conducted</li> </ul>  |
| CBO- Leaders                             | <ul style="list-style-type: none"> <li>➤ Supervising all activities done during the project establishment</li> <li>➤ They collaborate with research and other participant in order to succeed the project.</li> <li>➤ They are unit coordination between the researcher and members</li> </ul> |
| CBO – Member / Ujirani Mwema Women group | <ul style="list-style-type: none"> <li>➤ Attention of participating in the project</li> <li>➤ Contribution of fund where it needed</li> <li>➤ Preparation of vegetable garden</li> <li>➤ Caring the vegetable garden</li> </ul>  |

Source: Field Data (2016)



Researcher collaborated with community leaders Agricultural Extension officer, CBO- Leaders and CBO members in establishment of vegetable project. Every responsibility of each member who supports the project is shown in the Table 1.10. In the project implementation objectives, output and activities were described in the performance of the project. The project carried out four objectives. These objectives have the output and activities which were achieved during the ongoing project.

**Objective 1:** To emphasize 15 women to join in groups. In this the researcher conducted the meeting which involved Ujirani Mwema women group. This host sat together with MCED student and discussed about joint project group. This host has 15 members and they suggested formulating sub-group from the main which contain only 5 members each. So that three groups selected their group leaders. This activity was done in January 2016.

**Objective 2:** To provide training for 15 women in order to get knowledge and skills of vegetable garden. Vegetable garden training was conducted under the facilitation of the agriculture extension officer who helped women to get knowledge of vegetable cultivation. 15 women attended the training during February 2016. Women acquired the knowledge and skills of vegetable garden.

Researcher and Ujirani mwema women group surveyed the area which vegetable garden activities were conducted through the help of the village leaders. The permission of using land for the project was from the community leader who allowed them to introduce the project in the community.

After that the garden preparation was started. Every member was committed of finding out tools which were used in garden preparation. After the preparation they sat together for one day and discussed how to get money for supporting in garden activities. They agreed every member to contribute only 10,000/= Tshs for supporting the project. Total amount collected is 150,000/-= Tshs. This money supported all three groups. Seeds, canes, manure and other resources were bought.

They used animal manure for planting their vegetables. They are interesting in planting leaves vegetables, like Amaranth, Spinach, Sweet potatoes leave etc. also they planted carrot. After planting the vegetables the journey of maintaining the garden started. They used Kanon river for irrigation. This activity was during March to April 2016.

**Objective 4:** To assess the progress of the project leader, CBO leaders and all members who have responsibilities to assess all progress of the project. CBO Leaders have more responsibility to supervise their members in project maintenance.

#### **4.4.2 Future Plan**

CBO aimed to be the best producer of vegetable in the district to expand production. The CBO aimed to be the main vegetable supplier in hotels and around the town after that they plan to expand to other income generation activities.

#### **4.5 Summary**

Implementation of vegetable garden was done by Ujirani Mwema women group since the identification of community needs assessment. The budget estimated in this

project is 1,210,000 Tshs. The project estimated during community needs assessment through participatory approach called participatory rural Appraisal. CBO arranged the project and then ranked by prioritization, vegetable garden become the first need which had more marks. The project implemented by Ujirani mwema women group themselves in production and distribution of the vegetable.

Monitoring and evaluation activities was done by the group members, Agricultural professional and MCED student before the starting the project and during implementation of the project. Also sustainability created during the passing of this stage, group members used funds obtained through vegetable product sells and engaging with other income generation activities which create revolving fund that leads to project sustainability.

## **CHAPTER FIVE**

### **PARTICIPATOR MONITORING, EVALUATION AND SUSTAINABILITY**

#### **5.1 Introductions**

Participatory monitoring, monitoring information system, participatory monitoring methods used to engage community in the monitoring, participatory monitoring plan, participatory evaluation, performance indicators, participatory evaluation methods, project evaluation summary and project sustainability. Participatory monitoring evaluating and sustainability are the process of looking at ongoing activities of vegetable garden processing and its production project assessing implementation level, resources use, stage reached by the project, assess if the project is following its stages in its implementation as well as if the project will benefit the present and the future generation.

