

**IMPROVED INCOME OF SINGLE MOTHERS THROUGH ESTABLISHED  
VEGETABLE GARDENS IN PARUNGU KASERA VILLAGE, MKINGA  
DISTRICT COUNCIL TANGA REGION**

**ELIZABETH DICKSON MALALI**

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF MASTERS IN COMMUNITY  
ECONOMIC DEVELOPMENT (MCED)**

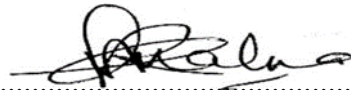
**DEPARTMENT OF ECONOMICS AND COMMUNITY ECONOMIC  
DEVELOPMENT**

**OF THE OPEN UNIVERSITY OF TANZANIA**

**2023**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled, “**Improved Income of Single Mothers through Established Vegetable Gardens in Parungu Kasera Village, Mkinga District Council**”, in partial fulfilment of the requirements for the award of Degree of Masters in Community Economic Development (MCED).



Dr. Regina Malima

(Supervisor)

.....  
Date

## **COPYRIGHT**

All rights are reserved. No part of this Dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the author or the Open University of Tanzania in that behalf.

**DECLARATION**

I, **Elizabeth Dickson Malali** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Masters in Community Economic Development (MCED) of The Open University of Tanzania.

.....

Signature

.....

Date

**DEDICATION**

I dedicate this work to all stakeholders who support the mission of community economic development to eradicating poverty of voiceless single mothers in communities.

## **ACKNOWLEDGEMENT**

I understand the success of this project came from efforts of various stakeholders; as such I appreciate the contributions from various groups of individuals and institutions.

I am grateful to my supervisor, Dr. Regina Malima who gave guidance and valuable inputs to ensure the quality of this work. Likewise, I appreciate the full participation of selected single mothers from Parungu Kasera Village who made this project a realizable dream.

I would like to express my sincere thanks to the leadership of Mkinga District Council for accepting to host this project. The whole process would not have been possible without their valuable assistance in material and technical support to project participants. On the same note, I would like to make a special mention to Mrs Zahara Msangi, the Executive Director of Mkinga District Council for her support to make sure this study is successful.

I appreciate other contributions from relatives and colleagues who made this study possible. I thank my family members, my husband, children and siblings for giving their time and encouragement during the whole period I undertook my studies. I pray to Almighty God always to keep them safe.

## ABSTRACT

This report covers two main parts. The Community Needs Assessment (CNA) and the Community Economic Development (CED) Project. The overall objective of CNA was to gather information used to identify community needs, resources and opportunities, and to develop intervention strategy to improve livelihood conditions of single mothers at Parungu Kasera Village in Mkinga District. Specific objectives related to a community of single mothers in Parungu Kasera village. They were to describe demographic features of single mothers; to determine livelihood conditions of single mothers; to identify needs of single mothers; and to identify and prioritize interventions for the needs. Qualitative research methodology was deployed. Data were collected through questionnaire, focus group discussions and interviews. The CNA findings indicated that single mothers faced socio-economic setbacks. They have burden of large families, inadequate skills, unreliable sources of income, and others which perpetuated income poverty. To that end an intervention was developed to redress the situation. The designed CED project had general objective to improve income of single mothers through established vegetable gardens at Parungu Kasera village by October, 2023. Specific objectives were to build capacity of 10 single mothers by July 2023; to mobilize equipment and tools by August 2023; to grow vegetables in at least  $\frac{1}{8}$  acre of land per person by September 2023; and to sell vegetables of TZS 10,000 per person per day by October 2023. The project was full implemented. The outcome was to raise daily net income of a single mother from TZS 2000 to 5000.

