

**IMPROVED INCOME FOR CENTERS OF ORPHAN AND VULNERABLE
CHILDREN THROUGH POULTRY PRODUCTION AT KIBOWA
ORPHANAGE CENTER IN ARUSHA DISTRICT.**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT FOR THE
REQUIREMENTS FOR THE DEGREE OF MASTERS IN COMMUNITY
ECONOMIC DEVELOPMENT AT THE OPEN UNIVERSITY OF TANZANIA**

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CERTIFICATION

The undersigned certifies that, has read and hereby recommends for the acceptance by the Open University of Tanzania a Dissertation titled “**Improved income for centers of orphans and vulnerable children through poultry production at KIBOWA orphanage center in Arusha district.**” in partial fulfillment of the requirements for the award of the Degree of Masters of Community Economic Development of the Open University of Tanzania.

.....

Prof. Deus Ngaruko

(Supervisor)

.....

Date

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DECLARATION

I, Pamela Chogo, do hereby declare to the Senate of Open University of Tanzania that this project is my own original work, and that it has not been submitted for the similar degree in any other University.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my father the late John Benjamin Chogo and my mother Mrs. Dorothy Chogo because it is through their support that I made it this far.

ACKNOWLEDGEMENT

First of all I thank God for his blessings through the accomplishment of this project. This project has been successful with the support of many people which includes Prof. Deus Ngaruko who has been a great supervisor, members of Stretching hands for community to mention a few Abel, Gamaeli, Chiku, Elizabeth and Ayub. KIBOWA Orphanage center both children and the administrators Mama Miraji and Mama Mchome. School of st Jude, Matanyok Parents Trust and Huruma Vision Tanzania Orphanage Centers and my many friends and family members which include Mr. Casmir Fabian, Mr. Kabeya Almasi, Ms Agness Mtui, Mr. Frank Sengati and many more who offered their support in different ways. I thank all of you.

ABSTRACT

A project to improve income for centers of orphans and vulnerable children through poultry production at KIBOWA orphanage center in Arusha District was established and this report is presenting the implementation process. The implementation of this project passed through several stages which included community needs assessment (CNA) as seen in chapter one which was conducted to find out the needs of the OVC community. The research design used was the descriptive research design and the sampling technique was non-probability sampling. Data collection was for both qualitative and quantitative data done with the use of questionnaires, interview and document review. Descriptive statistics and content analysis are the analysis methods used with the assistance of SPSS. Chapter two includes the problem identification which explains of the research problem, project description and host organization. The third chapter represents the literature review which includes the theoretical literature review, empirical literature review and the policy review. Chapter four represents the project implementation and lastly chapter five elaborating on the monitoring, evaluation and sustainability of the project.

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ABBREVIATIONS

CBO	Community Based Organization
CNA	Community Needs Assessment
FBO	Faith Based Organization
IAA	Institute of Accountancy Arusha
KIBOWA	Kituo Bora cha Watoto
MVC	Most Vulnerable Children
NBS	National Bureau of Statistics
NGO	Non-Government Organization
OUT	Open University of Tanzania
OVC	Orphan and Vulnerable Children
PIP	Project Implementation Plan
PIR	Project Implementation Report
SHC	Stretching Hands for Community
SPSS	Statistical Package for Social Science
SWOC	Strength Weakness Opportunities Challenges
UNICEF	United Nations Children's Fund
URT	United Republic of Tanzania

CHAPTER ONE

PARTICIPATORY NEEDS ASSESMENT

1.0 Introduction

Community needs assessment is an activity done to enable identification of problems in a community so that solutions can be designed (Sharma, 2000). The needs assessment is best done using the participatory approach which allows members of the community air out their views which results in identifying the right needs for that particular community (Nyangara et al, 2009). Members of the community will also suggest the right way to attend the identified needs which is likely to be successful since it comes directly from the beneficiaries (Rietbergen & Narayan, 1998). Participatory approach was the method used for the community needs assessment for the orphan and vulnerable children community sampled from KIBOWA Orphanage Center, Matanyok Parents Trust Orphanage Center, Huruma Vision Tanzania Orphanage Center and the School of St Jude. This enabled the identification of needs of the OVCs in these communities.

The most important need identified in this community was income, Orphan and vulnerable children need income in order to meet their basic needs, it is very unfortunate that they do not have parents or guardians who are in the position to meet their needs and the governments support is very minimal or not available at all (URT, 1996a). For this case the centers and schools that accommodate them need to provide the basic needs for them as they stand as their parents and guardians (URT, 2009). Most of these centers and schools are nonprofit in nature and they depend on donors for income. The support is mostly cash transfer of which most of the donors are from developed countries that provide support through NGOs and FBOs from their countries or others that are based in the Tanzania (UNICEF, 2008). Most orphanage center's managed by concerned citizens depend on

internal support from other members of the community. If the community fails to offer support the center cannot manage which results into difficult situation for the children.

For this case the community needs assessment was conducted in order to see how the income of centers for orphans and vulnerable children and youth can be improved by the establishment of a poultry production project.

1.1 Community Profile

1.1.1 Orphan and Vulnerable Children Profile

OVC stands for Orphans and Vulnerable children whereby an Orphan is a child under the age of 18 who has lost both or one of their parents (URT, 1996a and UN, 1989). While vulnerable children are defined as children who are facing vulnerable circumstances but could still have parents or parents could be dead and the children are staying alone or with elderly parents or guardians, or lives in a sibling headed household, or has no fixed place of abode and lacks access to health care, material and psychological care, education and has no shelter (PEPFAR, 2012). Not all orphans are vulnerable and also not all vulnerable children are orphans. Increased death of prime age parents has made many children orphans; the traditional extended family support has also failed at some point due to stigma, poverty and many other reasons. This has made some orphan be vulnerable hence need to be supported by other means out of the family (UNICEF, 2008). For this case orphans and vulnerable children are seen to face the same challenges, some of them get the opportunity to get shelter at established centers such as orphanage centers and schools (URT, 2008).

Orphanage centers are places that are used to provide real and loving home for OVCs. They assist them with their right to live and grow up to be healthy, well-educated and independent individuals (URT, 1996a). An orphanage place is an institution committed to the care of children whose parents are deceased or otherwise unable to care for them.

(UNICEF, 2008). According to the Tanzanian child development policy of 1996, a child is a person below the age of 18. The policy also states that it is the responsibility of parents to take care of the child and provide the different rights for the child which include survival right, development right, protection right, participation right and the right not to be discriminated against (URT, 1996a).

In one way or another some parents are not able to care and offer support for their children. This has been on the rise in recent years due to death of one or both parents or other general reasons such as poverty, unemployment and ignorance (Bota, 2010). Other reasons include child being abnormal which makes it difficult for the parents to fulfill their obligations and also cases of unexpected pregnancies, situations caused by parents' divorce or a parent re-marrying and is not able to go with the existing child or children (PEPFAR, 2012). In some cases the children are given in voluntarily as the parents cannot care for them due to poverty (Schenk et al, 2010).

In the absence of parents or any other situation that puts a child in vulnerable circumstances the government through the ministry responsible for social welfare should ensure these children receives their rights and basic services (URT 1996a). This is one of the objectives in the Tanzanian child development policy of 1996 but also one of the MKUKUTA goals is to ensure social protection for vulnerable people specifically aiming at ensuring the protection of children with disabilities, orphans and other most vulnerable children (URT, 2010). Unfortunately orphans and vulnerable children (OVC) keep increasing and the government is not in a position to care for all of them which has resulted into the establishment of orphanage centers and schools managed by NGOs, religious groups and others managed by concerned citizens (UNICEF, 2008). According to the population sensor of 2012 the total population of children in Tanzania is 50.1% of the total population

which means children are an important segment in Tanzanian society out of these 7.7% are orphans by losing one or both parents (NBS, 2014).

In Arusha district a number of orphan and vulnerable children exist some are accommodated in centers and schools but others are still leaving in vulnerable circumstances such as in the streets and child headed households. Some receive support from the city council but others need to be supported by NGOs, FBOs and community members. Life is easier for those in centers but for the ones in the streets and at homes their identification is difficult hence less support (URT, 2008).

1.1.2 Orphan and Vulnerable Children Education

Most of the OVCs do not get the opportunity to go to school, for those who find themselves living in the street it is even more difficult (REPOA, 2010). For those in centers most of them attend school from the support received from different cash transfers. The education received is the basic education being primary and secondary education. The basic education received will enable them understand different things in life but it is not a skills based education which means they cannot get employed or do any job with that (Bota, 2010). For this case these children need plans which will provide means of bringing them into the development process (URT, 2008). Apart from the formal education OVCs should get different skills which will help them in their future lives, these skills will help them employ themselves and get income for the center as well as for them the moment they get out of the center.

1.1.3 Orphan and Vulnerable Children's Home

Due to the circumstances faced by OVCs most of them find themselves out of their homes, For this reason some experience the hardship of being street children but lucky ones find themselves a home at orphanage centers and schools.



Figure 1.1 KIBOWA Orphanage Center, Lemara home Arusha

Source: Research data (2015)

Children in these centers and schools create their new families and became sisters and brothers to one another as some do not have any information about their biological families. People running these centers provide to the children necessary support that they would get at a normal home.

1.2 Community Needs Assessment

Community needs assessment is the survey conducted in a community to identify what that community sees as priority issues. It also identifies resources available in that community which can be used to meet the identified needs. This part is going to elaborate on the CNA conducted on the OVC community looking into the objectives of the CNA, CNA questions, the methodology used and lastly it will present the CNA findings.

1.2.1 Objectives of CNA

1.1.1.1 Main Objective

The main objective of conducting CNA was to collect information needed to establish a CED project which will lead to the improvement of income in centers for orphans and vulnerable children in Arusha district.

1.2.1.2 Specific Objectives

The specific objectives for this CNA are to:

- (a) Describe the demographic characteristics of OVCs in centers and schools at Arusha district
- (b) Describe the sources of income for orphanage centers and Schools, and find ways to improve it
- (c) Assess the knowledge of OVCs on poultry production

1.2.2 CNA Questions

- (a) What are the demographic characteristics of OVCs in centers and schools at Arusha district?
- (b) What are the sources of income of Orphanage centers and Schools and how can they be improve?
- (c) What is the knowledge level of OVCs on poultry production?

1.2.3 CNA Methodology

1.2.3.1 Research Design

The Community Needs Assessment utilized the descriptive research design as this design help provide answers to the questions who, what, when, where and how associated with a particular research problem (Saunders et al, 2007). The descriptive design helped to obtain information concerning the current status of the community and be able to describe what exists using both qualitative and quantitative data.

1.2.3.2 Sampling Technique

The survey population for the CNA included OVC from KIBOWA Orphanage Center, Matanyok Parents Trust Orphanage Center, Huruma Vision Tanzania Orphanage Center and the School of St Jude. The sample population is made up of children living in the centers and school that are in a position to respond to questions in form of interviews and questionnaires hence it included children from the age of 13 to 18. The sample population was selected using non-probability sampling specifically using the judgmental sampling which allows the researcher to choose the respondents to the study (Kothari, 2004).

1.2.3.3 Data Collection Methods

Both qualitative and quantitative types of data were collected in this CNA. The data collection methods included questionnaire distribution, documents review and interviews. Questionnaires were distributed to 100 members of the community which included children from the three centers and the school where the answers from them enabled identification of the need and prioritizing the projects to meet the needs. Moreover interview was used to get in-depth information from few of the children and from the center and school administrators.

1.2.3.4 Data Analysis Methods

Different data analysis methods were employed in analyzing the CNA data, with questionnaires descriptive statistics was performed with the help of SPSS. For the interviews content analysis was used to analyze the collected data.

1.3 CNA Findings

1.3.1 Demographic Characteristics of Respondents

Data collection was performed using different methods; one of the methods was questionnaire distribution of which 100 questionnaires were distributed to OVCs at School of st Jude, KIBOWA, Matanyok Parents Trust and Huruma Vision Tanzania Orphanage Centers. Of the 100 questionnaires 78 were well respondent to and used for analysis. Table 1.1 below shows the number of respondents from each center.

Table 1.1 Number of Respondents in Centers and School

Center/School	Frequency	Percentage
Matanyok Parents Trust	15	19.2
KIBOWA	20	25.6
St. Jude	28	35.9
Huruma Vision Tanzania	15	19.2
Total	78	100

Source: Research Data (2015)

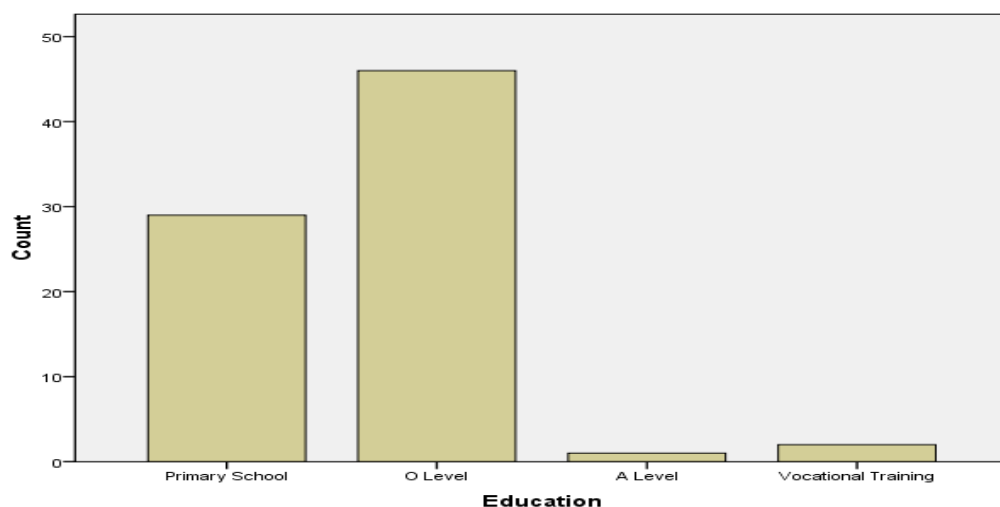
In all centers and the school respondents were both male and female, out of the 78 respondents 38 (48.7%) were male and the remaining 40 (51.3%) were female. These respondents were of the ages between 13 years and 18 years. As seen in Table 1.2 below.

Table 1.2: Gender and Age of Respondents**Gender * Age Crosstabulation**

Count					
		Age			
		13 to 14	15 to 16	17 to 18	Total
Gender	Male	13	14	11	38
	Female	11	14	15	40
Total		24	28	26	78

Source: Research data (2015)

All these respondents are in the school attending age. The response show that some are in the primary level and others are in secondary school and vocational training levels. 29 (37.2%) of the respondents are in primary school while 46 (59%) are in Ordinary level secondary school and 1 (1.3%) in Advance level secondary school and remaining 2 (2.6%) in vocational training. This can be seen in the Figure 1.2 below.

**Figure 1.2 Respondents Education Level**

Source: Research data (2015)

The responding OVC had different reasons for being at the centres or school supporting OVCs. The reasons for being in these places were grouped and response was 17 (21.8%) orphaned by both parents, 15 (19.2%) orphaned by single parent and 46 (59%) are having parents but facing vulnerable circumstances. The following figure (Figure 1.3) shows responding OVCs facing the three situations.

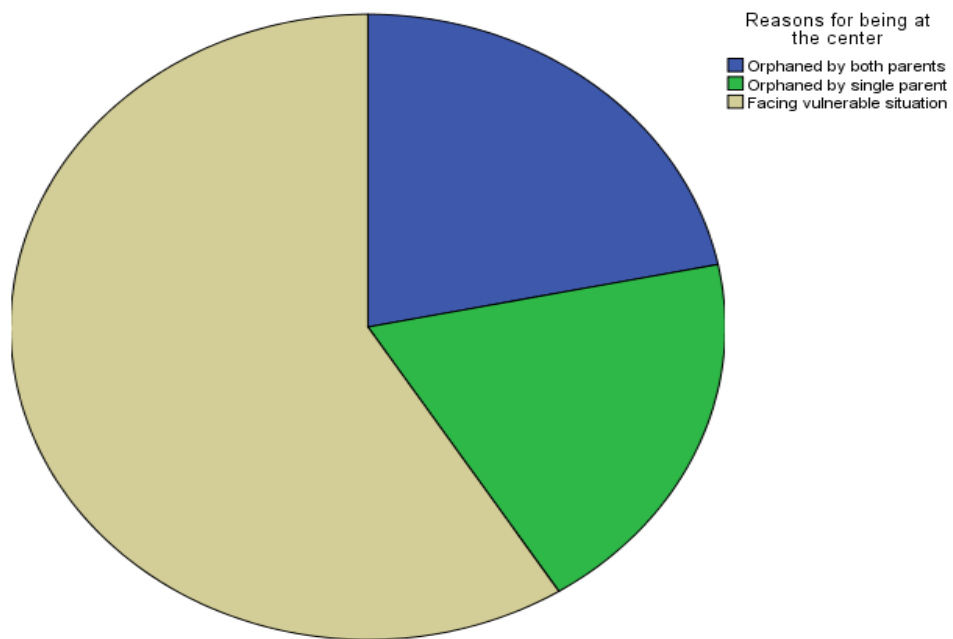


Figure 1.3 Reasons for Being at the Center

Whether these children are orphaned or not they still face vulnerable circumstances which make them stay at the centres. Being vulnerable as they are makes it difficult for them to get basic needs although the centre administrators make efforts to make sure these children are comfortable and get basic needs. The respondents gave feedback on the ease of getting basic needs which included food, clothing, shelter, school fees, school needs and other personal needs and their response is as seen in the Table 1.3 below.