Participatory monitoring evaluating and sustainability is very important in income generating projects as follows; To analyze the successes and challenges of the project, Measure the progress in meeting the project goal and objectives, Review the strategies and time lines. Assess the impact of the project on the individual and community. Develop recommendations for improvement based on lesson learnt create a common understanding of the project objectives, timelines and deliverable for all stakeholders, improve project result.

The more people are involved in all aspects of the project the more ownership of the project as it created commitment, which is the goal of successful launching of a project to its sustainability. It highlights precautionary measures that can be

undertaken to ensure that the outcomes and best practices from the project will remain for the benefit of the community regardless of the project economic and environmental sustainability.

## **5.2 Participatory Monitoring**

Participatory monitoring system was implement in different periods of time. Monitoring activities was done before the project start during the implementation of the project and after project implementation. Participatory monitoring approaches used in the vegetable garden monitoring project are participatory rural appraisal (PRA) and beneficiary assessment.

Participatory Rural Appraisal (PRA) has been defined as a family of participatory approach and methods to enable local people to share enhance and analyze their knowledge of life and conditions to plan and to act (Robert Chambers [1997]). Participatory Rural Appraisal (PRA) tools facilitate collection and analysis of information by and for community members. PRA emphasizes local knowledge and involves communities in monitoring and planning of local resource management (Asia forest Network 2002). Participatory Rural Appraisal (PRA) was used before the start of the project and during community needs assessment. MCED student participated with the community members (Ujirani Mwema women group) in having different views concerning vegetable garden project. During the implementation of the project the advisor participated by Ujirani Mwema Women Group to assess if they have training concerning vegetable garden. Group members implemented their activities in specific time and its outputs.

**Table 11: Project Monitoring Activities Performance by both Participatory Beneficiary Assessment and Participatory Rural Appraisal**

| S/N | Activities to monitor     | Performance Indicator   | Achievement                           | Remarks   |
|-----|---------------------------|---|---------------------------------------|---|
| A   | Sensitization the meeting | Attending the meeting   | Presence of the meeting               |   |
| B   | Formation of sub-groups   | Three groups formation with five members each group             | Three groups formed                   | Joint groups obtained   |
| C   | Groups leaders election   | Presence of group leaders for each sub-group                    | Three groups obtained                 | Presence of group leaders                                       |
| D   | Conducting training       | 15 women from Ujirani Mwema women group participate in training | 15 women trained for vegetable garden | All member acquire the knowledge and skills of vegetable garden |
| E   | Survey project area       | Availability of land for project                                | Presence of land for project          | 1 acres of land   |
| F   | Garden preparation        | Prepared garden   | Prepared garden ready for the plants  | Vegetable planted   |
| G   | Supervising the project   | Progress in maintaining the project                             | Growing up of the vegetable           | Grown vegetable plant   |

Source: Field Data (2016)

### 5.2.1 Monitoring Information System

Monitoring Information on project activities including implementation, project output and project outcome / impact was collected by the team upon visiting the project site as well as the area expected to be of vegetable garden. Information that was collected reflected planned activities, which was what and how it was done, progress as per scheduled time and expected achievements as per project implementation plan. The summary enabled interpretation. First indicators were established and measured against the outputs/achievements.

### **5.2.2 Participatory Monitoring Methods used to Engage Community in the Monitoring of Information System**

Participatory monitoring methods used formative assessment field visits and beneficiary monitoring was planned and done on a monthly basis for the period of 6 months that the project was established.

Formative assessment is type of assessment that direct has linked with instructional practices. The kind of participatory monitoring was mainly applicable during capacity building on women. This helped the facilitator to gain an understanding to establish the vegetable garden project in order to make responsive changes in teaching and learning techniques such as facilitator and participant's observation. This went alongside with group discussion and case study brainstorming concerning the topic under discussion.