**Keywords:** *Income, Single mothers, Vegetable gardens, Poverty.*

## TABLE OF CONTENTS

|   |             |
|---|-------------|
| <b>CERTIFICATION .....</b>                              | <b>ii</b>   |
| <b>COPYRIGHT .....</b>                                  | <b>iii</b>  |
| <b>DECLARATION.....</b>                                 | <b>iv</b>   |
| <b>DEDICATION.....</b>                                  | <b>v</b>    |
| <b>ACKNOWLEDGEMENT .....</b>                            | <b>vi</b>   |
| <b>ABSTRACT .....</b>                                   | <b>vii</b>  |
| <b>LIST OF TABLES .....</b>                             | <b>xiii</b> |
| <b>LIST OF FIGURES .....</b>                            | <b>xiv</b>  |
| <b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>          | <b>xv</b>   |
| <b>CHAPTER ONE .....</b>                                | <b>1</b>    |
| <b>PARTICIPATORY NEEDS ASSESSMENT .....</b>             | <b>1</b>    |
| 1.1 Background Information.....                         | 1           |
| 1.2 Community Profile .....                             | 4           |
| 1.2.1 Geographical Location .....                       | 4           |
| 1.2.2 Population.....                                   | 5           |
| 1.2.3 Administrative structure .....                    | 5           |
| 1.2.4 Social Services.....                              | 5           |
| 1.2.5 Economic Activities .....                         | 6           |
| 1.3 Community Needs Assessment (CNA) .....              | 7           |
| 1.3.1 Community Needs Assessment (CNA) Objectives ..... | 8           |
| 1.3.1.1 Overall Objectives .....                        | 8           |
| 1.3.1.2 Specific objectives .....                       | 8           |
| 1.3.2 Community Needs Assessment Questions .....        | 8           |



|           |   |           |
|-----------|---|-----------|
| 1.3.3     | Community Needs Assessment Methodology.....               | 9         |
| 1.3.3.1   | Research Design .....                                     | 9         |
| 1.3.3.2   | Sampling Techniques .....                                 | 9         |
| 1.3.3.3   | Methods of Data Collection.....                           | 10        |
| 1.3.3.3.1 | Survey Questionnaires .....                               | 11        |
| 1.3.3.3.2 | Interview .....   | 11        |
| 1.3.3.3.3 | Focus Group Discussion.....                               | 12        |
| 1.3.3.4   | Data Analysis Methods.....                                | 12        |
| 1.4       | Community Needs Assessment Findings .....                 | 12        |
| 1.4.1     | Demographic features of the community .....               | 13        |
| 1.4.1.1   | Age Distribution of Respondents .....                     | 13        |
| 1.4.1.2   | Marital Status of Respondents.....                        | 14        |
| 1.4.1.3   | Education Level of Respondents .....                      | 14        |
| 1.4.1.4   | Family Size of Respondents .....                          | 15        |
| 1.4.2     | Livelihood Conditions of the Community.....               | 15        |
| 1.4.2.1   | Economic Activities of Respondents.....                   | 16        |
| 1.4.2.2   | Income Level of Respondents .....                         | 16        |
| 1.4.3     | Community Needs Prioritization.....                       | 17        |
| 1.4.4     | Selection of Desired Intervention /Economic Project ..... | 18        |
| 1.5       | Chapter Conclusion .....                                  | 19        |
|           | <b>CHAPTER TWO .....</b>                                  | <b>21</b> |
|           | <b>PROBLEM IDENTIFICATION .....</b>                       | <b>21</b> |
| 2.1       | Background to Statement of Problem.....                   | 21        |
| 2.2       | Problem Statement.....                                    | 21        |

|         |  |           |
|---------|--|-----------|
| 2.3     | Project Description .....                | 23        |
| 2.3.1   | Target Community.....                    | 23        |
| 2.3.2   | Project Stakeholders .....               | 24        |
| 2.3.3   | Project Goals in CED Terms .....         | 25        |
| 2.3.4   | Project Objective .....                  | 25        |
| 2.3.4.1 | Project General Objectives .....         | 25        |
| 2.3.4.2 | Project Specific Objectives.....         | 25        |
| 2.4     | Host Organization Profile.....           | 26        |
| 2.4.1   | Organization background information..... | 26        |
| 2.4.2   | Host Organization Structure .....        | 26        |
| 2.4.3   | Role of Host Organization.....           | 26        |
| 2.4.4   | Role of CED student.....                 | 27        |
| 2.5     | SWOC/T Analysis of the project.....      | 27        |
|         | <b>CHAPTER THREE .....</b>               | <b>28</b> |
|         | <b>LITERATURE REVIEW.....</b>            | <b>28</b> |
| 3.1     | Introduction .....                       | 28        |
| 3.2     | Theoretical Literature Review .....      | 28        |
| 3.2.1.  | Definition of Concepts .....             | 33        |
| 3.2.1.1 | Poverty.....                             | 33        |
| 3.2.1.2 | Women Empowerment.....                   | 34        |
| 3.2.1.3 | Single Mother .....                      | 35        |
| 3.3     | Empirical Literature Review .....        | 35        |
| 3.4     | Policy Review.....                       | 39        |
| 3.4.1   | Policy framework .....                   | 39        |