Table 1.3 Ease of getting basic needs

Need	Very Easy	Easy	Neutral	Not Easy	Not at all
Food	13 (16.7%)	28 (35.9%)	12 (15.4%)	24 (30.8%)	1 (1.3%)
Cloth	8 (10.3%)	16 (20.5%)	17 (21.8%)	36 (46.2%)	1 (1.3%)
Shelter	39 (50%)	25 (32.1%)	4 (5.1%)	8 (10.3%)	2 (2.6%)
School Fees	25 (32.1%)	9 (11.5%)	21 (26.9%)	21 (26.9%)	2 (2.6%)
School Needs	13 (16.7%)	20 (25.6%)	19 (24.4%)	22 (28.2%)	4 (5.1%)
Personal Needs	9 (11.5%)	21 (26.9%)	17 (21.8%)	17 (21.8%)	14 (17.9%)

Source: Research data (2015)

Out of the respondents 52.6% say it is easy for them to get food while the remaining 47.4% are not sure or say it is not easy for them to get food. This means food is not easily available in all centres and the school. Although they do not miss food but is possible that they only get food not to be hungry but not necessarily nutritionally balanced. This is dangerous as children can be vulnerable to diseases and malnutrition. More over 69.3% of the respondents say it is not easy to get clothing or they do not get them at all or they are not sure on how they get clothing. This is because most OVCs wait to get cloths from donors who visit them and bring along their old cloth. For this case some of the children might not get their sizes or may not get what they wish to have.

The response on the ease of getting shelter was good as 82.1% said it was very easy or easy to get shelter, this is because the respondents are in the centres and school hence they are sure of shelter as that is their home. Furthermore respondents responded on the ease of getting school fees as all respondents are in the schooling age. 43.6% commented that it

was very easy or easy to get fees while the remaining 56.4% were not sure or it was not easy for them. Most centres struggle in getting school fees for OVCs, in this case most of the children who say it is easy to get school fees are students at the school of st Jude which is a special school for OVCs hence they study for free. At the centres school fees are difficult to get which sometimes results into children staying at home waiting for the fees to be paid.

Apart from school fees, children always have other school supplies needed for them to attend school well, 57.7% responded that it is not easy for them to get other school supplies. This is possible because if centre administrators are struggling to get the fees then it is not easy for them to supply all needed requirements. The situation is even worse with personal needs as most of the respondents which amounts to 65.5% are either not sure or it is not easy or they don't get personal needs at all. The situation is seen to be difficult for children in all the centres and the school. In getting the basic needs children depend on the centres or school, parents or guardians and others have different donors as seen in Figure 1.4 below.

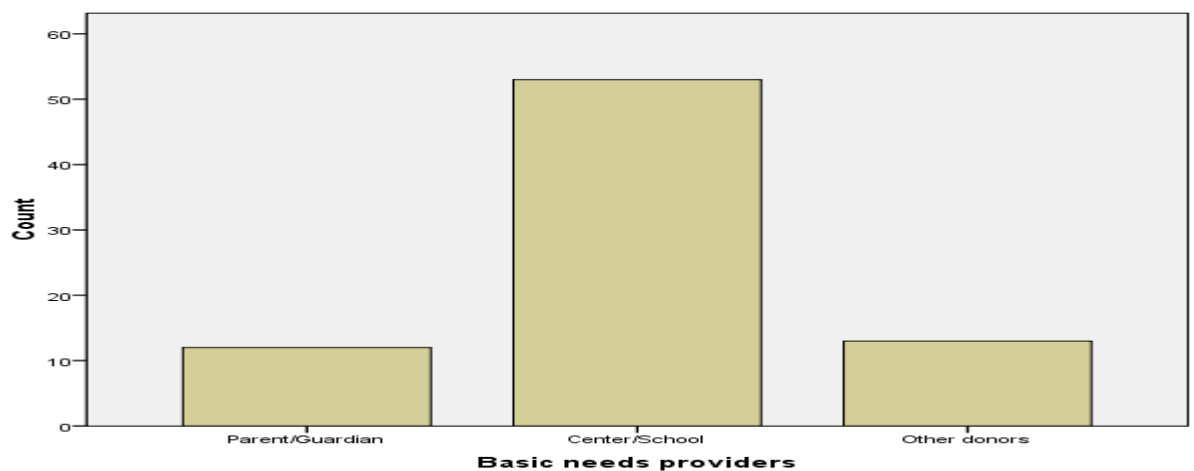


Figure 1.4 Basic Needs Provider

Source: Research data (2015)

The responding children were able to identify the most pressing need of their centre/school out of the following pre stated needs which are buildings, income, hospital, farm and education. The response was 6 respondents making 7.7% need buildings, 56 respondents which account for 71.8% need Income, 1 respondent which is 1.3% need a farm and the remaining 15 which is 19.2% need education. This response can also be seen in Figure 1.5 below

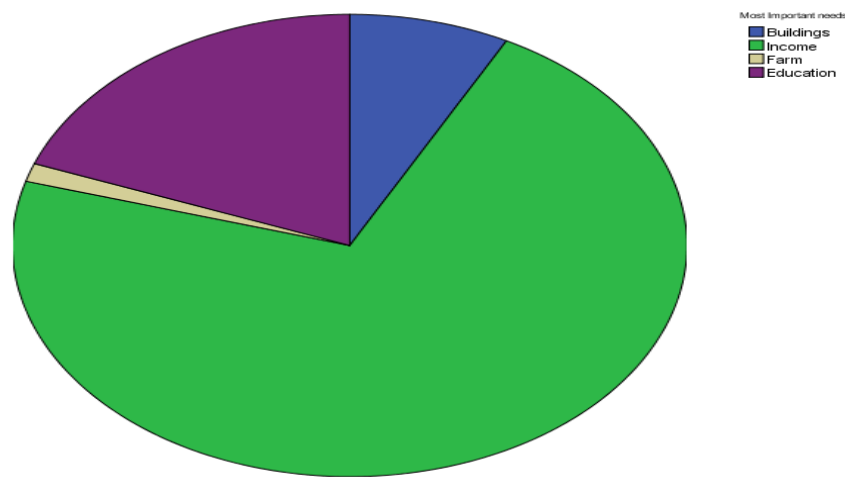


Figure 1.5 OVCs Needs

Source: Research data (2015)

1.3.2 Sources of Income for Orphanage Centers and Schools

As seen in figure 1.5 above most of the children depend on the centers and school in getting basic needs, the question comes, how do these centers and schools get income to be able to meet the children's needs? Three sources of income are seen in these centers these include income from international donors, income from local donors and income from income generating activities. According to the respondents national donors are seen to be much depended on as it carries 55.1% ranked number 1 and 2 in the dependency scale.

Moreover international donors have 51.3% in the 1 and 2 ranks and lastly income generating activities have 39.7%. Most centers are seen to depend on more than one source of income were Matanyok Parent Trust Orphanage Center depends on national or local donors and income generating activity of which they keep cows and goats which enable them sell milk, Huruma Vision Trust depend on national or local donors and income generating activities which are agricultural activities and selling water. On the other hand KIBOWA orphanage center depends on national or local donors to a great percentage and few children have international donors, they do not have any income generating activity. The school of st Jude is a special school for OVCs run by an international NGO, for this case their only source of income is from international donors.

Table 1.4: Sources of Income for the Centers and School (Dependency scale 1 to 5, 1 being the most depended on)

	1	2	3	4	5
International donors	35 (44.9%)	5(6.4%)	10 (12.8%)	3 (3.8%)	25 (32.1%)
National/local donors	26 (33.3%)	17 (21.8%)	10 (12.8%)	9 (11.5%)	16 (20.5%)
Income generating activities	16 (20.5%)	15 (19.2%)	8 (10.3%)	2 (2.6%)	37 (47.4%)

Responding children were also asked if they have any income generating skills, the following Table (Table 1.5) represents their response.

Table 1.5: OVC Skills (Skill level scale 1 to 5, 1 being the most skilled)

	1	2	3	4	5
Shop keeping skills	19 (24.4%)	8 (10.3%)	5 (6.4%)	10 (12.8%)	36 (46.2%)
Agricultural skills	12 (15.4%)	7 (9%)	6 (7.7%)	16 (20.5%)	37 (47.4%)
Poultry production skills	20 (25.6%)	14 (17.9%)	5 (6.4%)	15 (19.2%)	24 (30.8%)
Fish farming skills	0 (0%)	2 (2.6%)	3 (3.8%)	16 (20.5%)	57 (73.1%)
Horticulture farming skills	13 (16.7%)	9 (11.5%)	5 (6.4%)	9 (11.5%)	42 (53.8%)

The income generating skills assessed included shop keeping skills, agricultural skills, poultry production skills, fish farming skills and horticulture skills. Most of the children are seen to have no skills at all but the few that have are most comfortable with poultry production and shop keeping. This is a problem as these children are supposed to poses multiple skills so that they can have alternative ways of generating income in their future lives.

Since the centers and the schools are depending much on the donors as seen in table 1.4 above, and the income they get is not enough it is important for them to establish income generating activities so that they can generate their own income and eventually graduate from bagging and poverty. Several projects were proposed and the responded prioritized them based on which ones they wish to be established at their centers scaling them from the 1st to the 6th. The proposed projects included fish farming, poultry production, milling machine, retail shop, horticulture farming and goat keeping. The following Table (Table 1.6) represents their prioritization.

Table 1.6: Proposed Projects

	1	2	3	4	5	6
Fish farming	1(1.3%)	3 (3.8%)	11 (14.1%)	10 (12.8%)	15 (19.2%)	38 (48.7%)
Poultry production	42 (53.8%)	17 (21.8%)	4 (5.1%)	1 (1.3%)	10 (12.8%)	4 (5.1%)
Milling shop	2 (2.6%)	26 (33.3%)	11 (14.1%)	20 (25.6%)	14 (17.9%)	5 (6.4%)
Retail shop	14 (17.9%)	14 (17.9%)	20 (25.6%)	21 (26.9%)	8 (10.3%)	1 (1.3%)
Horticulture	3 (3.8%)	9 (11.5%)	27 (34.6%)	15 (19.2%)	15 (19.2%)	9 (11.5%)
Goat keeping	16 (20.5%)	9 (11.5%)	5 (6.4%)	11 (14.1%)	17 (21.8%)	20 (25.6%)

According to data on Table 1.6 above poultry production is the most priorities income generating activity by the OVCs, it has 42 respondents making 53.8% who gave it the first priority and 17 which is 21.8% gave it the second priority. Other most prioritized income generating activities are goat keeping and retail shop.

1.3.3 Knowledge of OVCs on Poultry Production

Poultry production is a very common practice in Tanzanian families; many people practice poultry production in small scale and large scale hence children see and are used to chicken as they are always found in the streets. The OVCs were questioned on their knowledge on poultry production and they gave their response. Out of the 78 respondents 29 were very familiar with poultry production and 28 were familiar while the remaining 22 were either not sure or not familiar with poultry production this is as seen on Table 1.7 below. This gives the feedback that most OVCs are familiar with poultry production.

Table 1.7: Awareness of Poultry Production

	Frequency	Percentage
Very familiar	29	37.2
Familiar	28	35.9
Neutral	8	10.3
Less familiar	9	11.5
Not familiar	4	5.1
Total	78	100

The respondents gave their feedback on their knowledge on the poultry farm structures, out of the 78 respondents 15 which is 19.2% said they are very familiar while 2 which is 25.6% said they are familiar and the remaining 43 which is 44.8% were not sure or not familiar with the poultry farm structure. Moreover 31 respondents which is 39.7% were very familiar with poultry breeds while 25 which is 32.1% were familiar with the same. The remaining 22 which is 28.2% had no idea or not sure of poultry feeds. Lastly the respondents are seen to have poor knowledge on poultry diseases, poultry disease control and marketing poultry products this can be seen in Table 1.8 below.

Table 1.8: Knowledge on Poultry Keeping

Knowledge on	Frequency	Very Familiar	Familiar	Neutral	Less Familiar	Not Familiar	Total
Chicken Diseases	Frequency	5	21	22	18	12	78
	Percentage	6.4	26.9	28.2	23.1	15.4	100
Chicken Disease Control	Frequency	6	16	25	22	9	78
	Percentage	7.7	20.5	32.1	28.2	11.5	100
Marketing poultry products	Frequency	5	20	22	20	10	77
	Percentage	6.4	25.6	28.2	25.6	12.8	98.7

For this case the OVCs need to be trained on poultry production since it is the project they have highly proposed to be established at their centres and school.

1.4 Community Need Prioritisation

In the community needs assessment conducted in the OVCs community, different needs were identified and due to availability of minimum resources prioritization was done. The prioritization process enabled the selection of one need that can be attended. The prioritization exercise was done using pair wise matrix method as seen in Table 1.9 below.

Table 1.9 Pair Wise Matrix of OVCs Needs

Needs		Needs by number					Score	Rank
		1	2	3	4	5		
1	Buildings		2	1	1	5	2	3rd
2	Income			2	2	2	4	1st
3	Hospital				4	5	0	5th
4	Farm					5	1	4th
5	Education						3	2nd

According to the results of the pair wise matrix income is seen to be the first in the prioritized needs which included the need for buildings, income, hospital, farm and education.

Conclusion

This chapter gave an introduction to participatory needs assessment conducted at the OVCs community in Arusha district where three orphanage centers which are KIBOWA Orphanage center, Matanyok Parents Trust Orphanage center and Huruma Vision Tanzania Orphanage Center together with the school of St Jude were involved in the study. The community profile is also presented in this chapter and the community needs assessment objectives are also presented. Then we have the CNA questions and the description of the methodology used in the community needs assessment. Findings from the conducted CNA

are also presented and there after the needs prioritization was done using the pair wise matrix method. The community needs assessment performed at the OVCs community enabled the identification of income as the most prioritized need that has to be addressed.

CHAPTER TWO

PROBLEM IDENTIFICATION

2.0 Background to Research Problem

In the community needs assessment conducted poor income was seen to be the problem. Most centers that accommodate OVCs do not have reliable income that enables them support these children in their daily lives. It is the responsibility of the government to support children and youth in vulnerable circumstances but it has been difficult to do so (URT, 1996a). The Arusha district council has a budget to support these centers which is not enough considering the number of expected beneficiaries and the support needed. Other African countries are also facing similar situations as well according to Bota (2010) several income generating projects needed to be developed in Malawi so as to support centers for OVCs get income so as to be able to offer support.

According to the Tanzanian child policy of 1996, it is the responsibility of parents to provide basic needs for their children. Every human being needs to get food, clothing and shelter as the basic needs but also health services, education and many other services to be able to survive in this world. Failure to meet these needs will make it very difficult for this person to survive. When OVCs experiencing vulnerable circumstances experience difficulties in meeting basic needs they try to adapt by taking initiatives to survive on their own. Most of them decide to run away from their homes and live in the streets which could be in the same region they come from or others travel to other regions or to towns hopping to secure a job that will help them meet the basic needs (URT, 1996a).

Unfortunately very few have managed to succeed this way, most of them just get into more trouble than what they originally had (REPOA, 2010). They find themselves living in the streets with no jobs hence not in the position to get food, clothing, shelter or other basic

needs. Education becomes completely impossible for them and they become vulnerable to diseases as they are exposed to all circumstances be it rain, sun light and night cold. They eat any edible item that comes their way even if they get it from the garbage bin (Lyon, 2009).

In trying to survive they end up stealing so as to get money and they become very aggressive to survive as elder children usually bully the young ones. They become addicted to drugs the most common in Arusha district is the use of glue. Most of the street children you come across are male, this does not mean there are no female street children but since they are more vulnerable to sex work most Female Street children end up being sex workers (REPOA, 2010). This makes them more vulnerable as this way they become exposed to different forms of abuse. Centers that accommodate OVCs are doing a very good job of keeping these children out of the street. Here they are sure of getting food clothing and shelter and other important services such as health services and education. They are also in a family with a lot of brothers and sisters which they never had before, this gives them warmth and the feeling of family which creates hope for the future and someone to depend on. It is important for these centers to have enough and sustainable income to be able to support these children. This is why this study is looking into the improved income of centers for orphans and vulnerable children through poultry production.

2.1 Problem Statement

Low income to enable the support of OVCs is the main problem that brought about this study. According to the basic demographic and social economic profile of 2014 statistics, Tanzania has about 1,659, 704 children who are orphans either by the death of one or both parents this is about 8% of the total population of children under the age of 17, out of which 56,663 are from Arusha region which makes about 7% of the total population of children under 18 in Arusha region (NBS, 2014). Although not all orphaned children are

vulnerable and not all vulnerable children are orphans these statistics give us a picture of how many OVCs are available in Tanzania. Most of these orphans are left with no one to care for them and hence remain helpless and vulnerable.

The government is doing its best to support these children but it cannot reach them all so different NGOs, FBOs and good Samaritans have taken initiatives to support these children (URT, 2008). The biggest problem they all face is getting income to support these children as most centers and schools that support these children depend on donations from within or out of the country. Donations are not sustainable while needs are constant it is high time for the centers and schools to think of having income generating activities which will make them graduate from bagging and create a sustainable income that will help them meet the needs of the OVCs that they support.

2.2 Project Description

The project to improve income for centers and schools supporting OVCs is poultry production which is done at KIBOWA orphanage center in Arusha district. The project is run by the children living at the center under the supervision of the center owners and it is managed by members of the Stretching hands for community from IAA. According to the study findings KIBOWA orphanage center has difficulties in getting income to meet the basic needs for the children hence it was important to start this project so that they can get income for the center, children can get nutrition by eating poultry products but also the children can get skills that they can use in their future lives. The children were given training on how to run the project and they have divided responsibilities among themselves which they attend to before and after school. SHC oversees that the necessary requirements are present and on time.

2.2.1 Target Community

The target community for this project is orphan and vulnerable children in centers and schools supporting OVCs, the center where this project is implemented in KIBOWA orphanage center which has 49 children and is situated at Terat in Arusha district. These children are facing different vulnerable circumstances some of whom are orphans. They depend on the center for basic needs hence it is important for the center to have sustainable income to serve them. They are studying at different levels most of them being in primary and secondary school. The children were trained on how to keep the poultry which included training on how to clean the poultry house, poultry feeding, vaccination, signs of diseases and many other issues in relation to poultry keeping.