Beneficiary assessment method was used to collect information from the project beneficiaries and project facilitators. The target group in the community was the women who realize changes in the livelihood of the community. Field visit monitoring was also conducted in a participatory manner. The monitoring team collected information and recorded observation during site visits. This information was later compiled by the researcher to be discussed by the team and make amendments of project execution where necessary and also use it during evaluation. MCED student who visited the groups were established to see the project progress, thus accompanied by writing a field report. Participatory monitoring was planned in such a way that activities and outcomes are achieved as per timetable. Although there

were some delays due to interference of non – project duties, we were there to ensure that everything was moving smoothly. (markey 2003)

### 5.2.3 Participatory Monitoring Plan

Participatory monitoring was planned in such a way that activities and outcomes are achieved as per timetable, although there were some delays due to interference of non-project duties. We were there to ensure that everything was moving smoothly, (Markey 2003).

**Table 12: Participatory Monitoring Plan**

| No | Objectives   | Activities   | Indicator   | Data resource              | Methods/tools       | Personal responsible  | Time training            |
|----|--|--|---|----------------------------|---------------------|---|--------------------------|
| 1. | Emphasize women to join in group   | -sensitization of Ujirani Mwema Women group meeting  | -meeting conducted  | Attendance register        | Discussion          | MCED, student UJIRANI MWEMA WOMEN GROUP MEMBER                      | January 2016             |
|    | Formating groups   | -groups formation  | Group meeting report  | Meeting                    |                     |   |                          |
|    | Group leaders elections  | Presence of every group leader   | Group meeting report  | Meeting                    |                     |   |                          |
| 2. | To provide training of 15 order to get a knowledge and skills of vegetable garden                      | - Conducting training for 15- women<br>- Development training manual and training need         | 15- women training  | Report                     | Lecture, discussion | MCED, student<br>- Professional officer<br>- CBO member and readers | February 2016            |
| 3. | To establish vegetable garden project of 15 women from Ujirani Mwema group in order to increase income | - Survey and prepare the garden<br>- Buying supportive project material and planting vegetable | -garden prepared<br>-planting vegetables<br>- maintenance of the garden | Group participatory report | Group participatory | - Group members<br>- MCD, Student<br>- Professional officer         | March<br>↓<br>April 2016 |
| 4. | To assess the progress of the project  | - Visit and supervising all activities done in the garden                                      | Vegetable development in the garden                                     | Report                     | Observation         | CBO-members<br>MCD, student   | May                      |

Source: Field Data (2016)



### 5.3 Participatory Evaluation

Evaluation is a complement to monitoring in that when a monitoring system sends signals that the efforts are going off track, then good evaluative information can help clarify the realities and trend noted with the monitoring system. It forms one of the most important parts of the project life cycle. It is the outcome of the evaluation that gives due to recasting, planning and modification of a given project.

The mechanisms for participatory evaluation included the formation of project group leaders all members were involved and project progress reported on monthly and annual reports are produced. Project coordinator who are leaders from the main group of UJIRANI MWEMA with collaborating with MCED student are responsible for the evaluation in this project and distribution of the report to group members. This was designed objectively to assess the impact and accomplishment for the project. The evaluation report will offer an opportunity for both outsider and reflect on the past in order to make decision about the future. (Adamchak.et (2000).