|                                    |  |           |
|------------------------------------|--|-----------|
| 3.4.2                              | Women and Gender Development Policy (2000).....      | 41        |
| 3.4.3                              | The Community Policy (1996).....                     | 41        |
| 3.4.4                              | Women and Youth Development Policy (1992) .....      | 42        |
| 3.4.5                              | The National Economic Empowerment Policy (2004)..... | 43        |
| 3.5                                | Conceptual Framework.....                            | 43        |
| 3.6                                | Literature review summary.....                       | 45        |
| <b>CHAPTER FOUR.....</b>           |  | <b>46</b> |
| <b>PROJECT IMPLEMENTATION.....</b> |  | <b>46</b> |
| 4.1                                | Overview .....                                       | 46        |
| 4.2                                | Project Products and Outputs .....                   | 46        |
| 4.3                                | Project Planning.....                                | 47        |
| 4.3.1                              | Project Implementation Plan .....                    | 48        |
| 4.3.2                              | Logical Framework.....                               | 51        |
| 4.3.3                              | Project Inputs.....                                  | 54        |
| 4.3.3.1                            | Staffing Patterns .....                              | 54        |
| 4.3.3.2                            | Project Budget .....                                 | 55        |
| 4.4                                | Actual Project Implementation.....                   | 58        |
| 4.4.1                              | Project Implementation Report.....                   | 58        |
| 4.4.1.1                            | Capacity Building of Group Members .....             | 58        |
| 4.4.1.2                            | Mobilization of project Resources.....               | 59        |
| 4.4.1.3                            | Production of Vegetables in Gardens .....            | 60        |
| 4.4.1.4.                           | Marketing and Sales of Vegetables .....              | 61        |
| 4.4.2                              | Project Time Management Plan (Gantt Chart).....      | 62        |
| <b>CHAPTER FIVE.....</b>           |  | <b>65</b> |

|  |           |
|--|-----------|
| <b>PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY .....</b> | <b>65</b> |
| 5.1 Overview .....   | 65        |
| 5.2 Participatory Project Monitoring .....                           | 65        |
| 5.2.1 Monitoring Information Systems (MIS).....                      | 66        |
| 5.2.2 Participatory Monitoring Methods .....                         | 67        |
| 5.2.3 Participatory Monitoring Plan .....                            | 67        |
| 5.3 Participatory Evaluation .....                                   | 70        |
| 5.3.1 Project Performance Indicators .....                           | 70        |
| 5.3.2 Participatory Evaluation Methods .....                         | 72        |
| 5.3.3 Project Evaluation Summary .....                               | 72        |
| 5.4 Project Sustainability .....                                     | 75        |
| 5.4.1 Institutional Sustainability .....                             | 75        |
| 5.4.2 Economic Sustainability .....                                  | 75        |
| 5.4.3 Social Sustainability .....                                    | 76        |
| 5.4.4 Environmental Sustainability .....                             | 76        |
| <b>CHAPTER SIX .....</b>   | <b>78</b> |
| <b>CONCLUSION AND RECOMMENDATION .....</b>                           | <b>78</b> |
| 6.1 Overview .....   | 78        |
| 6.2 Conclusion .....   | 78        |
| 6.3 Recommendation .....   | 81        |
| <b>REFERENCES.....</b>   | <b>82</b> |
| <b>APPENDICES .....</b>  | <b>89</b> |

## LIST OF TABLES

|   |    |
|---|----|
| Table 1.1: Age Distribution of Respondents.....                     | 13 |
| Table 1.2: Table 2: Marital Status of respondents .....             | 14 |
| Table 1.3: Education Level of Respondents .....                     | 15 |
| Table 1.4: Family size of respondents .....                         | 15 |
| Table 1.5: Economic Activities of Respondents .....                 | 16 |
| Table 1.6: Income Level of Respondents.....                         | 17 |
| Table 1.7: Prioritization of Community Needs .....                  | 18 |
| Table 1.8: Table Pairwise Ranking of Intervention Projects .....    | 19 |
| Table 2.1: Stakeholder Analysis Table .....                         | 24 |
| Table 2.2: SWOC/T Analysis .....                                    | 27 |
| Table 4.1: Project Outputs and Activities (Activity Plan) .....     | 47 |
| Table 4.2: Project Implementation Plan.....                         | 49 |
| Table 4.3: Logical Framework (Log-frame matrix).....                | 52 |
| Table 4.4: Project human resources roles and responsibilities ..... | 54 |
| Table 4.5: Project Budget.....                                      | 56 |
| Table 4.6: Project Gantt chart .....                                | 63 |
| Table 5.1: Project Monitoring Information System .....              | 66 |
| Table 5.2: Participatory Monitoring Plan.....                       | 68 |
| Table 5.3: Project Performance Indicators.....                      | 71 |
| Table 5.4: Project Evaluation Summary .....                         | 73 |