They also visited several poultry farms to see what others are doing and they also received testimonies from these poultry farmers which encouraged them into seeing that they can do it as well. They also received training on business management and marketing which will help them run the project successfully.

2.2.2 Stakeholders

The poultry production project at KIBOWA orphanage center has involved different stakeholders at different levels. These stakeholders have contributed very much in the project as the following stakeholder's analysis matrix shows.

Table 2.1: Stakeholders Analysis Matrix

Stakeholder	Main area of concern	Roles and responsibilities in the project
Children from KIBOWA	Owners of the project	Main players in the project as they run the project
KIBOWA Administration	Project administrators	Ensuring the children run the project successfully
SHC and the Researcher	Project sponsors	Collect funds to establish and run the project
Poultry keepers	Provide training or learning environment	Train the children and KIBOWA administration on poultry keeping
Poultry markets	Arusha community that consume poultry products	Consume poultry products from KIBOWA

2.2.3 Project Goals

The main goal for this project is to improve income of centers for orphans and vulnerable children through poultry production. The goal was attained by establishing poultry project at KIBOWA orphanage center and training children from the center on how to run the project which included training on poultry keeping and business skills. Through the poultry project the center will be able to sell eggs and other poultry products which will bring income to the center. More over other benefits from the project include improved nutrition for the children through eating poultry products, children will also get skills that they can use in their future life and also the center will get manure to be used in the farm.

2.2.4 Project Objectives

In order to meet the goals of the project the following specific objectives were set.

- (a) To raise Tsh 7 million by 30th July 2015 for financing the project
- (b) To construct poultry production building of 32 m² by 30th August, 2015
- (c) To facilitate training on poultry keeping and business skills for 20 children and 2 center administrators by 30th September, 2015
- (d) To establish a poultry farm with 100 layers for the project by 30th September, 2015
- (e) To sell 500 eggs per week to the market for the poultry products by March 2016

2.3 Host Organization

The project is designed to improve income for centers of orphans and vulnerable children and youth through poultry production at KIBOWA orphanage center in Arusha district. This project is designed and implemented by Stretching Hands for Community (SHC) which is a group of students from the Institute of Accountancy Arusha. SHC is an organization composed of students registered at the Institute of Accountancy Arusha who wish to take part in community activities. SHC operates under the umbrella of Institute of Accountancy Arusha Students Organization (IAASO) and its main objective is to support communities in difficult circumstances around the institute.

2.3.1 Organization Structure of Host Organization

Stretching Hands for Community (SHC) is an organization under IAASO and it falls under the ministry of gender, life and HIV/AIDs awareness. It has its chairperson, Secretary, treasurer, and program coordinators. Anything happening at SHC has to get the approval of IAASO president. Hence IAASO is an organization made by the mandatory registration of students soon after they register for studies at the Institute of Accountancy Arusha. This cut across all students from certificate programs, diploma programs, degree programs, post-

graduate programs and masters programs. It is under the leadership of IAASO president supported by the vice president and the prime minister who are elected democratically after a reasonable campaign period. Moreover they have ministers, deputy ministers and permanent secretaries for the ministry of social entertainment, culture and sports affairs, ministry of public relations, communication and information, ministry of legal and constitutional affairs, ministry of health and student welfare, ministry of gender, life and HIV/AIDS awareness, ministry of academic affairs, ministry of finance, ministry of loans and ministry of security. The ministers, deputy ministers and permanent secretaries are appointed by the president.

2.3.2 Objectives of SHC

The main objective of SHC is to support people in difficult circumstances within and out of the institute which gives students the opportunity to participate in community work while at the institute. In meeting these objectives they provide material and moral support around the community within and outside the institute. They perform community work in and out of the institute. They perform simple income generating activities for the benefit of the group and the money is being used for charity. Moreover they provide development and productive knowledge to the students in the institute through seminars and events. And lastly they take part in national and international events that need advocacy.

2.3.3 Activities Conducted by SHC

SHC activities include mobilizing students in performing community work in and out of the Institute of Accountancy Arusha. At the moment SHC are supporting KIBOWA orphanage center and several students at the institute who face difficult situations that are related to them being vulnerable or orphaned.

2.3.4 SHC Intervention at KIBOWA

Students from the Institute of Accountancy Arusha have been supporting KIBOWA Orphanage center for many years. The support has been in form of visitation, school fees payment, food supply and many other forms. Students started by organizing themselves in small groups and visiting the center. Later they decided to formalize the movement and stretching hands for community (SHC) was formed. After a long time intervention with KIBOWA, SHC realized that KIBOWA is facing a lot of difficulties financially because they do not have any income generating activity. They also felt that since they are students and are only here for two to three years it will be good if they left KIBOWA with an income generating activity. Different proposals were considered but at the end the poultry project was proposed. This way graduating students from IAA will be comfortable that KIBOWA has income to help the children in day to day expenses.

2.3.5 Institutional analysis of SHC

Before implementation of this project, the researcher conducted institutional analysis with the aim of identifying strengths and weaknesses of SHC in relation to the implementation of planned activities and realization of expected results. During the analysis the researcher also identified opportunities within SHC for smoothly implementation of the project as well as challenges from outside the organization that requires further actions. The researcher used SWOC analysis technique during this analysis.

Table 2.2: SWOC Analysis

Strength	SHC is a member based organization bringing together youth from different parts of Tanzania and other from countries out of Tanzania
	Members forming SHC are all students of IAA
	The organization has its clear constitution which is well adhered among all of its activities
	SHC has a well-organized leadership structure which allows proper implementation of planned activities
Weakness	They do not stand on their own since they are under the administration of IAASO and have to answer to the IAA management
	Members of SHC have a limited stay at IAA so they cannot continue to take part in community activities that started when they were students
	SHC leadership change every year so not all plans are executed as expected
Opportunity	Since SHC is mostly composed of youth they are in a position to take part in more community activities which involves advocacy and support to youth
	SHC can use the students in different areas of expertise to establish different projects
Challenges	They have to conduct projects that are acceptable by IAASO and IAA management
	Financial challenges in implementing community projects they propose
	Time limitations as they are at IAA for a specified period of time
	Balancing of time for the members between their studies and community work is sometimes difficult

2.3.6 Role of SHC and the Researcher in the Project

SHC members have decided to involve themselves in social or community activities one of them being giving support to KIBOWA Orphanage center. Students who are members of

SHC contributed money and decided to start a poultry project for the center. For this case SHC are the donors of the project of which their main responsibility was to collect funds to start the project, and oversee the project implementation.

The researcher teamed with SHC to see that the project is implemented successfully, she took part from the survey for the project, data collection, experts searching, funds collection and other activities in the project implementation. This way she managed to ensure all project objectives are met within the specified time. SHC and the researcher will continue taking part in the project until it starts generating income for the center.

CHAPTER THREE

LITERATURE REVIEW

3.0 Introduction

This chapter will take you through different literature related to the study which will include theoretical literature review, empirical literature review, policy review and lastly the summary for the literature review. Both published and unpublished work will be used to show what other researchers have presented in relation to this research.

3.1 Theoretical Literature Review

3.1.1 Definition of Income

Income is money that an individual, group or businesses receive in exchange of providing goods or services or through investing capital (Schiller, 2014) it is consumed in day to day expenditure. Income can also be defined as money received on a regular basis for work done, goods sold, service delivered or through investment (Arnold, 2004). Every human being needs to have income to be able to meet basic needs (IRS, 2015). Income earned by an individual or organization is essential to the general wellbeing of that individual or the organization. With reference to OVCs income is important to them because it is the only way they can meet their basic needs (Bota, 2010).

3.1.2 Sources of Income for OVCs

OVCs are not in a position to create their own legal income enough to support themselves since according to the national and international children rights children under the age of 18 are not allowed to work in discriminating environments and generate income, they have to be under supervision and receive their basic needs from parents, guardians or the government (URT, 2009, URT, 1996a and UN,1989). According to ILO children under the

age of 18 are allowed to participate in work that does not affect their health, personal development or interfere with their schooling this could include activities such as helping their parents around the home, assisting in family business or earning pocket money after school hours or during holidays (ILO, 2015).

Moreover, in the Tanzania law of the child act of 2009, a child has the right to light work only (URT, 2009). This is the same as the one stated in the UN convention as light work constitutes work which is not likely to be harmful to the health or development of the child and does not prevent or affect the child's attendance at school, participation in vocational orientation or training programmes or the capacity of the child to benefit from school work. For this case OVCs have a great challenge of getting income to meet their basic needs although in the UN convention on the rights of the child of 1989 article 6, it is clearly stated that children have the right to live a full life hence governments should ensure that children survive and develop healthily. Moreover, in article 26 it also states that governments should provide extra money for the children of families in need (UN, 1989).

OVCs face different circumstances, some stay with their parents but in vulnerable situations, some are orphans staying with relatives in vulnerable circumstances, some stay in children headed homes, some stay at the streets and others stay at orphanage centers or schools that support OVCs (Lysin, 2009). In all these situations these children face a hard time to get income for their basic needs. Although the Tanzania development policy of 1996 does not differ from the UN convention in giving the government through the ministry responsible for social welfare the responsibility to ensure all these children are well taken care (URT, 1996a). It is also the responsibility of the ministry responsible for child development and social welfare to establish orphanage centers for OVCs with no place to stay.

OVCs staying with relatives or other guardians in the society get a share in the family income although in most cases it is not enough (URT, 2008) little support is received from the government in cases where the OVCs have been identified through wards or village administration (Nyangara, 2009). Community member and NGOs also give support when welcomed by the families to share food or other items needed by the children (McAlpine, 2009). For OVCs living in the streets getting income is difficult, since they depend on themselves, these children are forced to steal and beg as a way to get income and meet their basic needs. Others are even involved in very dangerous and unethical criminal activities as long as they get income at the end of the day. These activities could include selling drugs, prostitution for both male and female and being involved in robbery (UNICEF, 2012).

The situation is better off with children staying at orphanage centers and schools supporting OVCs, the founders of such places have already decided to carry the responsibility of caring for these children. For this case center administrators struggle to get income for the center (PEPFAR, 2012). Most of these centers depend on the government, international donors, local donors and income generating activities for getting income (Bota, 2010). In the article 24 of the UN convention richer countries are requested to help poor countries with providing children's right to good quality health care, clean water, nutritious food and a clean environment so that they can stay healthy (UN, 1989). In respect of this many international donors are supporting schools and orphanage centers that take care of OVCs.

Not all centers and schools have international donors, some get very little support from the international donors and some do not have them at all and in other situations international donors withdraw their support. For this case local donors also take charge but due to poverty faced in Tanzania not much support can be offered by the local donors (URT, 2008). This brings the importance of income generating activities to the centers and schools (Bota, 2010). Some orphanage centers and schools have already established activities that

provide income for them; this reduces the need for them to beg and also ensures children will get the needed support (Mchomvu & Mvungi 2012). It is also important that these activities be the ones that can be managed by children after school hours, during weekends and holidays as they will also give them skills that they can use in their future lives (Rossiter et al, 2008).

3.1.3 Poultry Production

Poultry is a word that describes any type of bird that humans raise for food, feathers or work. The most common type of poultry in the world is chicken but it also includes turkeys, geese, ducks and others (Quarters, nd). Poultry are kept for the production of eggs and meat hence they provide an acceptable form of animal protein to most people throughout the world (URT, 2006). The most common type of poultry is chicken who play a vital role in many households' mostly in rural areas and in few households in the urban. Chicken provide an important source of high quality nutrition and income at very little cost (NAADS, 2011). Chicken are a renewable asset important for insect pest control, for providing manure and for their role in social activities, religious ceremonies and for traditional treatments of illness (Coppolillo, 2009).

Chicken are available in different breeds which can be categorized as indigenous breeds and commercial breeds (URT, 2006). Their difference is in the way they are handled and the types of feeds they consume. According to the Tanzanian livestock policy both breeds are faced with similar challenges which include being attacked by diseases, poor quality feeds, inadequate technical support service, low genetic potential for the local breeds, weak farmers organizations and inadequate regulatory framework (URT, 2006). The chicken breeds can also be classified as broilers and layers, broilers are chicken breeds raised specifically for meat while layers are chicken breeds specifically for egg production (NAADS, 2011).

Keeping poultry makes a substantial contribution to household food security throughout the development world. It helps diversify incomes and provide quality food and fertilizer. Poultry production in most developed countries is family poultry which is defined as small scale poultry keeping by households using family labor and wherever possible the use of local available feed resources (Coppolillo, 2009). The poultry may range freely in the household compound and find much of their own food getting supplement amount from the house hold. Most of the poultry keeping activities are done by women and children of the family and it provides for them income on the sale of chicken, chicken meat and eggs. Occasionally the poultry products are consumed by members of the family which provides a valuable source of protein in the diet (FAO, 2004)

3.1.4 OVCs in Tanzania

According to the Tanzania child development policy of 1996 a child is any person under the age of 18, this definition is also seen in the Tanzania law of child act of 2009 and the UN convention of 1989 (URT, 1996a). Children have rights that need to be respected; these rights are mentioned in the Tanzania child development policy of 1996 as adapted from the UN convention of 1989, they include survival rights, development rights, protection rights, participation rights and the right not to be discriminated against. According to the policy these rights are sometime violated by the community, parents and guardians due to factors such as poverty, traditions and customs, environment and deficiency in law enforcement (URT, 2008).

Children are a very important part of the Tanzanian community, according to the population census conducted in 2012 the total population of Tanzanians is 44,928,923 out of them 50.1% are children under the age of 18. The census also showed the total population of people in Arusha where this study is conducted is 1,694,310 and out of them 48.4% is the population of children under the age of 18 (NBS, 2013). Not all these children

are lucky to experience a pleasant growing environment that does not violate their rights as children. Approximately 8% of the children population in Tanzania is orphaned by one parent or both (NBS, 2014). These calls for the governments' attention to ensure these children receive the expected support so that they can grow as normal children.

According to law of child act of 2009 an orphan is a child who has lost either both parents or one parent by death (URT, 2009) Moreover according to TACAIDS (2010) Orphans are children under the age of 18 who have lost one or both parents by death. In some cases a child can be left alone without knowing his parents although they might still be alive these are sometimes referred to as social orphans (URT, 2013). There are many causes of death that result into children being orphans but death by AIDs has increased the number of orphans in recent years (Nyangara et al. 2009). In situations when children become orphaned it is expected for close relatives of the children to take the responsibility of caring for them but also according to the Tanzania child development policy of 1996 and the UN convention of 1989 the government is given the responsibility of caring for orphans and ensuring they get the basic needs just like other children with their parents still alive (URT, 1996a).

Apart from orphans Tanzania and other countries in the world have children who may not be orphans but face difficult circumstances that make them vulnerable. These children are referred to as vulnerable children where according to the National Costed Plan of Action for Most Vulnerable Children 2007-2010 a vulnerable child is defined as a child who is living in high-risk circumstances whose prospects for continued growth and development are seriously impaired (URT, 2008). Furthermore according to TACAIDS a vulnerable child is one who lives in difficult circumstances and lacks access to basic needs such as food, health care, parental care, love, protection, education and shelter. A vulnerable child is at high risk of diseases or disorder than a child whose needs are met (URT, 2013). Any

child can be living in a vulnerable situation but it is not necessary for every orphan to be vulnerable (PEPFAR, 2012).

Although not all orphans are vulnerable, the vulnerable orphans face the same circumstances as the vulnerable children which results into them being referred in common as OVCs. OVC stands for orphan and vulnerable children who can be referred to as children who live in extreme poverty, affected by chronic illness, lives without adequate adult support which could be lives in house hold with chronically ill parents, lives in household that has experienced a recent death of parent, lives in household headed by grandparent or an elder child, or could be living outside family care (in a center or at the streets) or could be stigmatized, marginalized or discriminated and may also have disability and lacks adequate support (REPOA, 2013). Additionally the Vietnam government defines an OVC as a person under the age of 16 years who is HIV positive, orphaned due to any cause, living with HIV positive parents or guardians, most at risk of HIV infection, living on or off the streets, using drugs, engaging in commercial sex work or sexually exploited, child of commercial sex worker and drug users, living in institutions or trafficked (Boston University, 2009)

It is the responsibility of the government to support OVCs but the government alone has failed to carry this responsibility hence other people have taken initiatives to support the government. This has led to the establishment of orphanage centers and schools that support OVCs (Were et al, 2013). An orphanage center can be defined as an institution for housing and caring of orphans and vulnerable children who in one way or another do not have anyone to care for them (Rossiter et al, 2008). These institutions provide a home and all other needs for the children and together they are one big family. Most of the centers are not schools, children are taken to nearby schools to get education but we also have schools

supporting OVCs of which they give them basic needs and also provide education (Bota, 2010).

Initially most of these centers were established by international donors who saw the need to come and support African children facing vulnerable circumstances (Were et al, 2013). These donors support children through NGOs that are legally established and are recognized by the Tanzanian government. Some of these NGOs have their offices in the country but others just send their support through their agencies. Currently we also have centers run by Tanzanians expecting support from both internal and external donors (Rossiter et al, 2008). These centers are around communities of which the community members also offer their support to the children.