### 5.3 Participatory Evaluation

**Table 13: Logical Framework of Evaluation Performance Indicator**

| no | Objective  | Indicator  | Output                                       | Means of verification                     |
|----|--|--|--|---|
| 1  | Emphasize women to join in groups  | 15-women formulating<br>3- groups with 5- members per each every groups get leader | 3- groups formed                             |   |
| 2  | To provide training for 15-women in order to get a knowledge and skill of vegetable garden | -15 women trained<br>- knowledge and skilled fain among then women                 | - effort of establishment the garden started | Knowledge acquirement                     |
| 3  | To establish vegetable garden project for 15 – women from Ujirani Mwema group              | - Garden prepared<br>- Planting vegetable<br>- Maintenance of the garden           | Vegetable garden establishment               | Garden establishment for group livelihood |
| 4  | To assess the progress of the project  | - Vegetable development the garden   | Project in the progress                      | Sustainability of project                 |

### 5.3.1 Performance Indication

The first step in evaluation was to define indicators of success. Indicators are quantitative or qualitative criteria for success that enable one to measure or assess the achievement of project objectives. There are three types of Indicators which are input Indicators which describe what out come out of the project and impact indicators which measure the actual change in health or other condition.

For the objective “To emphasize the women to join in group which will cooperate in the project by January, Output indicators are 15- women formulating 3-groups with 5-members every group formed and group leaders from every sub-group obtained. Input indicator, funds, time, venue and human.

**Table 14: Logical Framework of Evaluation Performance Indicator**

| SN | Objective   | Indicator   | Output                                       | Means of verification                     |
|----|---|---|--|---|
| 1  | Emphasize women to join in groups   | 15- women formulating 3- groups with 5-members per each every groups get leader | 3- groups formed                             | Group Register                            |
| 2  | To provide training for 15- women in order to get a knowledge and skill of vegetable garden | -15 women trained<br>- knowledge and skilled gained among the women             | - effort of establishment the garden started | Training materials used                   |
| 3  | To establish vegetable garden project for 15 – women from Ujirani Mwema group               | - Garden prepared<br>- Planting vegetable<br>- Maintenance of the garden        | Vegetable garden establishment               | Garden establishment for group livelihood |
| 4  | To assess the progress of the project   | - Vegetable development the garden  | Project in the progress                      | Sustainability of project                 |

Source: Field Work (2016)

For objective of “building capacity of established vegetable garden in the community by February 2016 input indicators are Funds for supporting the meeting and buying all equipment needed. Output indicator is women gaining the knowledge about vegetable garden establishment and awareness on vegetable garden project.

For the objective “ Assessment the project progress April-June input indicators are money /fund for supporting all activities in the project and purchase all equipment needed, land and human resource. Output indicator vegetable garden established availability of vegetable in the community increasing income among the group members.

### **5.3.2 Participatory Evaluation Method**

The method used in this project to do evaluation was formative evaluation which involved all members in the process. It seeks to improve a project by examining the delivery of the programs as planned, the quality of program implementation and organizational context, personnel, structures and procedures.

As a change oriented evaluation approach it is attuned to specifically assessing in an ongoing way any discrepancies between the expected direction and outputs of the project and to what is happening in reality, analyzing strengths and weakness, uncovering obstacles banners or unexpected opportunities, and generating about how the project could be implemented in the best direction, In this method of evaluation, the evaluator has to analyze the intervention logic, outcomes, results and impact as well.

### **5.3.2.1 Project Evaluation Methods**

Method that was used to assess this efficiency and effectiveness of the project in terms of goal and objectives were focusing group discussion, meeting and observation.

### **5.3.2.2 Focusing Group Discussion**

Focus group discussions were applied in this project because they allowed the group members to discuss about challenges which faced them in project life. Groups also discussed alternatives which can be taken to overcome the challenges. The discussion was highly participatory as it involved all members in all sub- groups every group explained their challenges.

### **Observation**

Observation method was as well applied in the project evaluations. Because the whole project based on practices and training, observation method assisted the researcher in evaluating all activities done, skills and knowledge, which were acquired during the training practiced. Also researcher observed members participation in their daily activities and the progress of the project.

### **5.3.2.3 Interview**

Researcher also used the interview method. Researcher interviewed every member to know if the project will survive. Every member explains the challenges, which they faced them during the project life. Also interviews revealed that the members are very interested in that project although they faced some challenges.