**LIST OF FIGURES**

Figure 3.1: Conceptual Framework..... 44

Figure 4.1: Some group members attending training on vegetable gardening ..... 59

Figure 4.2: Group members hired a land for Vegetable gardens Project..... 60

Figure 4.3: Group members attending vegetable gardens..... 61

Figure 4.3: Group members attending vegetable gardens..... 61

Figure 4.4: Group members collecting vegetables for sale..... 62

Figure 4.5: Project beneficiary prepared for market sales ..... 62

## **LIST OF ABBREVIATIONS AND ACRONYMS**

|            |  |
|------------|--|
| CED        | Community Economic Development             |
| CNA        | Community Needs Assessment                 |
| DED        | District Executive Director                |
| FGD        | Focus Group Discussion                     |
| IGAs       | Income Generating Activities               |
| LGA        | Local Government Authorities               |
| MDC        | Mkinga District Council                    |
| NBS        | National Bureaux of Statistics             |
| PNA        | Participatory Needs Assessment             |
| SME        | Small and Medium Enterprises               |
| SPSS       | Statistical Package for Social Science     |
| TZS        | Tanzanian Shillings                        |
| UN         | United Nations                             |
| UNDP       | United Nations Development Program         |
| URT        | United Republic of Tanzania                |
| VEO        | Village Executive Officer                  |
| WEO        | Ward Executive Officer                     |
| BA         | Beneficiary Assessment                     |
| PRA        | Participatory Rural Appraisal              |
| TANESCO    | Tanzania Electrical Supply Company         |
| TANGAUWASA | Tanga Urban Water and Sanitation Authority |

## **CHAPTER ONE**

### **PARTICIPATORY NEEDS ASSESSMENT**

#### **1.1 Background Information**

The research was conducted at Parungu Kasera Village, Mkinga District in Tanga Region. The researcher worked with local community to identify community needs and assets, and developed economic project to intervene their needs. The researcher used Participatory Needs Assessment (PNA) methodologies to engage community members.

The PNA was a suitable method to obtain active participation of community members. The PNA process was completed by asking community members the way they perceived various problems facing their community. The information gathered from community members was used to conclude desired solution to address mentioned problems. Different participatory methodologies were deployed to complete PNA; they included Participatory Rural Appraisal (PRA), Beneficiary Assessment (BA), and others.

Single mothers were targeted group to undertake PNA in Parungu Kasera Village. The decision was motivated by alarming risks facing single mothers reported by various studies. Globally, nearly 8% of all households are headed by a single parent, with whom 84% being mothers. This represents 101.3 million single mothers – and numbers were rising. In Tanzania context the prevalence of single mothers were



increasing. The number of single-mother families escalated from 19% in 2010 to 38% in 2016 (URT 2016).

The situation of raising children by single mother was challenging. As single mother does not have much choices. She must assume full responsibility for both the unpaid work of running the house and raising children, and the necessary paid work to bring income into the home. It is estimated that over half of all children born in the United States spend time in single-mother parenting households (McLanahan & Sandefur, G.D. 2009).

The data from Africa show that over 22% of women aged 20-49 years are unmarried mothers. An increase in single mother parenting has become a global concern. The existing evidence shows that single motherhood is associated with higher risks of poverty and other negative outcomes that affect the well-being of mothers and children. For example, in Namibia, the prevalence of childbearing before marriage among female youths was approximated to 25.5% in the year 2014 (Odimegwu, C.O. 2019).

In East Africa, many children grow up in a family with only one parent due to different reasons. They include death, unmarried status, separation, and divorce. In 2013, Kenya had 32% of single mother-headed households (Government of Kenya, 2014). Also in 2015, Uganda had 31% of children growing in single motherhood (UBOS & ICF, 2016). In Tanzania, single-mother parenting is predominantly caused

by parental death, divorce or separation, births to unmarried women, and teenager pregnancy (Mwaikwila, 2012).