3.1.5 Theories Related to the Study

This study can be supported by several theories some of which are as explained below

3.1.5.1 The Modernization Theory

According Przeworskia & Limongi (2012) in their study which is reviewing the modernization theory explains that the modernization theory is a description and explanation of the processes of transformation from traditional or underdeveloped society to modern societies. The theory has been written by many authors and in different versions but all the versions refer to the same thing. Historically modernization is the process of change towards those types of social economic and political systems that have developed in Western Europe and North America. The theory has been present since 1950s and it is basically focused on ways in which past and present premodern societies become modern. It basically looks into the internal factors of a country while assuming that with assistance traditional countries can be brought to development in the same manner as developed countries have. Modernization theory attempts to identify the social variables that

contribute to social progress and development of societies and seek to explain the process of social evolution. This theory can be applied into this study because it looks into the change from one state to another. The modernization of a country comes from the modernization of its citizens hence the theory applied to lower levels before the country as a whole. With the success of this project transformation will take place and the OVC community will be modernized. This is so because the project intends to increase income which will result into economic development (Przeworskia & Limongi 2012).

3.1.5.2 The Social Development Theory

The social development theory written by Leo Vygotskyin 1978 primarily explains that socialization affects the learning process in an individual. It tries to explain consciousness or awareness as the result of socialization. This means after we interact with other people we tend to internalize what we spoke. The major theme of this theory is that social interaction plays a fundamental role in the development of cognition. The theory states that every function in the child's culture development appears twice first on the social level and later on the individual level. Secondly the theory has the idea that the potential for cognitive development depends upon the zone of proximal development (ZPD) which is a level of development attained when children engage in social behavior. Full development of ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. This theory applies to this study because we are establishing a poultry project to be run by children under the supervision of adults which according to social development theory allows them to learn and take part in the social level and later use the knowledge and skills as individuals which means they can practice the same in their future life (Kearsley & Culatta, 2013).

3.2 Empirical Literature Review

Several studies in relation to this one have been conducted in the world; different researchers saw the need for such studies but in different contexts. This part is going to present similar studies showing their similarities to this one.

In the study conducted by Nyangara (2009), which looked into the effects of programs supporting orphans and vulnerable children with the aim of evaluating the extent to which program interventions are effective in improving the well-being of OVCs and their families. In this study four programs with similar goals supporting OVCs were evaluated in Kenya and Tanzania. These programs had approaches that included direct support to children as well as indirect support through initiatives that target their guardians and the broader community. Data for the study included information concerning program characteristics through case study activities as well as information collected directly through interviews. Findings of this evaluation provided insights into the state of OVCs in east Africa. It also shed light on the qualities of successful program interventions and highlights the importance of effective targeting and program strategies for enhancing the well-being of highly vulnerable children. The findings are offered to provide guidance to OVC service providers, donors and policy makers to make informed decisions to improve the wellbeing of children and their families (Nyangara, 2009).

In addition another study conducted by Bota (2010) in Malawi elaborated on the livelihood based social protection for orphan and vulnerable children looking into the success stories. The study was initiated to review and assess innovative agricultural and livelihood programs with the aim of documenting lessons for replication and scaling up. The study selected three projects which had initiatives to support OVCs such as cash transfer schemes, junior farmer's field and life skills where children are supported to establish agricultural projects and other projects that support elders living with OVCs. Data

collection was done using tracing the journey of progress approach, focus group discussions, life story approach, discussions and site tours of physical structure, livestock and crops. Finding of the study indicated that these programs have improved the lives of the children they reach significantly. They have demonstrated that with a livelihood based approach notable changes can be achieved in children's lives, including improved food and nutrition security, acquisition of productive livelihood skills, improved health, spiritual and social life, and reduced poverty and vulnerability (Bota, 2010).

Moreover according to Schenk (2010) in their study on improving the lives of vulnerable children conducted in sub-Saharan African countries including Kenya, Malawi, Rwanda, South Africa, Uganda, Zambia and Zimbabwe. The study aimed at understanding how AIDs affects children and how care givers are coping. The children affected by AIDs include those who have lost one or both parents, those infected and those with sick parents. Findings of the study showed that children suffer considerable distress at the illness and death of their parents and most of the time there is no plan to support them. The study identified that succession planning, linking children with community resources, participation in mentorship programs and provision of seed money for economic activities can significantly improve their wellbeing. Weather these children stay alone or with elders income has been the biggest challenge faced which makes the effects of AIDs be much more (Schenk, 2010).

Another study conducted in South Africa by Rossiter etal (2008) in their case study on child support and welfare conducted with the aim of documenting OVC programs in South Africa and lesson learnt that can be shared with other OVC initiatives. This is because they felt that there is less documentation on what works to improve the wellbeing of these children. The study was based on the Ikhwezi Lomso programme which was designed to support OVCs and provide care for OVCs, home based care and poverty reduction.

Methodology used was case study where various documents were reviewed and program sites were visited. Discussions with local staff, beneficiaries and community members were also done. The programme was executed using child care forums, feeding projects, income generating activities and home visits. In the income generation activities the programme provide training and support to the OVCs so that they can establish food gardens of which the harvested products can be used for food and excess sold to generate income (Rossiter et al, 2008).

Furthermore according to Were et al (2013) in the study on improving the lives of vulnerable children in Kenya, much was seen similar to this study and to other studies that have been referred to above. The study was conducted to see how service delivered to OVCs in Kenya can be improved. The methodology for the study was case study and it mainly looked into care givers who were given support in taking care of the OVCs. Findings of this study indicated that many care givers fail to support the children because they depend on agricultural activities which take long time to mature and after they mature they sell them at a cheap rate hence get little money that does not sustain them for a long time. The study recommended these care takers should be trained on other income generating activities that can generate income for a shorter time. Proposed projects included rabbit keeping, goat keeping, poultry production and sheep keeping. In addition to that they were trained on how to plant crops that takes a shorter time to mature (Were et al, 2013).

Conclusion

All the cited research documents above are related to this study, they all look into income generation for OVCs but in different contexts. Most of them have shown that income generating activities are very important to ensure the wellbeing of OVCs. Also it is important to involve the OVCs in these activities because that way they also get skills that

will be useful in their future. The biggest challenge seen in these studies is the way to ensure sustainability of these projects. Hence it is important for supporters to establish frameworks that will ensure project continuity and sustainability.

3.3 Policy Review

Several policies in place support this study in one way or another; the following are some of the policies related to this study:

3.3.1 Child Development Policy of 1996

The policy was developed in 1996 by the ministry of community development, gender and child to safeguard the rights of children and ensure children get the required needs. It gives the countries definition of a child which is referred from the UN Convention on the rights of the child and the national constitution. It also shows the framework for the country to ensure child development where it has established a ministry special for coordination of child development programmes and encouraged NGOs and individuals to establish centers for children in difficult circumstances. The main objectives of the policy are to define the child in Tanzanian context, educate the community on the basic rights of a child, to provide direction and guidance on child survival, protection and development. It also provides direction on the upbringing of children in difficult circumstances and clarifies the role and responsibilities of children, parents, guardians, communities, institutions and the government in issues relating to the child. This policy is important in this study because it gives us a picture of what the Tanzanian government thinks and wishes for the child (URT, 1996a).

3.3.2 UN Convention on the Rights of the Child of 1989

In 1989 governments in the world promised all children the same rights by adopting the UN Convention on the rights of the child, this convention was meant to change the way children are viewed and treated which is as a human being with a distinct set of rights instead of as passive object of care and charity. The Convention describes what a child needs to survive, grow and live up to their potential in the world. It applies to all children in the world no matter whom they are or where they come from. It applies to every one despite their race, religion, abilities, whatever they think or say and whatever type of family they come from. The convention has 54 articles all explaining different rights of a child, several of these articles explain on how children in difficult circumstances should be treated and cared for. It also highlights the responsibilities of the governments and rich countries to ensure children are safe and meet all basic needs (UN, 1989).

3.3.3 Tanzania Development Vision 2025

Tanzanian led by their government recognized the need to prepare a new national development vision which will guide economic and social development efforts up to the year 2025. The vision aims at achieving a high quality livelihood for its people, attain good governance through rule of law and develop a strong competitive economy. The vision is in to benefit all Tanzanians which include OVCs. In developing the vision 2025 different impediments were seen in relation to early visions that Tanzania once had, one of these impediments is the donor dependency syndrome and a dependent and defeatist developmental mind set. This can also be seen in the way OVCs are being supported in the country, most of the support they get is expected to come from international donors. Internal donors and income generating activities were not seen as ways in which OVCs can depend on for their survival. For this case the development of this project is intended to

bring financial freedom to the centers and schools supporting OVCs which will be adding on to the efforts for realizing Tanzania development vision 2025 (URT, 1996b).

3.3.4 Community Development Policy of 1996

Since independence Tanzania has been preparing and implementing policies, strategies, long and short term plans which were intended to help people bring their own development. This is one of the policies that have been developed to create a framework which will enable Tanzanian community members develop. In this policy community development refers to those measures which enable people to recognize their own ability to identify their problems and use the available resources to earn and increase their income and build a better life for themselves. This is what has been seen in this project as members of the community were able to identify their needs and got the support to generate income for themselves. The policy also gives some indications of community development which include but are not limited to good housing, health, education, nutrition, clean and safe water and also increase in income. For this case the success of this project will result in development of the OVC community (URT, 1996c).

3.3.5 The National Coasted Plan for Action for Most Vulnerable Children 2007-2010

The national coasted plan of action for most vulnerable children (NCPA) is a four years action plan (2007 - 2010) developed to address MVC situations in Tanzania. Through an analysis of the situation of Orphans and vulnerable children, the NCPA presents a framework of goals, strategies and actions that will promote the survival, growth, well-being, development and protection of most vulnerable children in Tanzania. The plan spells out the responsibilities of different stakeholders in achieving objectives within the required timeframe. The plan also gives a clear definition of MVCs and highlights situations that can bring the conclusion of a child being most vulnerable. The vision for the plan is to see

the most vulnerable children grow and develop to their full potential. The vision was obtained by meeting the objective which was to ensure that MVC in Tanzania are protected from harm and receive access to essential services. Six areas were focused to meet this objectives, these areas are enhancing policy and service delivery environment, to ensure household and child level care which includes children meeting their basic needs, address protection and security issues, offer psychosocial support, measuring process and resource mobilization (URT, 2008).

3.3.6 National Livestock Policy of 2006

The livestock policy was developed in 2006 by the Tanzanian government, it aims at stimulating development in the livestock industry in order to increase national income, improve food security and environment conservation. Moreover this policy endeavors to increase national well-being of all stakeholders involved in the livestock industry. The main objective of this policy is to increase commercially oriented production of quality beef and other livestock products to meet standards for the domestic and external markets, raise income of livestock farmers and improve their living standards. The vision for the livestock industry as stated by its stakeholders in April 2001 states that ***“By year 2025, there should be a livestock sector, which to a large extent shall be commercially run, modern and sustainable, using improved and highly productive livestock to ensure food security, improved income for the household and the nation while conserving the environment.”***

Among other things poultry farming is also included in the livestock industry, the policy highlights different issues in relation to poultry production and states the policy objectives in relation to poultry. These objectives include the support and strengthening of technical support services and use of appropriate technologies in poultry production, promotion of inventorisation, characterization, evaluation and selection of the indigenous poultry breeds, in collaboration with other stakeholders the Government will promote improvement of

genetic potential in the traditional flock in order to increase livestock productivity. Moreover, efforts will be undertaken to promote investment in poultry production, processing and marketing and encourage establishment of quality breeding farms and hatchery facilities. And lastly the Government will sensitize, encourage and promote establishment of poultry producers and traders associations. Since the developed project is on poultry production this policy is very important to its success (URT, 2006).

3.4 Literature Review Summary

The literature review managed to give us a brief understanding of different scholars views in relation to this study. It took us through the theoretical literature review which gave us an explanation of the different concepts in the study. We see the definition of income from different scholar and we have an elaboration on sources of income for the OVCs. We also looked into poultry production considering its meaning and different issues related to it. The theoretical literature review also explains on OVCs giving its definition and different aspects relating to the subject. Theories related to the study are also explained here we see the modernization theory and the social development theory. Then we have the empirical literature review which takes us through different studies related to this. Here we have studies from other African countries including Kenya, Malawi and South Africa. Policies related to the study are also reviewed these include the child development policy of 1996, the UN convention on the rights of the child of 1989, Tanzania development vision 2025, the community development policy, Tanzanian coasted plan for action for most vulnerable children 2007-2010 and the National livestock policy of 2006. All these documents improve our understanding on the subject matter of this study

CHAPTER FOUR

PROJECT IMPLEMENTATION

4.0 Introduction

This chapter is going to take us through the project implementation process after the need and the project were identified in chapter one and the project objectives set in chapter two. The project implementation has to meet the project objectives set in chapter two which included raising funds for the project, construction of the poultry production building ,training the children and center administrators on how to run the project, establishing the poultry production farm with chicks, and selling available poultry products to the markets.

This chapter will clearly show the projects products and output, the project implementation plan which includes the logical framework, staff plan and project budget and lastly the project implementation report and the ghannt chart. This will give us the full picture of the project implementation at KIBOWA orphanage center.

4.1 Products and Outputs

Although this project is still in progress a number of products and outputs have been realized already. Other products and outputs will be realized as the project proceeds to its final stages which is expected to be in March, 2016.

4.1.1Products

The following 6 products are already realized in this project and the last two will be realized at later stages of the project:

- i. A total of Tsh 5 million was raised from SHC members contribution
- ii. 32 m² poultry house was established
- iii. Poultry production building was furnished with drinkers, feeders and sawdust.

- iv. 20Children and 2center administrators were trained on poultry keeping and business skills
- v. 100 layers chicks were purchased
- vi. 500 kg (10 bags) of growers feeds were purchased
- vii. Expected 100 eggs to be produced in one day from the 100 layer chicks that will grow to be chicken
- viii. Market for the poultry products will be facilitated

4.1.2 Output

- i. Tsh 5 million was raised
- ii. A 32 m² poultry farm building constructed
- iii. 20 children and center 2 administrators trained on poultry keeping and business skills to run the project
- iv. 100 layers chicks procured
- v. Poultry farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust
- vi. 500 kg of growers feeds procured
- vii. 500 Eggs produced in a week and sold by March 2016

Table 4.1 A Summary of Activities and Output		
Overall objective: To improve income for centers of orphans and vulnerable children through poultry production at KIBOWA orphanage center in Arusha district.		
Specific Objectives	Output	Activities
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1. Identify potential philanthropist
		2. Visit and follow up of promised pledges
		3. 80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount
SO 2: To construct poultry production building of 32 m ² by 30th August, 2015	Output 2: A 32 m ² poultry farm building constructed	1. Center administrator offered part of the centers' land to be used for the project
		2. The building contractor and poultry farm structure expert visited the site and made measurements and need estimations.
		3. Building materials were purchased
		4. Construction of the building was done
SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30th September, 2015	Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project	1. Training experts on poultry keeping and business skills were identified and approached for support
		2. The expert on poultry keeping gave classroom training on poultry keeping
		3. Children and center administrators visited 3 poultry farms
		4. The expert on business skills gave training on business skills
SO 4: To establish a poultry farm with 100 layers for the project by 30th September, 2015	Output 4: 100 layers chicks procured	1. Window shopping for layer chicks was done
		2. 100 layer chicks were purchased
	Output 5: Poultry farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust	1. Identifying the best resources to be used as drinkers, feeders and sawdust
		2. Drinkers, feeders and sawdust were purchased
		3. Drinkers and feeders were fixed in the poultry production building
		4. Sawdust were spread throughout the building
	Output 6: 10 bags of growers feeds procured	1. Best feeds for layer chicks were identified
		2. 10 bags of grower feeds were purchased
SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016	Output 7: 500 Eggs per week produced and sold by March 2016	1. Eggs collection from the poultry house
		2. Eggs are sold to get income for the center
		3. Poultry products added to children's diets and they get nutrition

4.2 Project Planning

Project implementation requires a proper project plan; a project plan involved identifying project activities that enables meeting the specified objectives. In the project implementation each activity is clearly defined showing the responsible personnel, resources required, timeline and the budget for each activity. This part is going to give a detailed explanation on the implementation plan, outputs of the project, staffing pattern, project budget, project implementation report and the ghannt chart.