### 5.3.2.4 Challenges Faced the Project

- (i) Less Commitment among the group members. There are some women who are not committed in daily project work. So few of them are using more time and energy for the benefit of others.
- (ii) Discouragement from their family. Few families discourage the members of the group to join in the joint project.
- (iii) Low income, this challenge was faced by many women during the funds contribution time.

**Table 15: Performance Indicators**

| S/No. Objectives  | Performance Indicators   |
|---|--|
| Overall. To increase women income generation through establishment vegetable garden. June 2016. | <ul style="list-style-type: none"> <li>a} Members getting the income generation idea/knowledge</li> <li>b} Members participate in income generation activities through establishment of vegetable garden</li> <li>c} Increasing income among the members.</li> </ul> |
| <b>OBJECTIVE 1:</b><br>Emphasize the women to join in group which will cooperate in project.    | <ul style="list-style-type: none"> <li>a} CBO agreed to formulate sub-groups within the group.</li> <li>b} Group member cooperated effective in project activities.</li> <li>c} Members agree to contribute the fund where are needed</li> </ul>                     |
| <b>OBJECTIVE 2.</b><br>Building capacity of establishment vegetable garden in the community.    | <ul style="list-style-type: none"> <li>a} Members of Ujirani mwema women Group are trained.</li> <li>b} Members acquire the knowledge of vegetable cultivation</li> </ul> <p>-Awareness in Entrepreneurship system</p>   |
| <b>OBJECTIVE 3.</b><br>To assess the progress of the project.                                   | <ul style="list-style-type: none"> <li>a/ Vegetable garden established among the sub-groups.</li> <li>B/Availability of vegetable in the community.</li> <li>c/ Identify the vegetable market.</li> <li>d/ Income increased.</li> </ul>                              |

Source: Field Data (2016)

### 5.3.3 Project Evaluation Summary

The indicator of the project at all levels show that the project was successful. To some extent, members have started to cope with the new life of participating in income generation activities. One thing is that women want to get better life while they are not involving themselves in any economic activities. They think that one must have high education or a lot of money to engage in economic activities. From that knowledge the women hesitate to be joyful and more active in joining in economic activities. Women become very committed in their joint project, they participate in all issues of funds and human resources, and they cultivate the vegetable which improves their income.

### 5.4 Project Evaluation Summary

**Table 16: Evaluation Summary**

| S/No | Goal  | Objective  | Performance indicator   | Outcomes  |
|------|---|--|---|---|
|      | Enhance women income generation through establishment of table garden | To emphasize women join inn groups   | Groups formation<br>Leaders election from each sub-group                            | 3 sub- groups from main group form with 5 members   |
|      |   | To provide training of 15 women in order to knowledge and skills of vegetable garden | 15 women trained for vegetable cultivation  | All member attending the training   |
|      |   | To establish vegetable garden project for increasing income to women                 | Vegetable garden project established<br>Preparation of garden<br>Vegetable planting | Presence of vegetable garden project among Ujirani mwema women group<br><br>All members participate in project cultivates |
|      |   | To assess the project progress   | Visiting the project site<br>Garden maintenance                                     | Improvement of the project<br><br>All members participate in project maintenance  |

Their families benefit from that project because the incomes are increased and they overcome the issue of malnutrition. They contribute in family issues and in the community as misunderstandings in the family are overcome because their husbands were released from the family burden. Although the project faced some challenges like funds, land and low participation among the members the solutions were found to overcome these challenges. MCED student collaborated effectively with Ujirani Mwema women group in establishing the vegetable garden.

#### **5.4 Project Sustainability**

Project sustainability refers to the capacity of the project to continue delivered intended services by being supported with its own resources, project is considered to be sustainable when it continues to deliver service to the project beneficiaries even after the end of its financial assistance. That is to say the project beneficiaries should make sure that the project activities are continuing to be delivered.