Motherhood is not an easy journey for anyone and can unfortunately feel even harder for single mothers. There are many pressures that single mothers face which other families may not experience at first-hand. Common challenges faced by single mothers include balancing work and leisure time, which can be difficult because they are expected to provide for their children. This can lead to single mothers working extra hours; since if they are not working they take care of their children. Also single mothers go through emotional challenges like loneliness and depression. It is very easy for single mothers to feel guilty for not providing enough for their kids (Acenda, n.d.).

In Nigeria, the recent awareness of single mothers about agriculture as a commercial interest has created more prospect of investing in agriculture business, twice as much as any other sector in the country. Those who have seized this opportunity are now counting their gains because being a single mother is not a disease (Gloria, 2021). Initially, the practice began with families growing vegetables for their consumption or selling locally. Undoubtedly, vegetable farming has become a huge business opportunity for anyone to venture into in order to improve income and nutrition status.

The research carried in Lushoto District showed that involvement in collective action (CA) leads to significant economic benefits for women from vegetable production

and marketing. They increased income and were able to invest more in developing households' welfare and education of their children (Walsh, n.d).

Other studies showed that vegetable gardens can help to raise economic level at the household. Vegetable gardening was suitable in Mkinga District due to fertile soil and access to manure from livestock (De Putter, Van Koesveld, and De Visser, n.d.). Women with regular income would raise their socio-economic status in their communities.

## **1.2 Community Profile**

The following subsections explain conditions of the community. It provides necessary information which helps the researcher to understand the people and environment of the community under study. The profile describes information about geographical location, demographic data, administrative structures, and socio-economic conditions.

### **1.2.1 Geographical Location**

The project was conducted in Parungu Kasera village, Mkinga district in Tanga region. The village is the administrative capital of Mkinga District Council. Due to its proximity, the area can easily be addressed and reached directly from the council offices. The Parungu Kasera village is a coastline area characterised by modified tropical climates of high temperatures and high humidity conditions. Average temperatures raise to 29-30°C in hot seasons and fall to 24-28°C in cool seasons. There are two rain seasons; the long rains of February to May and short rains of

October to December. Average annual rainfall range between 1100 mm and 1400 mm.

### **1.2.2 Population**

According to population and housing census report (NBS, 2022), Parungu Kasera ward had population of 5,556 people; whereas men were 2,798 and women were 2,758. The population growth was at average. The majority inhabitants of village are Digo tribes.

### **1.2.3 Administrative structure**

Parungu Kasera village is governed by principles of local government authority. The village council is a governing body under village chairperson. The Village Executive Officer (VEO) is permanently placed to oversee routine affairs of the village and implement development plans. The VEO also liaise with Ward Executive Officer (WEO) to implement strategies directed and coordinated by district government.

### **1.2.4 Social Services**

Parungu Kasera Village offers social services that facilitate the livelihood of the community. There is one District Hospital, one Primary School, and the VETA College expected to open in July 2023. The village has access to water services from Tanga Urban Water Supply and Sanitation Authority (TANGA UWASA), which mainly is a tape water network for domestic use. Some people own bore wells for their private use. The major sources of energy on which the community depends include electricity, which is offered by TANESCO. Energy is used for domestic and

other purposes. Traditional sources of energy such as firewood are still in use in this community.

The area is ensured with good security service whereas community police groups maintain peace and tranquillity day and night. Security makes an area a good place to live, invest, and work in various economic sectors.

### **1.2.5 Economic Activities**

The area is endowed with various economic activities in which the community engages to earn a living. These include growing crops, livestock keeping, fishing, trade, and extraction of natural products. The agriculture is mainly for subsistence and undertaken by smallholders. The leading food crops are maize, cassava, vegetables, legumes, and grains crops. Other important cash crops grown in Tanga region include sisal, cotton, coffee, tea, cardamom, coconut, tobacco, and cashew nuts. The livestock include cattle, goats, and sheep.

Parungu Kasera Village has access to transport services that carry passengers and goods from one place to other places surrounding the ward. These include commuter buses, motorcycles, and trucks to carry goods. Owing to the quality of road connecting the village with neighbourhood, the availability of transport is guaranteed throughout the year.

Financial services available to facilitate financial transactions in the village include mobile network operators such as M-pesa, Tigo-pesa, and others. Also NMB bank

services are available. With such services one can get cash withdrawal and cash deposit and purchase goods and services while in Parungu Kasera village.