4.2.1 Project Implementation Plan

The implementation of this project involved planned activities derived from project objectives obtained in participation with the community, researcher, host organization and other stakeholders. The project started with a formulation of community driven and participatory implementation plan that provided a road map for the implementation processes. In order to realize the planned goals and achieve objectives several outputs were achieved after an implementation of twenty two (22) project activities. This is as seen in the Project Implementation Plan Table 4.2 seen below

Table 4.2: Project Implementation Plan

Specific Objectives	Output	Activities	Timeframe	Resource Needed	Responsible Person
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1. Identify potential philanthropist	1 st July to 30 th July, 2015	List of SHC members Note book Pen Mobile phone credit Time	SHC Leaders Researcher
		2. Visit and follow up of promised pledges	1st July to 30th July, 2015	Mobile phone credit Bus fare Time	SHC Leaders Researcher
		3. 80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount	1st July to 30th July, 2015	Bank account	SHC Leaders Researcher
SO 2: To construct poultry production building of 32 m ² by 30th August, 2015	Output 2: A 32 m ² poultry farm building constructed	1. Center administrator offered part of the centers' land to be used for the project	1 st August to 30 th August, 2015	Tape measure Note book Pen Time	Center Administrator SHC Leaders Researcher
		2. The building constructor and poultry farm structure expert visited the site and made measurements and need estimations.	1st August to 30th August, 2015	Tape measure Note book Pen Constructor Poultry farm structure expert Time	Center Administrator SHC Leaders Researcher Constructor Poultry farm structure expert
		3. Building materials	1st August to 30th	Money	SHC Leaders

		were purchased	August, 2015	Time	
		4.Construction of the building was done	1st August to 30th August, 2015	Building materials Constructor Time	SHC Leaders Researcher
SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30th September, 2015	Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project	1.Training experts on poultry keeping and business skills were identified and approached for support	1 st September to 30 th September, 2015	Poultry keeping expert Business skills expert Time	Researcher SHC Leaders
		2.The expert on poultry keeping gave classroom training on poultry keeping	1st September to 30th September, 2015	Poultry keeping expert Note books Pens Time	Researcher SHC Leaders
		3.Children and center administrators visited 3 poultry farms	1st September to 30th September, 2015	Successful Poultry farms Transport Time	Researcher SHC Leaders Center administrator
		4.The expert on business skills gave training on business skills	1st September to 30th September, 2015	Business skills expert Note books Pens Time	Researcher SHC Leaders Center administrator
SO 4:To establish a poultry farm with 100 layers for the project by 30th September, 2015	Output 4: 100 layers chicks procured	1.Window shopping for layer chicks was done	1st September to 30th September, 2015	Transport Time	Researcher SHC Leaders Center administrator
		2.100 layer chicks were purchased	1st September to 30th September, 2015	Money Time	Researcher SHC Leaders
	Output 5: Poultry farm furnished with 3 drinkers, 3 feeders and 2	1. Identifying the best resources to be used as drinkers, feeders and sawdust	1st September to 30th September, 2015	Time Human resource	Researcher SHC Leaders
		2. Drinkers, feeders	1st September to 30th	Money	Researcher

	bags of sawdust	and sawdust where purchased	September, 2015	Time	SHC Leaders
		3. Drinkers and feeders were fixed in the poultry production building	1st September to 30th September, 2015	Time Human resource	Researcher SHC Leaders
		4. Sawdust were spread throughout the building	1st September to 30th September, 2015	Time	Researcher SHC Leaders
	Output 6: 10 bags of growers feeds procured	1. Best feeders for layer checks were identified	1st September to 30th September, 2015	Time Transport	Researcher SHC Leaders
		2. 10 bags of grower feeds were purchased	1st September to 30th September, 2015	Money Time Transport	Researcher SHC Leaders
SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016	Output 7: 500 Eggs per week produced and sold by March 2016	1. Eggs collection from the poultry house	1 st September to 30 th March, 2016	Time Human resource	Center administrator
		2. Eggs are sold to get income for the center	1st September to 30th March, 2016	Time Markets	Center administrator Researcher SHC Leaders
		3. Poultry products added to children's diets and they get nutrition	1st September to 30th March, 2016	Eggs	Center administrator

After identification of the project, members of SHC and the researcher decided to contribute money so as to finance the project, a total of 5 million was raised and resources for the project were purchased, the researcher and members of SHC are still looking for the remaining 2 million to complete the budget. KIBOWA Orphanage Center administration offered space for the project to take place and experts were consulted on how to build the poultry house, they gave estimates for the materials needed for the structure and the time estimated for its accomplishment. Building materials were purchased and the poultry house construction done.

Training experts were identified and requested to come train the children and administrators on poultry keeping and business skills. The training was conducted and the children and administrators got the skills to run the project. Children and the center administrators were also taken for a site visit at three successful project farms and they managed to acquire practical skills that they apply in managing the project.

100 layers chicks were purchased and the poultry farm was established. The house was furnished with drinkers, feeders and sawdust after they were purchased and fixed. 10 bags of growers' feeds were procured and are used to feed the chicks. Children under the supervision of the center administrators manage the project by taking turns to clean the poultry house, feed the poultry and administer necessary vaccinations for the chicks. It is expected after six month the poultry will start laying eggs which will be sold for the center to get income and some will be added to the children's diet to improve their nutrition. Once eggs are laid SHC and the researcher will help the children identify markets for their products so that they can easily sell and the main objective of the project which is improving income of centers and schools for orphans and vulnerable children be met. Table 4.3 is the logical framework for the project, it highlights key intervention areas,

objectively verifiable indicators, means of verifying and possible assumptions defined for the successful implementation of the project.

Table 4.3: Logical Framework

Intervention logic	Objectively verifiable indicators	Means of verification	Assumptions
Overall objectives			
<i>Improving income for centers of orphans and vulnerable children through poultry production</i>	<ul style="list-style-type: none"> •Improved income for the center •Center can meet basic needs for the children 	<ul style="list-style-type: none"> •Project evaluation report •Bank statement 	<ul style="list-style-type: none"> •All stakeholders play their part well in the project implementation •The layer chicks grow and start laying eggs as expected without being affected by diseases or other attacks
SO 1: To raise Tsh 7 million by 30th July 2015 for financing the project			
Output 1	Objectively verifiable indicators	Means of verification	Assumptions
Tsh 5 million raised	Cash available for the project	List of contributors and amount contributed	Members of SHC being ready to contribute and convince other members of the society to contribute
Activities			
1. Identify potential philanthropist	List of at least 100 philanthropists	Project progress report	Philanthropist available among SHC members
2. Visit and follow up of promised pledges	Philanthropists give their pledges	List of names and pledges made	All Philanthropist contacted to give their pledges
3. 80 SHC members, the researcher and other contributors, contributed Tsh 5 million which is part of the targeted amount	Promised pledges collected	<ul style="list-style-type: none"> •List of collected contributions •Project progress report 	All promised pledges are collected on time
SO 2: SO 2: To construct poultry production building of 32 m2 by 30th August , 2015			
Output 2	Objectively verifiable	Means of verification	Assumptions

	indicators		
A 32 m2 poultry farm building constructed	The poultry production building is ready to be used	<ul style="list-style-type: none"> •Site visit •Project progress report 	Building materials and contractor available on time
Activities			
1. Center administrator offered part of the centers' land to be used for the project	Land available for the poultry project	<ul style="list-style-type: none"> •Site visit •Project progress report 	The center will have enough land to accommodate the project
2. The building contractor and poultry farm structure expert visited the site and made measurements and need estimations.	Contractor and farm structure expert measure the land	Project progress report	Contractor and farm structure expert available at the same time
3. Building materials were purchased	Building materials available for the construction	Site visit	Money to purchase the resources available on time
4. Construction of the building was done	The poultry production building established	<ul style="list-style-type: none"> •Site visit •Project progress report 	Constructors and resources available on time
<i>SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30th September, 2015</i>			
Output 3	Objectively verifiable indicators	Means of verification	Assumptions
20 children and 2 center administrators trained on poultry keeping and business skills to run the project	20 children and 2 administrators trained on poultry keeping and business skills	<ul style="list-style-type: none"> •Training report •Project progress report 	Children and administrators from KIBOWA are willing to attend the training
Activities			
1. Training experts on poultry keeping and business skills were identified and approached for support	2 experts 1 on poultry keeping and 1 for business skills trained children and center administrators	Training report	Training experts accept to come and train for free
2. The expert on poultry keeping gave classroom training on poultry keeping	20 children and 2 administrators trained on poultry keeping	Training report	Children and administrators from KIBOWA are willing to attend the training on poultry keeping
3. Children and center administrators visited 3 poultry farms	20 Children visited 3 poultry farms	Project progress report	<ul style="list-style-type: none"> •Children and administrators from KIBOWA are willing to visit the poultry farms

			•Poultry farm owners are willing to invite children and administrators from KIBOWA
4. The expert on business skills gave training on business skills	20 children and 2 administrators trained on business skills	Training report	Children and administrators from KIBOWA are willing to attend the training on business skills
<i>SO 4: To establish a poultry farm with 100 layers for the project by 30th September, 2015</i>			
Output 4:	Objectively verifiable indicators	Means of verification	Assumptions
100 layers chicks procured	100 layer chicks are at the KIBOWA poultry farm	•Site visit •Project progress report	Chicks are not attacked by diseases or any physical attacks
Activities			
1. Window shopping for layer chicks was done	Best layer chicks identified		Variety of chick are available in Arusha
2. 100 layer chicks were purchased	100 layer chicks raised at KIBOWA	•Site visit •Project progress report	Chicks are not attacked by diseases or any physical attacks
Output 5:	Objectively verifiable indicators	Means of verification	Assumptions
Poultry farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust	Drinkers, feeders and sawdust are available in the poultry production house	Site visit Project progress report	Money to buy the furnishing resources are available on time
Activities			
1. Identifying the best resources to be used as drinkers and feeders	best drinkers and feeders were identified	Project progress report	Best resources are available in Arusha
2. Drinkers, feeders and sawdust where purchased	Purchased Drinkers, feeders and sawdust are now at the poultry production house	Site visit Project progress report	Money for purchasing drinkers, feeders, sawdust is available on time
3. Drinkers and feeders were fixed in the poultry production building	Purchased Drinkers, feeders and sawdust are now used at the poultry production house	•Site visit •Project progress report	Contractor and farm structure expert are available to fix the furnishing resources
4. Sawdust were spread throughout the building	Sawdust is used in the poultry house	Site visit	
Output 6:	Objectively verifiable	Means of verification	Assumptions

	indicators		
10 bags of growers feeds procured	10 bags of growers feeds available at the poultry house	Site visit	Best growers feeds are available at a reasonable price
Activities			
1. 10 bags of grower feeds were purchased	10 bags of growers feeds available at the poultry house	Site visit	Best growers feeds are available at a reasonable price
<i>SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016</i>			
Output 7:	Objectively verifiable indicators	Means of verification	Assumptions
500 Eggs per week produced and sold by March 2016	Eggs are sold at KIBOWA orphanage center	<ul style="list-style-type: none"> •Site visit •Project progress report 	Chicken lay eggs as expected
Activities			
1. Eggs collection from the poultry house	Laid eggs available for collection	<ul style="list-style-type: none"> •Site visit •Project progress report 	Chicken lay eggs as expected
2. Eggs are sold to get income for the center	Collected eggs are sold to get income	<ul style="list-style-type: none"> •Income records •Project progress report 	Laid eggs are good for sale
3. Poultry products added to children's diets and they get nutrition	Children eat eggs from the project	Improved health for the children	Children are no allergic to eggs

4.2.2 Inputs

Several resources were needed as inputs for the implementation of this project. Throughout the implementation of the project objectives different activities were performed and several inputs required. The first input was money which was obtained from the contribution from members of SHC and the researcher. Then piece of land was another input offered by the center administration for the project to take place. Bricks, cement, sand, stones, water, wire mesh, chicken wire, poultry building expert and the constructor were input for the construction of 32 m² poultry house. Drinkers, feeders and saw dust are inputs for furnishing the poultry building. Layer chicks were the main input in this project; they are expected to lay eggs after six month from the time they were bought. Growers' feeds are other inputs used to feed the chicks so that they can grow and reach the laying stage. Other inputs include time from SHC members, the researcher and KIBOWA community.

4.2.3 Staffing Pattern

The project did not recruit any staff but instead is managed by children from KIBOWA orphanage center under the supervision of the center administrators. SHC members take part in monitoring the project and they also took part in planning for the project implementation. The training they received was enough to make the KIBOWA community manage the project and they are in contact with the poultry production expert who provided training so that in case they face any difficulties he can assist them. Moreover the researcher's knowledge on various matters including project management facilitated some parts of the project. The job distribution of these stake holders is as seen in Table 4.4 below.

Table 4.1 Project Staffing

Stakeholder	Responsibility
Researcher	Project Manager
Center Administrator (mama Mchome)	Assistant Project Manager
Almasi Kabeya	Project Advisor
Rukia Ally (Child)	Roaster Manager
Shaabani Ramadhani (Child)	Store keeper
Gamaeli Mwenda	Accountant
Rosemary Lucas (Child)	Assistant Accountant
Other children at the center	Project operation

4.2.4 Project Budget

The project has a total budget of Tsh 7,000,000 up to the moment a total of Tsh 5,000,000 has been raised and part of it used to obtain different resources that were needed to accomplish certain activities to meet the objectives. Since the project is ongoing the remaining Tsh 2,000,000 will be collected and used to purchase feeders for the chicks at different growing stages and other remaining resources such as vaccination. Table 4.5 shows a detailed description of the budget in relation to the activities performed or to be performed.

Table 4.5: Project Budget

Specific Objectives	Output	Activities	Resource Needed	Quantity	Unit Price	Total (Tsh)
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1. Identify potential philanthropist	Note book	2	700	1,400
			Pen	2	500	1,000
			Mobile phone credit	1	10,000	10,000
		2. Visit and follow up of promised pledges	Mobile phone credit	1	10,000	10,000
			Bus fare	3	10,000	30,000
		3. 80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount	Note book Pen	1 2	700 500	700 1,000
SO 2: To construct poultry production building of 32 m ² by 30th August, 2015	Output 2: A 32 m ² poultry farm building constructed	1. Center administrator offered part of the centers' land to be used for the project	Tape measure	1	5,000	5,000
			Note book	1	700	700
			Pen	2	500	1000
		2. The building constructor and poultry farm structure expert visited the site and made measurements and need estimations.	Transport for Constructor and Poultry farm structure expert	2	10,000	20,000
			Time			
		3. Building materials were purchased	Bricks	600	1000	600,000
			Sand	1 lorry	80,000	80,000
			Water	2000 ltrs	140,000	140,000
			Cement	10	14,000	140,000

			Timber	10 pieces	7,000	70,000
			Chicken mesh	20 mts	1500	30,000
			Wire mesh	15 mts	1500	22,500
			Nails 6 inches	2 kgs	2000	4000
			Stones	1lorry	120,000	120,000
			Doors	2	30,000	60,000
			Locks	2	20,000	40,000
			Iron Sheets	10	12000	120,000
		4.Construction of the building was done	Constructor payment	1	250,000	250,000
SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30th September, 2015	Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project	1.Training experts on poultry keeping and business skills were identified and approached for support	Note books	25	700	17,500
			Pens	25	500	12,500
		2.The expert on poultry keeping gave classroom training on poultry keeping				
		3.Children and center administrators visited 3 poultry farms	Transport Successful Poultry farms	3	50,000	150,000
		4.The expert on business skills gave training on business skills				
SO 4:To establish a poultry farm with 100 layers for the project by 30th September, 2015	Output 4: 100 layers chicks procured	1.Window shopping for layer chicks was done	Transport	2	10,000	20,000
		2.100 layer chicks were purchased	Layer chicks	100	5000	500,000
	Output 5: Poultry farm	1. Identifying the best resources to be used as				

	furnished with 3 drinkers, 3 feeders and 2 bags of sawdust	drinkers, feeders and sawdust				
		2. Drinkers, feeders and sawdust where purchased	Drinkers Feeders Sawdust	3 3 2	5000 5000 3000	15,000 15,000 6,000
		3. Drinkers and feeders were fixed in the poultry production building				
		4. Sawdust were spread throughout the building				
	Output 6: 10 bags of growers feeds procured	1.Best feeders for layer checks were identified	Transport	2	10,000	20,000
		2.10 bags of grower feeds were purchased	Growers feeds Transport Other feeds	10 1 70	50,000 20,000 50,000	500,000 20,000 3,500,000
SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016	Output 7: 500 Eggs per week produced and sold by March 2016	1.Eggs collection from the poultry house				
		2.Eggs are sold to get income for the center	Markets	1	50,000	50,000
		3.Poultry products added to children's diets and they get nutrition				
Other Expenses			Vaccinations contingency		50,000	50,000 462790
Total						7,090,690

4.3 Project Implementation Report (PIR)

The implementation of this project began effectively in July 2015 where a total number of 22 activities were planned for implementation to meet the project objectives. However up to September 2015 19 activities which represents 79.1% of all activities are implemented. The remaining activities which include laying of eggs, eggs collection from the poultry house, selling of eggs to get income for the center and poultry products being added to children's diets to get nutrition which is 20.9% will be implemented as the project proceed as they are in the later stages of the project which is expected to be after six month since the purchase of the chicks which will be in March, 2016. Purchasing of chicken feeds will be an ongoing activity throughout the project implementation; both specialized poultry feeds and local feeds will be used to feed the poultry.

Up to September, 2015 the project implementation has utilized 42.7% of the budget which is Tsh.3, 027,900 the remaining 57.3% will be used in later stages of the project. This part therefore provides project report for the accomplished activities and the output obtained. It also compares the planned activities against the actual implemented activities with remarks on efficient and effective utilization of resources. It also presents the Ghant chart which represents how the project was managed in terms of time management and sequence of activities.

4.3.1 Outputs Presentation

During the project implementation different activities are taking place and they result into different outputs. This part is going to explain the outputs in details;

4.3.1.1 Output 1: Tsh 5 million raised

This output was realized after implementation of three activities which are identification of potential philanthropist, visit and follow up of promised pledges and 80 SHC members, the researcher and other contributors contributed Tsh 5 million as part of the targeted amount the remaining Tsh 2 million is still in collection. Members of SHC needed to raise funds for the project and to do so potential philanthropist were identified, these included members of SHC, friends and relatives of SHC members and the researcher. These philanthropists are potential stakeholders for the project as they have the same objectives as this project which is to improve income for centers and schools with orphan and vulnerable children.

After pledges were made, few members of SHC had the task of making a follow up on the pledges made. 71% of the pledges were collected as promised and proper records were kept so that every ones contribution is well documented. Since SHC is made of students only 80 of them managed to contribute, other contributors were invited from out of SHC which included friends and family of the SHC members. The researcher also contributed to the required amount and she also invited few of her friends to take part as well.

4.3.1.2 Output 2: A 32 m2 poultry farm building constructed

This output was realized after accomplishment of four activities which included center administrator offering part of the centers' land to be used for the project, the building contractor and poultry farm structure expert visiting the site for measurements and need estimations, purchasing of building materials and lastly construction of the building.

KIBOWA orphanage center has land that is approximately 1ecare, part of it has been used to construct the children's residence. The remaining part is used for farming

purposes were they have planted maize to provide food for the center. It became possible for the center administrator to provide 40 m² to be used for the project since they also believe that this project will increase income for them. After identifying part of the land to be used the contractors and a poultry structure expert visited the site to take measurements and identify required resources. The identified requirements which included 600 bricks, 1 lorry of sand, 1 lorry of stones, cement, timber, iron sheets, wire mesh, chicken mess, water and wooden doors where purchased and brought to the site. After all required resources were available construction of the 32 m² building took place.