However the sustainability. Of this project is expected to be in place since the CBO members were involved and participated fully in designing and implementing the project. Income generation activities during others season, these leads to sustainability of the project. Project sustainability bases in a certain spheres such as economic, social and environmental sustainability.

**Economic sustainability:** - IFAD (2009) Economic sustainability leads to technical sustainability, people economic empower to afford services bases technical, soundness appropriate solutions, technical training for operations and maintenance

access to and cost of spare parts and repairs. In this community of Ujirani mwema women group have a tendency of contributing money twice per month an amount of 2,000/= every meeting. So they have agreed together to uplift the contribution up to 4,000/= every meeting. Tshs. 2000/= is for project sustainability.

Also the project members have agreed that 10% of the profit from the project will be maintained as revolving fund to be engaged in other income generation activities during out of rain seasons. The income generation activities which are engaged by women are petty businesses and food vending. This can help women by increasing their income for the coming vegetable cultivation season.

#### **5.4.1 Social sustainability means**

Support and acceptability community commitment, social cohesion: IFAD (2009). Social sustainability creates ownership, which means that whether or not communities, local government and households accept and own the outcome of the project in ways that are sustainable. The demand of vegetables in community is high because of shortage of fish in Lake Victoria.

Many people depend on vegetable instead of fish. Women can provide the product to the society and they get money to provide needs to their family like health needs, education and other basic needs. Environmental sustainability: In this project environmental aspects supported the project to sustain. Vegetable need water for irrigation so the presence of Kanoni river is more supportive to project sustainability. Women follow agricultural procedures to create sustainability of the environment.



## **5.5 Summary**

Project participatory monitoring evaluation and sustainability implemented by involving women group from the initial stage of identification of needs up to the last stage of the project implementation, which create sense of ownership and sustainability. Also women allowed to be trained in order to run their project properly. Participatory approach is the best way to convince community in implementation of any activities.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introductions**

This chapter will therefore explore the result of the entire project which included participatory assessment literature review, project implementation and monitoring evaluation and sustainability plan under the conclusion section the author will identify the condition and unexpected occurrence that affected the completion of the project and the possible outcome which might have been expected if the project was successfully completed. Recommendation section on the other hand will explore in the author's own opinion and experience what she would recommend to others attempting similar projects.

#### **6.2 Conclusion**

Community need assessment was conducted using qualitative and quantitative methods in order to identify need of community. The major objective of CAN was to increase women income generation through establishment of vegetable garden at Migera Street, Bukoba Municipal. Sample sizes used are 65 respondents in that community where women seem to be poor people and they are not engaging in economic activities.

There are challenges which they face and fail to join in economic activities. These are lack of fund, lack of knowledge, poor perception of the community and low level of education. From that their lives depend on their husbands. Community needs prioritization were concluded and many women were interested in vegetable garden

because of availability of land, water resource and absence of fish nowadays from lake Victoria that lead people to use more vegetable

Because the women live without any economic activities their families also live in poverty. In the prioritization they suggested to engage in vegetable cultivation in order to improve their income and to overcome malnutrition for their children. The researcher collaborated with one host organization called UJIRANI MWEMA WOMEN GROUP. They seem to think that this project will overcome their problem.

In order to get knowledge of different aspects concerning vegetable garden cultivator the part of theoretical literature review cover this. It shows the meaning of vegetable garden advantages and types of vegetables also show the aspect of women engaging in income generation activities. Empirical review cover the way other researchers conducted the project of vegetable garden, policy review is where we can see the way policies are in favor of the project of vegetable garden, policies are very important in any project setting and in enforcing standards and regulations in ensuring that workers and planners get training and capacity development while regulations are important, market and financial incentives can be even more effective.