### **1.3 Community Needs Assessment (CNA)**

A needs assessment is a systematic process for determining and addressing needs (or gaps) between current conditions and desired conditions. The discrepancy between the current and desired conditions must be measured to appropriately identify the needs. The need can be a desire to improve current performance or to correct a deficiency (Waters, 2020).

The Community Needs Assessment (CNA) is an accurate appraisal of the current situation by obtaining first-hand information from the relevant community. It is a part of planning process and is often used to improve individuals, organizations, and communities. It is an effective tool for clarifying problems and identifying appropriate interventions. By clearly identifying the problem, finite resources can be directed towards developing and implementing feasible and applicable solutions. Gathering appropriate and sufficient data informs the process of developing an effective product that addresses groups' needs and wants (Waters, 2020).

The researcher used CNA principles to determine and address needs of selected group of single mothers at Parungu Kasera Village in Mkinga District. These women were facing economic hardships which lead to low income to purchase various goods and services to keep well-being of their families. From the Poverty Reduction Strategy Plans (PRSPs), poverty reduction can be achieved by stimulating economic

growth to increase income and expand employment opportunities for the poor. It is also reduced by undertaking economic and institutional reforms to enhance efficiency and improve the utilization of resources, and prioritizing the basic needs of the poor in national development policies.

### **1.3.1 Community Needs Assessment (CNA) Objectives**

#### **1.3.1.1 Overall Objectives**

The overall objective of CNA was to gather relevant information used to identify community needs, resources and opportunities, and to develop intervention strategy to improve income of single mothers at Parungu Kasera Village in Mkinga District.

#### **1.3.1.2 Specific objectives**

- i. To describe demographic features of single mothers in Parungu Kasera Village,
- ii. To determine livelihood conditions of single mothers in Parungu Kasera village,
- iii. To identify the pressing needs of single mothers in Parungu Kasera Village,
- iv. To identify and prioritize interventions for single mothers in Parungu Kasera Village.

### **1.3.2 Community Needs Assessment Questions**

- i. What are demographic features of single mothers in Parungu Kasera Village?
- ii. What are livelihood conditions of single mothers in Parungu Kasera village?
- iii. What are the pressing needs of single mothers in Parungu Kasera Village?
- iv. What are priority interventions for single mothers in Parungu Kasera Village?

### **1.3.3 Community Needs Assessment Methodology**

The research approach refers to a plan and procedure that spans the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation (Creswell, 2018). In completing the Community Needs Assessment the researcher used qualitative approach. It is an approach used to exploring and understanding the individuals and groups ascribe to a social or human problem (Neuman, 2018). The researcher was able to locate the community, identify community members, collect data, and analyse data to produce meaningful results. The choice of the approach was to gain an understanding of the setting and experiences of single mothers by visiting their communities to obtain individual and household information.

#### **1.3.3.1 Research Design**

The research design is a blueprint of how the research project will be undertaken to enable the researcher to answer the questions or test theories as clearly as possible (Kumar, 2011). It is a glue that holds all elements in a research project, indicating how all major parts of the study work together to address the research question under investigation. In this CNA the researcher deployed a case study design whereby few single mothers from Parungu Kasera village were used to describe livelihood conditions of single mothers in entire village. According to Neuman (2017), the case study is an inquiry in which the researcher develops an in-depth analysis of a phenomenon, event, activity, program, or process of one or more individuals.

#### **1.3.3.2 Sampling Techniques**

A sample is a set of individuals or participants selected from a larger population whose properties are studied to gain information about the entire population size and



is the representation of a population under study (Oribhabor, 2019). The sample size can be determined based on available resources, time, and saturation point (Dawson, 2009).

The purposive sampling technique was employed in this study. Denscombe (2010) explains that a purposive sampling is a type of sampling in which a particular setting, person, or event is deliberately selected to provide information that cannot be obtained from other choices. Therefore, participants involved in the study was selected based on the characteristics of being women with children, being living in Parungu Kasera village. Likewise, project participants were further purposively selected basing on their characteristics of being single mothers and being actively involved in different economic activities. A total sample of 40 women were involved in this study.

### **1.3.3.3 Methods of Data Collection**

Two groups of data were used – primary data and secondary data. Primary data were original information collected at first time. They were collected from respondents or gathered through various collection methods, such as survey questionnaires, interview and focus group discussions.

The secondary data were information obtained from various sources. They were already collected and kept in printed materials or electronic form. Secondary data were collected through review of published and unpublished materials from relevant authorities.