Figure 4.1Measurements of the Poultry House



Figure 4.2 Project Stakeholders



Figure 4.3 The Constructed Poultry Building

4.3.1.3 Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project

To be able to manage the project training was a very important component. This output was realized after a proper planning of the training in relation to what should be trained, how the training should be conducted and the timing for the training. The output was realized by carefully accomplishing several activities which included identification of training experts, conducting training on poultry keeping, visiting successful poultry houses and conducting training on business skills.

Training was one of the very important objectives in the project implementation. Since it is the first time for these children to keep poultry and run a business the project sponsors realized that without training they will be planning to fail. For this case sponsors of the project which are SHC members took time to identify the best trainers for poultry keeping and business skills. They also realized that class room training alone will not be enough so they organized for site visit so that the children and the center administrators can go and learn what others are doing in similar projects.

The identification of the trainer was done very carefully so that they can get a trainer who is well experienced in the area and who will be willing to offer the training for free since this project is a donation and the project sponsors do not have a lot of money. Several trainers were approached and Mr. Almasi agreed to come and offer the training in the specified conditions. Children and the center administrators were set in the classroom and listened to the trainer, he taught them many issues in relation to poultry keeping which include how to feed the chicks, different types of feeds in relation to age, disease symptoms and medications, vaccinations, cleanliness of the house and many more.

Moreover the children and center administrators visited three poultry houses and learnt a lot from how others are running their projects. They could also see that with proper handling this project is the answer to their many financial issues as it will generate income for the center. After the visit the children received business skills as well which included issues like how to keep records, how to manage finances and marketing of their products. This training was offered by Ms. Agness Mtui who is an expert on entrepreneurship from the Institute of Accountancy Arusha. The training received is now applied in running the project which ensures success.



Figure 4.4 Some of the Children receiving Training on Poultry Keeping

4.3.1.4 Output 4: 100 layers chicks procured

The fourth output of this project is the main ingredient; it was realized by accomplishing two activities which include performing window shopping for layer chicks and purchasing the chicks. Poultry are of different types which include layers, broilers and

indigenous. Few representatives of SHC did the survey on the different types and brands of chicks considering their advantages and disadvantages. At the end of the day they identified layer chicks to be the best for this project. 100 layer chicks were purchased and are now raised at the KIBOWA orphanage center poultry house.



Figure 4.5 Some of the Procured Layer Chicks

4.3.1.5 Output 5: Poultry farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust

Different resources were needed for the project to be successful. Drinkers, feeders and sawdust were purchased and fixed to be used by the chicks in the poultry house. This output was realized after accomplishing several activities including identifying the best resources to be used as drinkers and feeders, purchasing of the drinkers, feeders and sawdust, fixing of the drinkers and feeders in the poultry production house and spreading of sawdust in the building.

In identifying the best resources window shopping was done by members of SHC. They visited several outlets for poultry production resources and managed to identify the best resources with durability and easy management qualities accompanied with a good price within the projects budget. After the identification the best resources were purchased and fixed in the poultry production house to be used by the chicks.



Figure 4.6 Drinkers and Sawdust furnishing the poultry house

4.3.1.6 Output 6: 10 bags (500kgs) of growers' feeds procured

Since the project involves the raising of chicks, chicken feeds are very important. Few members of SHC identified the best feeds to be used with the purchased type of layer

chicks. Purchased feeds are the best and within the budget of the project. The same brand of feeds will be used throughout the life of these chicks as they grow through different stages. Other additional local feeds will also be used so as to ensure proper growth of the chicks.

4.3.1.7 Output 7: 500 Eggs per week produced and sold by March 2016

The end output of this project is expected to be eggs laid by the chicken, for 100 chicken it is expected that each chicken will lay 1 egg in a day which makes a total of 100 eggs in a day. Which results into a total of more than 500 eggs a week. 100 eggs a day makes about 4 trays which are expected to be sold at 5000 tsh per tray which will make a total of 20,000 tsh in a day. This way the center will have income that will enable it manage their different economic needs. Moreover eggs will be added on the children's diet which will help them have good health.

Table 4.6: Project Implementation Report Summary

Specific Objectives	Output	Activities	Implementation Status	Reason for Deviation
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1. Identify potential philanthropist	done	
		2. Visit and follow up of promised pledges	done	
		3. 80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount	done	2 million to be collected in later stages
SO 2: To construct poultry production building of 32 m ² by 30 th August, 2015	Output 2: A 32 m ² poultry farm building constructed	5. Center administrator offered part of the centers' land to be used for the project	done	
		6. The building constructor and poultry farm structure expert visited the site and made measurements and need estimations.	done	
		7. Building materials were purchased	done	
		8. Construction of the building was done	done	
SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30 th September, 2015	Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project	3. Training experts on poultry keeping and business skills were identified and approached for support	done	
		4. The expert on poultry keeping gave classroom training on poultry keeping	done	
		3. Children and center administrators visited 3 poultry farms	done	
		4. The expert on business skills gave training on business skills	done	
SO 4: To establish a poultry farm with 100 layers for the project by 30 th September, 2015	Output 4: 100 layers chicks procured	1. Window shopping for layer chicks was done	done	
		2. 100 layer chicks were purchased	done	
	Output 5: Poultry	1. Identifying the best resources to be used	done	

	farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust	as drinkers, feeders and sawdust		
		2. Drinkers, feeders and sawdust where purchased	done	
		3. Drinkers and feeders were fixed in the poultry production building	done	
		4. Sawdust were spread throughout the building	done	
	Output 6: 10 bags of growers feeds procured	1.Best feeders for layer checks were identified	done	
		2.10 bags of grower feeds were purchased	done	
SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016	Output 7: 500 Eggs per week produced and sold by March 2016	1.Eggs collection from the poultry house	Not done	Will be realized in March 2016
		2.Eggs are sold to get income for the center	Note done	Will be realized in March 2016
		3.Poultry products added to children's diets and they get nutrition	Not done	Will be realized in March 2016

4.3.2 Project Implementation Gantt Chart

This part is going to give us the project schedule showing all activities of the project and the time frame for their implementation. The gantt chart shows the project objectives, output and activities and the project duration distributed in months from July 2015 to March 2016. This can be seen in Table 4.7 below.

Table 4.7: Gantt Chart

Specific Objectives	Output	Activities	Project Implementation Schedule (July, 2015 to March, 2016)								
			July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1.Identify potential philanthropist									
		2.Visit and follow up of promised pledges									
		3.80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount									
SO 2: To construct poultry production building of 32 m ² by 30th August , 2015	Output 2: A 32 m ² poultry farm building constructed	1.Center administrator offered part of the centers' land to be used for the project									
		2.The building constructor and poultry farm structure expert visited the site and made									

100 layers for the project by 30th September, 2015	procured	chicks was done									
		2.100 layer chicks were purchased									
	Output 5: Poultry farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust	1. Identifying the best resources to be used as drinkers, feeders and sawdust									
		2. Drinkers, feeders and sawdust where purchased									
		3. Drinkers and feeders were fixed in the poultry production building									
		4. Sawdust were spread throughout the building									
	Output 6: 10 bags of growers feeds procured	1.Best feeders for layer checks were identified									
		2.10 bags of grower feeds were purchased									
	SO 5: To sell 500 eggs per week to the market for the poultry products by	Output 7: 500 Eggs per week produced and sold by March	1.Eggs collection from the poultry house								
		2.Eggs are sold to									

CHAPTER FIVE

PROJECT PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY

5.0 Introduction

Participatory monitoring and evaluation (PM&E) is a method used to examine progress of a project, its performance and impact to the targeted community (UNDP, 2009). It enables project executors, target community and other stakeholders to understand what was a success or failure in the project implementation (IFRC, 2011). Participatory monitoring and evaluation acts as a guide for collecting monitoring and evaluation information for facilitating making of timely management decisions and is also a strategy for ensuring accomplishment of project activities to attain the desired objectives.

PM&E includes developing indicators, collecting data based on indicators, analyzing those data, presenting results, and using the results to improve project implementation activities. To ensure effective participatory monitoring and evaluation a sufficient monitoring plan was designed. This has enabled the SHC, the researcher, KIBOWA community and other stakeholders to develop the project properly throughout its implementation (UNDP, 2009). This chapter therefore explains how the project is monitored and evaluated, it also shows project sustainability and strategies undertaken to ensure its continuity after phasing out and being left under the ownership of the children of KIBOWA.

5.1 Participatory Monitoring

Participatory monitoring is the process of routinely gathering information about all aspects of project from and through collaboration of key stakeholders. It enables them to

obtain information required in analyzing the current project situation, understand problems and find solutions, discover trends and patterns so as to maintain project activities on schedule, measure progress toward objectives, and decide on resource utilization. Before the commencement of this project the researcher and members from SHC collected information on the needs of orphans and vulnerable children living in centers and schools, collected information enabled establishment of this project at KIBOWA orphanage center.

The information was collected through interviews and questionnaires and the results were used to decide on various aspects on project progress. In participatory monitoring data collection methods such as observation and interviews are used, this includes regular field visits to monitor the progress of the project and its output together with stakeholder's discussions and meetings on the progress of the project. The researcher, members of SHC, and Children and administrators of KIBOWA are using mobile phones, meetings, and reports to inform each other on the plans, progress and output for each project activity. Participatory monitoring facilitated availability of necessary information for improvements in various project activities in relation to project objectives.

Participatory monitoring is used to measure progress of the project, it is having all stakeholders of the project know their destination and decide how they will measure their progress towards success. It also helps to provide information for decision making whereby different monitoring methods enable information acquisition. These methods include recording information on daily, weekly and monthly bases which gives a picture of what is taking place and can enhance decision making for improvement. At different stages of the project implementation the monitoring information is used to analyze the

project for example growth of the chicks can be monitored and through the collected information we can analyze if the used feeds are effective for their growth.

The important part of participatory monitoring is that from defining the project objectives and activities to choosing the terms of measurement all project stakeholders are involved. It is very important for the community to understand why monitoring is done; this brings the sense of ownership and ensures the monitoring process to be done successfully as every player understand the importance of the recurred activity. In the monitoring process the players assess if all activities have been exhausted to meet the required objectives as it enables them see the ongoing picture that allows the community to determine whether activities are progressing as planned. It may also show if activities are not leading to the specified objectives so that early adjustment can be made.

Participatory monitoring enables problems identification at early stages of the project hence the solution can be sought before the problem gets out of hand. Also good standards are maintained as continuous feedback throughout the life of the activities ensures that the quality of the activities is sufficient to provide good results. Required resources are clearly seen during monitoring hence proper utilization of resources is emphasized. This way the complete picture of the project is seen.

Participation monitoring in this project is involving the key stakeholders which includes the management of SHC, Children who are running the project at KIBOWA and KIBOWA administrators. The children and KIBOWA administrators are into the daily and weekly monitoring of the project since they are the ones running the project. SHC administration monitors through reports received on daily and weekly bases. They are also responsible to oversee all activities executed as planned and handle any deviations or challenges faced.

Several steps were involved in the participatory monitoring, these included discussion on the reasons for monitoring which enabled every key player understand why monitoring needs to be done. The second step was the review of all objectives and activities and developing monitoring questions which will help assess if activities are going on well. Then the direct and indirect indicators were established, these are used to answer the monitoring questions. The next step was deciding on the information gathering tools to be used. The selected tools included field visit, check list filling, and stakeholders' discussions. A decision on who will do the monitoring was done based on the activities and level of monitoring. It was agreed that analyzing of the monitoring data be done once in two weeks in a meeting that will involve all key stakeholders.

5.1.1 Monitoring Information System

A monitoring information system is a system created for collection and reporting of information on project activities to enable project management team to plan, monitor, and evaluate the operations and performance of the project. The major aim of monitoring information system is to enable project team to capture data, process and disseminate information in a systematic way. Monitoring information system has enabled the project team to measure trend of various indicators based on the information received from the field.

The monitoring process is an ongoing activity with the aim of improving performance so as to ensure objectives are met. The monitoring activity is collectively done by the host organization who also play as the donors of the project, the researcher and KIBOWA community. Different monitoring methods are applied to ensure the right data

is collected to enable the right decision to be made. Field visits, Project progress reports and stakeholders discussions are the tools applied in this projects monitoring activities.

To meet the objectives of this project several activities took place, each activity had its input that was processed and gave results which were distributed for decision making or used as input in another activity. The first activity was the identification of potential philanthropist who will be involved in the establishment of this project. This activity was administered by the leaders of SHC since they are the donors of the project. In performing this activity they listed all members of SHC and other people whom to their knowledge are philanthropist. They then contacted these people and informed them of their intentions which resulted into a list of philanthropist and their pledges for the project. This information was shared with other members of SHC and was used as the input to the second activity. Monitoring in this activity was done by SHC leaders and the researcher.

The second activity was visiting and making follow up on the pledges made by the identified philanthropist. In this activity the list of philanthropists and their pledges was the input, leaders of SHC made physical visits and phone calls to remind people on their pledges. The output for this activity was a list of contacted philanthropists. This list was used as an input in the next activity which was collection of fund. The process used in collection of funds was physical visit and making available mobile numbers that can be used for mobile money transfers. The promised contributions were collected at 71% which was a satisfactory amount. It was observed that failure to reach 100% was because of poor follow up mechanisms as the SHC leaders used phone calls more than physical visits. At the end of this activity a total of 5 million was collected out of the expected 7 million.

The next activity was securing land for the project where the center administrator offered part of the centers' land to be used for the project. 40 m² of the center land was shown by the administrator and allowed the project activities to take place. The land was shown to the leaders of SHC and the researcher. Monitoring of this activity is through site visit as the land is there and project activities are taking place. Output of this activity which is the presence of land is the input to the next activity which is the involvement of poultry house structure expert and the contractor in making measurements and created the design for the poultry house. They came up with a list of requirements for building the poultry house. This information was shared among the SHC leaders, the researcher and the center administrators.

The list of requirements was the input for the next activity which was purchasing of the construction materials. Leaders of SHC purchased the required materials and delivered them to the site. They also got receipts for most of the purchased items with an exception of few whose suppliers did not have receipts. Monitoring was done by comparing the list of requirements with the receipts as well as auditing the delivered materials. Items that had no receipts included water, sand and stones.

The next activity was the construction of the poultry house which involved the contractor under the supervision of SHC leaders and the center administrators. Input for this activity was the land offered by the center administrators, measurements performed by the poultry house structure expert and the contractor, and the purchased requirements for the construction. Two weeks were used for the construction and the output was the poultry house which is present at KIBOWA orphanage center. Monitoring was done by the SHC leaders, poultry house building expert and the researcher comparing the design and the building. Members of SHC and children of KIBOWA made a tour to see the building and hence see progress of their project.

The next activity included purchasing of drinkers, feeders and sawdust to be fixed and used in the poultry house. This was done by the SHC leaders and the researcher. Monitoring of this activity involve site visit as these resources are already in use in the poultry house. The next activity was training whereby children of KIBOWA and their administrators needed to be trained so as to be able to execute the project. The researcher organized the training which was on poultry keeping and business skills. Trainers went to KIBOWA and offered the training in a class room mode. Later the researcher and SHC leaders organized for the children and their administrators to visit 3 poultry farms so that they can learn from what others are doing. These trainings enabled the children and center administrators get skills that they are now applying in the project. Monitoring of this activity includes training report, training attendance, the application of the training in running the project which includes the way they are taking care of the chick and how they are keeping their business records.

After they were trained the next activity involved purchasing the layer chicks for the project. At this activity 100 layer chicks were purchased by SHC leaders and the researcher. They were then made present at the constructed poultry house where they are being handled by children from KIBOWA under the supervision of the center administrator. In monitoring this activity they have daily and weekly reports on the project and they maintain a checklist of what should be done every day. They report any anomalies so that they can be attended with immediate effect. Purchasing of the layers went hand in hand with purchasing of layer feeds which is food for the layer chicks. This activities is an ongoing activity as feeds need to be bought frequently. This activity was done by SHC leaders and the center administrators. A log sheet is filled every time feeds are purchased so as to keep records of their purchases.

The next expected activity is for the chicks to grow to chicken and lay eggs that will be collected and sold for the center to get income. Eggs collection will be done by the children and the center administrators and records will be kept on number of eggs collected daily. Records on number of eggs being sold will also be kept as well as the income generated from the sale. Money from egg selling will be deposited to a dedicated bank account for the project which will be controlled by a member from SHC and the center administrator.