This section provides the summary of the project implementation with regard to whether goals and objectives changed or not during the course of undertaking the project and the possible reason for their changes. Throughout the life of the project all objectives and their activities remained the way they were planned they never changed because of the good support and participation from UJIRANI MWEMA

WOMEN GROUP leaders from local government and professional officer of the vegetable the project which. Have three objectives, which need to be achieved by June 2016 as planned. Two objectives have been achieved but one objective is still in the good progress. The two objectives that have been achieved are women join groups which are participating in project activities, another objective is to build capacity in vegetable cultivation, the women attended the training and they practiced. The objective which is in progress is assessment of the project progress. They still continue to maintain their gardens and finding the market.

Monitoring is an important process in a project of development in order to know if the inputs are used for success at all stages of the project also to correct or workout issues which hinder the project to yield the intended fruits when decisions are made on time without wasting time in this project all process of participation monitoring evaluation and sustainability involved Ujirani Mwema women group members and their leaders. MCED student, professional officer and local government Leaders group members are very responsible. All sustainability indicators show the way this project is going to lead to another project.

### **6.3 Recommendation**

Support for women economic empowerment is a very important issue where the families and society can rise up in order to raise household economic power by every member of the family becoming a member of an income generating activity. The thought of man is a head of family in economic issues is wrong. Everyone can do work for the family development. From that some initiative must be taken in order to empower women in economic issues.

- (i) There is a need for government to establish priority areas in support of women's economic group. Such area will build experience, knowledge and increase women's productivity.
- (ii) There is need for the government and other stakeholders to support women group's initiatives especially on capacity building on entrepreneurship and access to credit facilities. This will enhance women groups to be more successful and self reliant.
- (iii) Creating enabling environment for women economic empowerment particularly in entrepreneurship by improving policy and legal framework, creation of network and information collection and research to further enhance women's economic activities.
- (iv) Negative perception in the community must be avoided. Women have ability to work and improve household income for the family benefit. Thought of women cannot participate in economic activities must be avoided.
- (v) Capacity building of how to use our resources in the community is needed. There are many opportunities and resources in the community but no knowledge and skills to use it.

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**APPENDINCE****Appendix 1: Questionnaire**

Target group

Date.....,.....,.....

District .....

Ward .....

Village.....

Personal characteristics information

1. Age: (Tick that is applicable)

a) 18 – 28

b) 29 -39

c) 40 – 50

d) 51 – 60

e) 61 – above

2. Marital Status (Tick that is applicable)

a) Single

b) Married

c) Divorced

d) Widow

3. Tribe .....

4. Sex .....

- a) Male (b) Female
- 5. Education level
  - a) Higher education
  - b) A' Level secondary education
  - c) O' Level secondary education
  - d) Primary education
  - e) Information education
- 6. Source of income
  - a) Employment
  - b) Business
  - c) Animal keeping
  - d) Farming
  - e) None
- 7. How many dependants do you have?
  - a) 0 – 2
  - b) 3 – 5
  - c) 6 – 10
  - d) 10 – above
- 8. Do you have any informant about entrepreneurship?
  - a) Yes ..... (b) No.....
- 9. What do you think to improve your economy?

10. What are the challenges which faced women to involve in economic activates? (Tick that is applicable)

- a) Lack of fund
- b) Poor perception of the community
- c) Lack of knowledge
- d) Low level of education

11. There is any group in the community which involve in joint project?

- a) Yes..... (b) No.....

12. If yes how many groups...

13. There are any joint groups which involve in vegetable garden?

- a) Yes ..... (b) No.....

14. Do you have home vegetable garden?

- a) Yes..... (b) No.....

15. If no why?

Do you understand the benefit of vegetable?

- Yes ..... No.....

16. Mention the vegetable you known

17. Which vegetable are very interests in your community?

- a) Cabbage
- b) .....
- c) .....
- d) .....

**Appendix 2: Facilitator, Explaining about the Vegetable Garden**



**Appendix 3: This Picture shown the Women Attending the Training Vegetable Garden**



**Appendix 4: Vegetable Garden**