#### **1.3.3.3.1 Survey Questionnaires**

Researcher used questionnaires to collect primary data from respondents. The structured paper based questionnaire was designed and administered to 40 respondents for self-filling. Questionnaires had 6 close-ended questions with limited alternative answers, and had other 2 open-ended questions. This method was used to obtain data about respondents' characteristics and socio-economic conditions. Before questionnaires were distributed, were first tested among 4 pre-survey respondents. The turn-up responses were 100% whereby questionnaires were collected and coded for data analysis.

#### **1.3.3.3.2 Interview**

An interview is a set of assumptions and an understanding of the situation that is normally associated with casual conversation, aimed at collecting data about a particular subject at hand (Denscombe, 2010). The interview is suitable to investigate issues involving feelings, emotions, opinions, or in-depth and detailed information. Therefore, the researcher chose the interview to obtain detailed information about Parungu Kasera village, the situation of single mothers, opinion of vegetable gardening, and challenges, opportunities, and resources found in Parungu Kasera village.

The interview data collection methods was used to gather information from local government officials and other key informants in the area. Unstructured interview guide was used whereby researcher recorded results in notebook. For effective handling of the process, the researcher obtained consent of respondents. Researcher

explained the purpose of the study and possible benefit to improve economic conditions of community members.

#### **1.3.3.3 Focus Group Discussion**

The Focus Group Discussion (FGD) was used to collect data from respondents whereby researcher involved participant in verbal discussions. About 10 single mothers were involved in FGD. Researcher used FGD guide to ask respondents some questions and obtained different opinions. Through this methods, all participants had opportunity to raise their opinion and discuss others opinions in the group. Researcher noted results from FGD in notebook for further analysis.

#### **1.3.3.4 Data Analysis Methods**

The information collected by using various data collection tools were organized, coded and analyzed through computer software of Statistical Package for Social Science (SPSS). Descriptive statistics were computed and observations were summarized into logical statements. Different tables were presented to indicate frequencies and percentages of distribution of variables. Qualitative data were analyzed by narrations and where appropriate photos were produced to confirm the event. A summary of description was presented to explain different perspectives of respondents.

### **1.4 Community Needs Assessment Findings**

This part presents findings from analysis of various information collected in CNA process. The following subsections details results from respondents' opinion on

research questions raised in part 1.3.2; which in turn completes CNA specific objectives.

#### **1.4.1 Demographic features of the community**

Demographic features of sampled women were analysed to determine the composition and characteristics of respondents. Analysis was based on situations of age, marital status, education level, and family size. The genders of respondents were all women.

##### **1.4.1.1 Age Distribution of Respondents**

Age of respondents was grouped into sets of 10 years. The results were presented in Table 1 below. The observation indicated that majority of respondents about 32.5% were middle aged women between 36 – 45 years old. Another set with high representation of response about 25% were aged between 26 – 35 years old. Few respondents about 12.5% were both aged between 16 – 25 and 46 – 55 years old. The distribution of respondents indicated that most of women about 57.5% who participated in the survey were at active productive and reproductive age groups. These groups could be taking active roles in taking care of families and were well positioned to form proper set of project participants.

**Table 1.1: Age Distribution of Respondents**

| Age group (Yrs) | Frequency | Percent    | Valid percent | Cumulative percent |
|-----------------|-----------|------------|---------------|--------------------|
| <b>16 – 25</b>  | 5         | 12.5       | 12.5          | 12.5               |
| <b>26 – 35</b>  | 10        | 25.0       | 25.0          | 37.5               |
| <b>36 – 45</b>  | 13        | 32.5       | 32.5          | 70                 |
| <b>46 – 55</b>  | 5         | 12.5       | 12.5          | 82.5               |
| <b>&gt;55</b>   | 7         | 17.5       | 17.5          | 100                |
| <b>Total</b>    | <b>40</b> | <b>100</b> | <b>100</b>    |                    |

**Source:** Field data, 2023

#### 1.4.1.2 Marital Status of Respondents

The findings on marital status of respondents were presented in Table 2. Results showed that 55% of respondents were single, 25% were married, 12.5% were divorced and only 7.5% were widowed. Marital status was important parameter to understand the extent of women who are taking care of families without support from men. Most of the respondents had children and those responding as single were typically single mothers who will need economic support.