Table 5.1: Monitoring Information System Summary

Objectives	Output	Activities	Input	Process	Output	Output distributed to	Monitoring method	Monitored by
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1. Identify potential philanthropist	List of SHC members and other potential philanthropist	Contacting SHC members and potential philanthropist by phone and physical visit	List of philanthropist and their pledges	List distributed to SHC members	Checking the list of philanthropist	<ul style="list-style-type: none"> •SHC members •Researcher
		2. Visit and follow up of promised pledges	list of philanthropists and their pledges	physical visits and phone calls to remind people on their pledges	list of contacted philanthropists	SHC members	Checking the presented list	<ul style="list-style-type: none"> •SHC members •Researcher
		3.80 SHC members, the researcher and other contributors, contributed Tsh 5 million to	list of contacted philanthropists and their pledges	Physical visit and making available used mobile money numbers	Money was collected at 71%	Information distributed to SHC members and the researcher	Checking list of contributed amount and comparing with the physical cash available	<ul style="list-style-type: none"> •SHC members •Researcher

		meet the targeted amount						
SO 2: To construct poultry production building of 32 m ² by 30th August , 2015	Output 2: A 32 m ² poultry farm building constructed	1.Center administrator offered part of the centers' land to be used for the project	Available land at KIBOWA	Request the center administrator for part of land to be used	Center administrator offered land to be used for the project	SHC member and the researcher	Site visit	<ul style="list-style-type: none"> •SHC members •Researcher
		2.The building constructor and poultry farm structure expert visited the site and made measurements and need estimations.	<ul style="list-style-type: none"> • Provide land • expert s 	Surveying and taking measurements for the building	Building measurements and list of requirements	SHC member and the researcher	List of requirements	<ul style="list-style-type: none"> • SHC leaders • The researcher • Center administrators
		3.Building materials were purchased	List of requirements	SHC leaders and the researcher went to purchase the	Resources available at the site	SHC member and the researcher	<ul style="list-style-type: none"> • Site visit • Comparing list of requirements and available receipts 	<ul style="list-style-type: none"> • SHC leaders • researcher

				requirements				
		4.Construction of the building was done	<ul style="list-style-type: none"> •Land offered by the center administrators •Measurements from the survey •Purchased requirements 	Construction was done	Poultry house	SHC members and the researcher	Site visit	<ul style="list-style-type: none"> • SHC members • The researcher • Center administrators
SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30th September, 2015	Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project	1.Training experts on poultry keeping and business skills were identified and approached for support	<ul style="list-style-type: none"> • Poultry keeping and business skills experts. 	<ul style="list-style-type: none"> • Experts on poultry keeping and business skills gave training in the class 	Acquired skills	SHC members	<ul style="list-style-type: none"> • Training report • Training attendance • Skills used in running the project 	<ul style="list-style-type: none"> • SHC members • researcher
		2.The expert on poultry keeping gave classroom training on poultry keeping	Poultry keeping experts		Acquired skills	SHC members	<ul style="list-style-type: none"> •Training report •Training attendance •Skills used in running the project 	<ul style="list-style-type: none"> •SHC members •researcher
		3.Children and center administrators	3 successful poultry farms	Children visited 3 poultry farms	Acquired skills	SHC members	<ul style="list-style-type: none"> •Training report •Training attendance 	<ul style="list-style-type: none"> •SHC members •researcher

		ors visited 3 poultry farms		to learn			•Skills used in running the project	
		4.The expert on business skills gave training on business skills	Business skills experts.		Acquired skills	SHC members	•Training report •Training attendance •Skills used in running the project	•SHC members •researcher
SO 4:To establish a poultry farm with 100 layers for the project by 30th September, 2015	Output 4: 100 layers chicks procured	1.Window shopping for layer chicks was done	Suggested brands of layer chicks	Identification of the best brand and purchasing them	List of proposed brands	SHC members	Layers brands list	•SHC members •researcher
		2.100 layer chicks were purchased	Suggested brands of layer chicks	Identification of the best brand and purchasing them	100 layer chicks purchased	SHC members, the researcher, children of KIBOWA	Site visit	• SHC members • Researc her • Center administrators • Children of KIBOWA
	Output 5: Poultry farm furnished with 3 drinkers, 3 feeders and	1. Identifying the best resources to be used as drinkers, feeders and	List of types of drinkers and feeders	Identification and purchasing of the best drinkers and feeders		SHC members and the researcher	Proposed resources list	• SHC members • Researc her • Center administrators

	2 bags of sawdust	sawdust						
		2. Drinkers, feeders and sawdust where purchased	List of types of drinkers and feeders	purchasing of the best drinkers and feeders	Drinkers and feeders	SHC members and the researcher	Site visit	<ul style="list-style-type: none"> •SHC members •Researcher •Center administrators
		3. Drinkers and feeders were fixed in the poultry production building	Purchased drinkers and feeders	Fixing of drinkers and feeders	Fixed drinkers and feeders	SHC members and the researcher	Site visit	<ul style="list-style-type: none"> •SHC members •Researcher •Center administrators
		4. Sawdust were spread throughout the building	Purchased sawdust	Spreading sawdust	Available sawdust in the house	SHC members and the researcher	Site visit	<ul style="list-style-type: none"> •SHC members •Researcher •Center administrators
	Output 6: 10 bags of growers feeds procured	1.Best feeds for layer checks were identified	Different types of feeds available	Selection and recommendation of feeds	Available list of proposed feeds	SHC members and the researcher	List of proposed feeds	<ul style="list-style-type: none"> • SHC members • Researcher • Center administrators • Children from KIBOWA
		2.10 bags of grower feeds were purchased	List of recommended feeds	Selection and purchasing of recommended feeds	Feeds available at the site	<ul style="list-style-type: none"> •SHC members, •center administrators 	Site visit and check list signed every time feeds are delivered	<ul style="list-style-type: none"> •SHC members •Researcher •Center administrators •Children from

								KIBOWA
SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016	Output 7: 500 Eggs per week produced and sold by March 2016	1.Eggs collection from the poultry house	Laid eggs	Collection of eggs	Eggs available at the center	<ul style="list-style-type: none"> •SHC members, •center administrators •researcher 	Site visit	<ul style="list-style-type: none"> •SHC members •Researcher •Center administrators •Children from KIBOWA
		2.Eggs are sold to get income for the center	Eggs laid by chicken	Colleting the eggs	Collected eggs	All stakeholders	Counting eggs available	<ul style="list-style-type: none"> • SHC members • Researc her • Children • Center administrators

5.1.2 Participatory Monitoring Methods used

The project used participatory monitoring system which employed different monitoring methods. The system was used to monitor the implementation of the poultry production project at KIBOWA orphanage center. Different activities were involved in the implementation of this project and their implementation was carefully monitored. Data collected in the monitoring process was both qualitative and quantitative. The data collection at the beginning of this project identified different needs of orphan and vulnerable children living in centers and schools. The need for income was highly priorities and poultry production was seen as the best solution to the problem. The host organization together with the researcher saw the need to establish this project and implement it at KIBOWA Orphanage center.

Different activities are involved in the implementation of this project, the main activities include Identify potential philanthropist, Visit and follow up of promised pledges, money collection, Center administrator offered part of the centers' land to be used for the project, building materials were purchased, construction of the building was done, purchasing of drinkers, feeders and sawdust, fixing of drinkers and feeders, training on poultry keeping and business skills, purchasing of layer chicks, purchasing feeds for layer chicks, eggs collection and marketing of the poultry products. Methods used in monitoring these activities differ from one activity to the other but they include site visit, check list, stakeholders' discussions and meetings, daily and weekly reports, purchasing receipts, bank statements and different forms of lists.

Site visit is a monitoring method that allows visual assessment of progress. It allows the comparison between expected progress and the actual progress. It gives an immediate picture of the project status. It is used to monitor a number of activities in

this project. A check list is also used to monitor several activities in this project. It gives a list of what is to be assessed and the expected progress. Once the status is different from expected it will be indicated and a further analysis will be done. Stakeholders will also be involved in the monitoring process; this will be done through discussions and meetings. Contents for the discussions and meetings will come from the daily and weekly reports presented. It is in these discussions and meetings that big decisions are made. These decisions could be on changing project activities or modifying them due to challenges faced. Receipts, bank statements and lists are also used as they represent the evidence of certain transaction.

5.1.3 Participatory Monitoring Plan

Participatory monitoring and evaluation plan for the project

Table 5.2: Participatory Monitoring Plan

What was monitored	Performance indicator	Results/achievements observed	Remarks
Implementation of planned activities	At least 100 potential philanthropist identified	A total of 80 potential philanthropist were identified	Done
	Making follow up on 80 pledges made	80 potential philanthropist visited and reminded of their pledges	Done
	At least 7 million to be collected from the pledges	A total of 5 million was collected	2,000,000tsh of the pledges was not delivered as promised
	Requesting for at least 40 m ² land from the center administrators	40 m ² received from the center administrators	Done
	Purchasing of building materials for the poultry house which include at least 600 bricks, 1 lorry of sand, 2000 ltrs of water, 10 bags of cement, 10 pieces of timber, 20 mts of chicken mesh, 15 mts of wire mesh, 2kgs of 6 inches nails, 1 lorry of stones, 2 wooden doors and 2 door	Building materials were purchased, these included 600 bricks, 1 lorry of sand, 2000 ltrs of water, 10 bags of cement, 10 pieces of timber, 20 mts of chicken mesh, 15 mts of wire mesh, 2kgs of 6 inches nails, 1 lorry of stones, 2 wooden doors and 2 door locks	Done

	locks		
	Construction of at least 32 m ² poultry house	32 m ² poultry house was constructed	Done
	Purchasing of at least 3 drinkers, 3 feeders and 3 sucks of sawdust	3 Drinkers , 3 feeders and 3 sucks of sawdust Where purchased	Done
	Fixing of at least 3 drinkers, 3 feeders and spreading 3 sucks of sawdust	3 Drinkers and 3 feeders were fixed, 3 sucks of sawdust spread in the poultry house	Done
	At least 20 children and 2 center administrators be trained on poultry keeping and business skills	20 children and 2 center administrators trained on poultry keeping and business skills	Done
	Procurement of at least 100 layer chicks	100 layer chicks were purchased	Done
	Purchasing at least 500 kgs of layers feeds	500kgs of feeds were purchased	done
	At least 100 eggs per day to be laid		Not yet achieved
	Poultry products to be marketed		Not yet done
Stakeholders and community participation in the project	Participatory project implementation and evaluation strategy developed and contribution from all stakeholder received.	All stakeholders participated in the implementation and evaluation of the project. As well stakeholder provided their contributions on time.	Participation of all stakeholders in priority setting and in implementing and evaluating the project created a sense of ownership and commitment among stakeholders.

Effective resources utilization	Project financial report and the planned budget.	Budget and financial report for the project available	A good financial management system has been established among group leaders and project management team to ensure effective utilization of funds.
Time management:	Activity implementation report indicating time frame	Activity implementation report available	Proper time management was facilitated by the commitment of stakeholders in implementing project activities.

5.2 Participatory Evaluation

Project evaluation is a systematic and objective assessment of an ongoing or complete project. It is done to determine the relevance and level of achievement of project objectives, impact and sustainability of the project. It also feeds lessons learned into the decision making process of the project stakeholders including donors, implementers and beneficiaries (UNDP, 2009). Project evaluation involves systematic collection of information about the activities, characteristics and outcomes of an activity or action. Evaluation can take place at any time in a project; however the most appropriate timing will be governed by the nature of the project and the reasons for carrying out the evaluation. It is most effective when it is built in as a fundamental part of the overall project and should be considered during the project design (IFRC, 2011).

Participatory evaluation is an approach in evaluation that involves the stakeholders of the project in the evaluation process. This involvement can occur at any stage of the evaluation process from the evaluation design to data collection, analysis and reporting of the study. Evaluation is best conducted by an independent outsider who can be impartial in consulting the project stakeholders but in participatory evaluation both insiders and outsiders are involved in the evaluation process. In this case the insider takes the lead in the evaluation activity and is encouraged and supported by outsiders in taking responsibility and control of planning what is to be evaluated, how the evaluation will be done, carrying out the evaluation, analyzing information and presenting evaluation results.

For this project the insider already intuitively and informally evaluate in light of their own individual objectives. This is because poultry production involves input from insider, it is the insider who reaps benefits and bears many of the cost of the project and the insider will choose whether to continue or discontinue with the project when the

outsider leaves. This is why it makes sense for the outsider to help the insider conduct effective evaluation and the evaluation results will help the insider choose to continue activities, modify all or some of the activities , change strategies, change the objectives or discontinue activities.

Participatory evaluation have many benefits which include better decision making by insiders since they are able to reflect on the past and make decisions for the future. This is so because participatory evaluation examines all activities individually in relation to project objectives. Another benefit for participatory evaluation is that the insider develops evaluation skills, participatory evaluation reveals community skills that were undervalued and also develops analytical skills needed to make good decisions. It helps insiders better organize and express their concerns and interests in ways outsiders can understand. The third benefit of participatory evaluation is the ability of the outsider to have better understanding of the insiders. And also insider to insider communication is improved. And lastly the obtained information is important for on-going management of the project.

The participatory evaluation process should be open and its planning should be done in a meeting where all interested groups are invited, this includes members of the community , all project stakeholders, beneficiaries of the project as well as a group from outside the community who have an interest in the project. Members of the meeting discussed why they are doing the evaluation and what they wish to know in order to provide guidance to the evaluation team. In starting the evaluation process reviewing objectives and activities is done then the reasons for the evaluation are reviewed, evaluation questions are developed, decision on who will do the evaluation is done, indicators are identified, sources of information are identified, skills and labor needed for collecting the information are determined, when information will be

collected and analysis done is determined and who will collect data, analyze and present results is also determined.

5.2.1 Performance Evaluation Methods

The participatory evaluation process in this project is conducted through the application of different methods; these methods were selected due to the nature of the project, stakeholders of the project and the effectiveness of these methods. The methods used are grouped into two categories which are the category that involves asking people and the category that involves physical methods. In the first category that involves asking people methods that are involved include interviews, questionnaires and evaluation stories. In the second category that involves physical methods direct measurements and participants' observations are the methods included.

The interview method will be used because it has the ability to enable the researcher get in depth information from the respondents. This way the evaluation process will be successful as much information will be obtained. Questions for the interview will come from the questions designed for the evaluation initial stages to ensure the right information is obtained. Moreover questionnaires are used because they enable the researcher reach a greater number of respondents at the same time. Questions used in the questionnaire are derived from the evaluation questions so that the researcher can get the required feedback from the respondents. Evaluation stories are used to cement on the information collected through interviews and questionnaires. These methods will be used depending on the nature of the activity to be evaluated.

Physical methods that involve direct measurements and participants observations are used because they give the real physical status of the project. They report on what is seen on the project and this can be compared with what is expected to be seen. Direct

measurements gives a physical count on things involved in the project like how many chicken are available, what type of feeds are available, how many eggs are laid and how many children are involved in the project. More over with the participants observation data is collected by listening, watching and documenting what is seen and heard. The combination of all these methods from the asking methods category to the physical methods category will enable the evaluation of this project and enable a reasonable conclusion to be made.

5.2.3 Project Evaluation Summary

Table 5.3: Project Evaluation Summary

Objectives	Output	Activities	Performance Indicators	Expected outcome	Actual outcome
SO 1: To raise Tsh 7 million by 30 th July 2015 for financing the project	Output 1: Tsh 5 million raised	1. Identify potential philanthropist	At least 100 potential philanthropist identified	100 potential philanthropist identified	A total of 80 potential philanthropist were identified
		2. Visit and follow up of promised pledges	Making follow up on 80 pledges made	80 potential philanthropist to be visited and reminded of their pledges	80 potential philanthropist visited and reminded of their pledges
		3. 80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount	80 SHC members, the researcher and other contributors, contributed Tsh 5 million to meet the targeted amount	At least 7 million to be collected from the pledges	7 million to be collected from the pledges
SO 2: To construct poultry production building of 32 m ² by 30 th August, 2015	Output 2: A 32 m ² poultry farm building constructed	1. Center administrator offered part of the centers' land to be used for the project	Requesting for at least 40 m ² land from the center administrators	40 m ² offered by the center administrators	40 m ² received from the center administrators
		2. Building materials were purchased	Purchasing of building materials for the poultry house which include at	Building material to be purchased, included 600 bricks,	Building materials were purchased, these

			least 600 bricks, 1 lorry of sand, 2000 ltrs of water, 10 bags of cement, 10 pieces of timber, 20 mts of chicken mesh, 15 mts of wire mesh, 2kgs of 6 inches nails, 1 lorry of stones, 2 wooden doors and 2 door locks	1 lorry of sand, 2000 ltrs of water, 10 bags of cement, 10 pieces of timber, 20 mts of chicken mesh, 15 mts of wire mesh, 2kgs of 6 inches nails, 1 lorry of stones, 2 wooden doors and 2 door locks	included 600 bricks, 1 lorry of sand, 2000 ltrs of water, 10 bags of cement, 10 pieces of timber, 20 mts of chicken mesh, 15 mts of wire mesh, 2kgs of 6 inches nails, 1 lorry of stones, 2 wooden doors and 2 door locks
		3.Construction of the building was done	Construction of at least 32 m ² poultry house	32 m ² poultry house to be constructed	32 m ² poultry house was constructed
SO 3: To facilitate training on poultry keeping and business skills for the children and center administrators by 30th September, 2015	Output 3: 20 children and 2 center administrators trained on poultry keeping and business skills to run the project	1.Training experts on poultry keeping and business skills were identified and approached for support	2 trainers on poultry keeping and business skills identified	20 children and 2 center administrators to be trained	2 trainers on poultry keeping and business skills identified
		2.The expert on poultry keeping gave classroom training on poultry keeping	At least 20 children and 2 center administrators be trained on poultry keeping and business skills	20 children and 2 center administrators to be trained on poultry keeping and business skills	20 children and 2 center administrators trained on poultry keeping and business skills

		3.Children and center administrators visited 3 poultry farms	At least 20 children and 2 center administrators visit 3 poultry farms	20 children and 2 center administrators to visit 3 poultry farms	20 children and 2 center administrators visited 3 poultry farms
SO 4:To establish a poultry farm with 100 layers for the project by 30th September, 2015	Output 4: 100 layers chicks procured	1.100 layer chicks were purchased	Purchasing of at least 100 layer chicks	100 layer chicks to be purchased	100 layer chicks were purchased
	Output 5: Poultry farm furnished with 3 drinkers, 3 feeders and 2 bags of sawdust	1.Drinkers, feeders and sawdust where purchased	Purchasing of at least 3 drinkers, 3 feeders and 3 sucks of sawdust	3 Drinkers , 3 feeders and 3 sucks of sawdust to be purchased	3 Drinkers , 3 feeders and 3 sucks of sawdust and where purchased
		2.Drinkers and feeders were fixed in the poultry production building	Fixing of at least 3 drinkers, and 3 feeders and spreading 3 sucks of sawdust	3 Drinkers, 3 feeders, 3 sucks of sawdust are to be fixed in the poultry house	3 Drinkers, 3 feeders, 3 sucks of sawdust were fixed in the poultry house
	Output 6: 10 bags of growers feeds procured	1.10 bags of grower feeds were purchased	Purchasing at least 500 kgs of layers feeders	500kgs of feeders to be purchased	50kgs of feeders were purchased
SO 5: To sell 500 eggs per week to the market for the poultry products by March 2016	Output 7: 500 Eggs per week produced and sold by March 2016	1.Eggs collection from the poultry house	At least 100 eggs per day to be laid	100 eggs to be laid in one day	Not yet achieved
		2.Eggs are sold to get income for the center	At least 100 eggs sold per day	100 eggs to be sold per day	Not yet achieved

5.3 Project Sustainability

The term sustainability refers to something which can be sustained or kept going but it also refers to resource use and lifestyle which do not damage resources or society (Emas, R, 2015). A project is sustainable when it continues to deliver benefits to its beneficiaries for an extended period after assistance has been terminated (Morelli, J, 2011). The whole idea of establishing this project was to enable the center generate income to be used in its day to day operations to meet the children needs. It is the expectation of the host organization and the researcher that this project continues to support the center for a long time and it should also be able to grow under the supervision of the beneficiaries. This part is going to explain how this project is ensured to continue even after the host organization is withdrawn from the project. It is going to explain on Institutional sustainability, Economic sustainability, Social sustainability and Environmental sustainability.

5.3.1 Social Sustainability

The project is established in a participatory manure were all stakeholders were involved in decision making. The host organization and the researcher performed the community needs assessment which identified the needs for the community. For this case it is the members of the community that identified their needs and suggested a project that will help them meet that need. This means members of this community are ready to take part in the project as it is their idea in the first place. The center administrator offered part of the center land for establishment of the project, this show the administration's commitment to the project and the comfortability it brings since they are the ones who choose were the project should take place. The running of the project involves children from the age of 13 who are students so all project activities are done in the morning,

evening and weekends so that they fit in the children's schedule. This way social sustainability is assured.

5.3.2 Institutional Sustainability

Institutional sustainability is ensured because the project is established at KIBOWA Orphanage center which is a registered organization for supporting orphaned and vulnerable children. This center already has its administration, procedures, rules and regulations that are followed in the day to day operation of the center. It has different ways of ensuring accountability for the operation of the center hence the same is extended to the running of the project. The institution is also the beneficiary of the project which means they are the ones to loose in case the project fails.

5.3.3 Economic Sustainability

The main objective of this project is to generate income for orphan and vulnerable children living in centers or schools. KIBOWA orphanage center had the opportunity to become the first center where the project is established. The sustainability of this project is ensured because resources to run the project are available even after the host organizations withdrawal. These resources include human resources as children of the center are running the project and financial resources which will be obtained from selling of the poultry products. Moreover the host organization ensured that the children and the center administrators received training on poultry keeping and business skills. These skills are now applied in running the project hence they ensure sustainability of the project.

5.3.4 Environmental Sustainability

The project is carried out in an environment friendly manner, waste produced from the poultry is very well collected and used as manure in the farm for the center. The environment is not negatively affected anyhow by the existence of the project but rather affected positively in support of the eco system.

CHAPTER SIX

CONCLUSION AND RECOMMENDATION

6.0 Introduction

This chapter gives a detailed summary of all the chapters in this report, it shows what was involved and the findings obtained throughout the project implementation. The document includes chapter one which is the participatory needs assessment, chapter two is the problem identification, chapter three the literature review, chapter four the project implementation and chapter five project monitoring, evaluation and sustainability.

6.1 Conclusion

In establishing the project to improve income for centers of orphans and vulnerable children different stages were involved which are presented as chapters in this document. The first activity was the participatory needs assessment presented in chapter one, in this chapter different activities took place which include describing the community through the community profile that give a description on the OVC community, OVC education and the OVC homes. It also explains the community needs assessment which was conducted in the OVC community in a participatory manner. The community needs assessment had the aim of collecting information needed to establish a CED project which will lead to the improvement of income in centers for OVCs in Arusha. The specific objectives of the CNA included describing the demographic characteristics of OVCs in centers and schools at Arusha district, describing the sources of income for orphanage centers and Schools, and find ways to improve it and lastly to assess the knowledge of OVCs on poultry production. The research design used was descriptive research design while the sampling technique was

non-random sampling. The data collection methods used included methods to collect both qualitative and quantitative data these included document review, questionnaire distribution and interviews. The CNA findings gave a demographic characteristic of the OVCs which included number of respondents, gender, education, reasons for being at the center, basic needs providers, sources of income for the center, OVC skills, proposed project and the OVCs knowledge on poultry production. The most important findings in chapter one are on the identified needs of which income was highly priorities according to the pair wise matrix presented. The second important finding was the proposed project of which poultry production was highly ranked.

The second chapter of the project presents the problem identification which includes explanation on the background to the research problem which gives a detailed explanation on the background to the problem. The second part of this chapter gives the problem statement whereby poor income to enable the support of OVCs is the main problem that brought about this study. The chapter also gives the project description which elaborates on the target community which is the OVC community from KIBOWA orphanage center, stakeholders involved in the project which included among others SHC members, the researcher, children from KIBOWA and KIBOWA center administrators. The project has several objectives which includes to raise Tsh 7 million by 30th July 2015 for financing the project, to construct poultry production building of 32 m2by 30th August , 2015, to facilitate training on poultry keeping and business skills for 20 children and 2 center administrators by 30th September, 2015, to establish a poultry farm with 100 layers for the project by 30th September, 2015 and lastly to sell 500 eggs per week to the market for the poultry products by March 2016. Lastly this chapter gives a detailed explanation on the host organization which is Stretching hands for community (SHC).

The third chapter is the literature review which gives a brief review of literatures related to this study. It includes the theoretical literature review which explains on the definition of income, sources of income for OVCs, poultry production, OVCs in Tanzania, theories related to the study which includes the modernization theory and the social development theory. Then we have the empirical literature review which presents other studies related to this one. Lastly the literature review gives a summary on different policies which includes the child development policy of 1996, UN convention on the rights of the child 1989, Tanzania development vision 2025, community development policy 1996, national coasted plan of action for most vulnerable children 2007-2010 and the national livestock policy of 2006.

Chapter four represents the project implementation giving a detailed explanation on how the project was implemented. It explains on the products and output resulting from the project. It give a description on the project planning, project implementation plan, logical framework, project budget, project implementation report, output presentation and the ghannt chart. Lastly the fifth chapter represents the project participatory monitoring, evaluation and sustainability. This explains on the participatory monitoring, monitoring information system, the participatory monitoring methods used and participatory evaluation. Lastly project sustainability is explained which includes social, institutional, economic and environmental sustainability.

In conclusion the implementation of this project had a total of 22 activities of which 19 of them have been executed successfully while the remaining 3 will be realized at later stages of the project. All the realized activities were successfully implemented and the output was realized as expected. This is giving a good feedback and ensures the success of the project to improve income for centers and schools supporting OVCs.

6.2 Recommendations

This study has been successful up to the current implementation stage although many challenges were faced, based on her experience the researcher recommends the following.

- On the participatory assessment the responsible community should be involved fully so that the results are a true representation of the community
- Project objectives should be clearly defined to ensure its success.
- Income generating projects are very important in orphanage centers they should be established to give them financial freedom.
- Participatory monitoring and evaluation should be done effectively to ensure sustainability of the project.
- Also the government should find ways for OVC identification so that they can easily get support.

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APPENDICES

APPENDIX I

Research Questionnaire

Introduction

Thank you for accepting to take part in filling this questionnaire, your response is highly valuable and confidential. The study aim at collecting information on income generation for centers with orphans and vulnerable children and youth which includes orphanage centers and schools, then find ways to improve it.

Instructions

Please select the most appropriate answer by putting a tick [☐]

Part A: Demographic characteristics

1.1 Gender Male [☐] Female [☐]

1.2 Age

- a. 13 to 15 [☐]
- b. 16 to 18 [☐]
- c. 19 to 21 [☐]
- d. 22 to 24 [☐]

1.3 Education level

- a. Primary School [☐]
- b. Ordinary level Secondary School [☐]
- c. Advanced level Secondary School [☐]
- d. Technical education [☐]

1.4 Reasons for being at the center or school

- a. Orphaned by both parents []
- b. Orphaned by single parent []
- c. Facing vulnerable circumstances []

		Very easy	easy	Normal	Less easy	Not easy at all
1.7.1	Food					
1.7.2	Clothing					
1.7.3	Shelter					
1.7.4	School fees					
1.7.5	School needs (uniform, books etc)					
1.7.6	Other personal needs					

1.5 Who provides you the services in part 1.7

- a. Parents/Guardians []
- b. The center/ School []
- c. Other donors []

1.6 What is the high priority need of your center/school out of the following

- a. Buildings []
- b. Income []
- c. Hospital []
- d. Farm []
- e. Education []

PART B: Center/School income

2.1 What source of income does your center/School depend on at the moment (rate from 1 to 5, 5 being the least)

		1	2	3	4	5
2.1.1	International donors					
2.1.2	Local donors					
2.1.3	Income generating activities					

2.2 What income generating activities if any does your center/school have (you can choose more than one)

	Activities	
2.2.1	Retail shop	
2.2.2	Crop farming	
2.2.3	Poultry production	
2.2.4	Fish farming	
2.2.5	Horticulture farming	

Any other (please specify).....

2.3 Rate the income generating skills that you have from 1 to 5, 1 being more knowledge and 5 not at all

		1	2	3	4	5
2.3.1	Shop attending skills					
2.3.2	Crop farming skills					
2.3.3	Poultry production skills					
2.3.4	Fish farming skills					
2.3.5	Horticulture farming skills					

Any other (please specify).....

2.4 Given the support which of these income generating activities can you start at your center/School (rank then from 1 to 6, 1 being the most prioritized)

- a. Fish farming []
- b. Poultry production []
- c. Maize milling shop []
- d. Retail shop []
- e. Horticulture farming []
- f. Goat keeping []

PART C: Poultry farming knowledge

3.0 What is your familiarity of the following issues in poultry farming?

		Very familiar	familiar	Neutral	Less familiar	Not familiar
3.1	Poultry production					
3.2	Poultry farm structure					
3.3	Chicken breeds					
3.4	Broiler type of chicken					
3.5	Layers type of chicken					
3.6	Chicken feeds					
3.7	Diseases attacking chicken					
3.8	Method of chicken disease control					
3.9	Marketing poultry products					

APPENDIX II**Data from SPSS****Ease of getting food**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very easy	13	16.7	16.7	16.7
Easy	28	35.9	35.9	52.6
Normal	12	15.4	15.4	67.9
Not easy	24	30.8	30.8	98.7
not at all	1	1.3	1.3	100.0
Total	78	100.0	100.0	

Ease to get Shelter

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Easy	39	50.0	50.0	50.0
Easy	25	32.1	32.1	82.1
Neutral	4	5.1	5.1	87.2
Not Easy	8	10.3	10.3	97.4
Not at all	2	2.6	2.6	100.0
Total	78	100.0	100.0	

Ease of getting cloth

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Easy	8	10.3	10.3	10.3
Easy	16	20.5	20.5	30.8
Neutral	17	21.8	21.8	52.6
Not easy	36	46.2	46.2	98.7
Not at all	1	1.3	1.3	100.0
Total	78	100.0	100.0	

Ease to get school fees

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very easy	25	32.1	32.1	32.1
Easy	9	11.5	11.5	43.6
Neutral	21	26.9	26.9	70.5
Not Easy	21	26.9	26.9	97.4
Not at all	2	2.6	2.6	100.0
Total	78	100.0	100.0	

Ease to get school needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very easy	13	16.7	16.7	16.7
Easy	20	25.6	25.6	42.3
Neutral	19	24.4	24.4	66.7
Not easy	22	28.2	28.2	94.9
Not at all	4	5.1	5.1	100.0
Total	78	100.0	100.0	

Ease of getting other needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very Easy	9	11.5	11.5	11.5
Easy	21	26.9	26.9	38.5
Neutral	17	21.8	21.8	60.3
Not Easy	17	21.8	21.8	82.1
Not at all	14	17.9	17.9	100.0
Total	78	100.0	100.0	

Most Important needs

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Buildings	6	7.7	7.7	7.7
Income	56	71.8	71.8	79.5
Farm	1	1.3	1.3	80.8
Education	15	19.2	19.2	100.0
Total	78	100.0	100.0	

International donors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	35	44.9	44.9	44.9
2	5	6.4	6.4	51.3
3	10	12.8	12.8	64.1
4	3	3.8	3.8	67.9
5	25	32.1	32.1	100.0
Total	78	100.0	100.0	

National Donors

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	26	33.3	33.3	33.3
2	17	21.8	21.8	55.1
3	10	12.8	12.8	67.9
4	9	11.5	11.5	79.5
5	16	20.5	20.5	100.0
Total	78	100.0	100.0	

Shop keeping Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	19	24.4	24.4	24.4
2	8	10.3	10.3	34.6
3	5	6.4	6.4	41.0
4	10	12.8	12.8	53.8
5	36	46.2	46.2	100.0
Total	78	100.0	100.0	

Agricultural Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	12	15.4	15.4	15.4
2	7	9.0	9.0	24.4
3	6	7.7	7.7	32.1
4	16	20.5	20.5	52.6
5	37	47.4	47.4	100.0
Total	78	100.0	100.0	

Poultry Keeping Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	20	25.6	25.6	25.6
2	14	17.9	17.9	43.6
3	5	6.4	6.4	50.0
4	15	19.2	19.2	69.2
5	24	30.8	30.8	100.0
Total	78	100.0	100.0	

Fish farming Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	2	2.6	2.6	2.6
3	3	3.8	3.8	6.4
4	16	20.5	20.5	26.9
5	57	73.1	73.1	100.0
Total	78	100.0	100.0	

Horticulture Skills

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	13	16.7	16.7	16.7
2	9	11.5	11.5	28.2
3	5	6.4	6.4	34.6
4	9	11.5	11.5	46.2
5	42	53.8	53.8	100.0
Total	78	100.0	100.0	

Proposed Project fish farming

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	1	1.3	1.3	1.3
2	3	3.8	3.8	5.1
3	11	14.1	14.1	19.2
4	10	12.8	12.8	32.1
5	15	19.2	19.2	51.3
6	38	48.7	48.7	100.0
Total	78	100.0	100.0	

Proposed Project Poultry Production

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	42	53.8	53.8	53.8
2	17	21.8	21.8	75.6
3	4	5.1	5.1	80.8
4	1	1.3	1.3	82.1
5	10	12.8	12.8	94.9
6	4	5.1	5.1	100.0
Total	78	100.0	100.0	

Proposed Project Maize Milling

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	2.6	2.6	2.6
2	26	33.3	33.3	35.9
3	11	14.1	14.1	50.0
4	20	25.6	25.6	75.6
5	14	17.9	17.9	93.6
6	5	6.4	6.4	100.0
Total	78	100.0	100.0	

Proposed Project Retail Shop

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	14	17.9	17.9	17.9
2	14	17.9	17.9	35.9
3	20	25.6	25.6	61.5
4	21	26.9	26.9	88.5
5	8	10.3	10.3	98.7
6	1	1.3	1.3	100.0
Total	78	100.0	100.0	

Proposed Project Horticulture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	3	3.8	3.8	3.8
2	9	11.5	11.5	15.4
3	27	34.6	34.6	50.0
4	15	19.2	19.2	69.2
5	15	19.2	19.2	88.5
6	9	11.5	11.5	100.0
Total	78	100.0	100.0	

Proposed Project Goat Keeping

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	16	20.5	20.5	20.5
2	9	11.5	11.5	32.1
3	5	6.4	6.4	38.5
4	11	14.1	14.1	52.6
5	17	21.8	21.8	74.4
6	20	25.6	25.6	100.0
Total	78	100.0	100.0	

Information on Poultry Keeping

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very familiar	29	37.2	37.2	37.2
familiar	28	35.9	35.9	73.1
Neutral	8	10.3	10.3	83.3
Less familiar	9	11.5	11.5	94.9
Not familiar	4	5.1	5.1	100.0
Total	78	100.0	100.0	

Poultry Farm Structure

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very familiar	15	19.2	19.2	19.2
familiar	20	25.6	25.6	44.9
Neutral	20	25.6	25.6	70.5
Less familiar	17	21.8	21.8	92.3
Not familiar	6	7.7	7.7	100.0
Total	78	100.0	100.0	

Chicken Breeds

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very familiar	31	39.7	39.7	39.7
Familiar	25	32.1	32.1	71.8
Neutral	10	12.8	12.8	84.6
Less Familiar	10	12.8	12.8	97.4
Not familiar	2	2.6	2.6	100.0
Total	78	100.0	100.0	

Chicken Feeds

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very familiar	18	23.1	23.1	23.1
familiar	23	29.5	29.5	52.6
Neutral	15	19.2	19.2	71.8
Less familiar	19	24.4	24.4	96.2
Not familiar	3	3.8	3.8	100.0
Total	78	100.0	100.0	

Chicken Disease

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Very familiar	5	6.4	6.4	6.4
Familiar	21	26.9	26.9	33.3
Neutral	22	28.2	28.2	61.5
Less familiar	18	23.1	23.1	84.6
Not familiar	12	15.4	15.4	100.0
Total	78	100.0	100.0	

Chicken Disease Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very familiar	6	7.7	7.7	7.7
	Familiar	16	20.5	20.5	28.2
	Neutral	25	32.1	32.1	60.3
	Less familiar	22	28.2	28.2	88.5
	Not familiar	9	11.5	11.5	100.0
	Total	78	100.0	100.0	

Marketing Poultry Products

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very familiar	5	6.4	6.5	6.5
	Familiar	20	25.6	26.0	32.5
	Neutral	22	28.2	28.6	61.0
	Less familiar	20	25.6	26.0	87.0
	Not familiar	10	12.8	13.0	100.0
	Total	77	98.7	100.0	
Missing	System	1	1.3		
Total		78	100.0		