**Table 1.2: Table 2: Marital Status of respondents**

| Marital status  | Frequency | Percent    | Valid percent | Cumulative percent |
|-----------------|-----------|------------|---------------|--------------------|
| <b>Single</b>   | 22        | 55         | 55            | 55                 |
| <b>Married</b>  | 10        | 25         | 25            | 80                 |
| <b>Divorced</b> | 5         | 12.5       | 12.5          | 92.5               |
| <b>Widow</b>    | 3         | 7.5        | 7.5           | 100                |
| <b>Total</b>    | <b>40</b> | <b>100</b> | <b>100</b>    |                    |

**Source:** Field data, 2023

#### 1.4.1.3 Education Level of Respondents

The findings indicated in Table 3 shows that 60% of respondents completed only primary school education, and 35% had reached secondary school education, while there were only 5% with at least technical college diploma, and none had university degree. Low education is determinant of inadequate employable skills. This results also indicated that most of respondents had minimum literacy and could be trained in various skills to run sustainable economic projects. That provided opportunity to participate in CED projects.

**Table 1.3: Education Level of Respondents**

| Education level             | Frequency | Percent    | Valid percent | Cumulative percent |
|-----------------------------|-----------|------------|---------------|--------------------|
| <b>Primary education</b>    | 24        | 60         | 60            | 60                 |
| <b>Secondary education</b>  | 14        | 35         | 35            | 95                 |
| <b>Technical Collage</b>    | 2         | 5          | 5             | 100                |
| <b>University education</b> | 0         | 0          | 0             | 100                |
| <b>Total</b>                | <b>40</b> | <b>100</b> | <b>100</b>    |                    |

**Source:** Filed data, 2023

#### 1.4.1.4 Family Size of Respondents

The analysis of family size aimed at determining the dependency ratio and burden carried by head of family. Table 4 indicates that 55% of respondents had between 3 – 6 family members; 20% of respondents had less than 3 family members, 17.5% had between 6 – 9 family members, while only 7.5% had in excess of 9 family members. Although these numbers correlated with average family size data in the area but could be alarming for female headed households.

**Table 1.4: Family size of respondents**

| Number of people     | Frequency | Percent    | Valid percent | Cumulative percent |
|----------------------|-----------|------------|---------------|--------------------|
| <b>&lt;3 persons</b> | 8         | 20         | 20            | 20                 |
| <b>3-6 persons</b>   | 22        | 55         | 55            | 75                 |
| <b>6-9 persons</b>   | 7         | 17.5       | 17.5          | 87.5               |
| <b>&gt;9 persons</b> | 3         | 7.5        | 7.5           | 100                |
| <b>Total</b>         | <b>40</b> | <b>100</b> | <b>100</b>    |                    |

**Source:** Field data, 2023

#### 1.4.2 Livelihood Conditions of the Community

Researcher analysed livelihood conditions to determine various socio-economic variables. This section details economic activities performed by respondents to earn regular income, and also presents the level of income status of respondents. Some

other variables like challenges facing respondents and available opportunities in disposal to respondents are covered in the next subsections. Livelihood conditions of respondents were important to understand the level of income poverty among community members, especially women who were involved in the study.

#### 1.4.2.1 Economic Activities of Respondents

Table 5 below details the type of economic activities which respondents were occupied to. Findings indicate that 40% of respondents were engaged in petty business, 35% were engaged in agriculture, and both 12.5% of respondents were either salaried employee or doing other activities not directly mentioned. The reasons for large number of respondents to engage in agriculture and petty business was due to increasing of semi urbanization of the village, formal business occupation was raising, and had no skills for employment.

**Table 1.5: Economic Activities of Respondents**

| Type of activity        | Frequency | Percent    | Valid percent | Cumulative percent |
|-------------------------|-----------|------------|---------------|--------------------|
| <b>Agriculture</b>      | 14        | 35         | 35            | 35                 |
| <b>Petty business</b>   | 16        | 40         | 40            | 75                 |
| <b>Salaried work</b>    | 5         | 12.5       | 12.5          | 87.5               |
| <b>Other activities</b> | 5         | 12.5       | 12.5          | 100                |
| <b>Total</b>            | <b>40</b> | <b>100</b> | <b>100</b>    |                    |

**Source:** Field data, 2023

#### 1.4.2.2 Income Level of Respondents

The distribution of monthly income among respondents was grouped into TZS 100,000. The analysis of monthly income aimed to determine the level of income poverty within women group under study. The results are presented in Table 6. It

was found that majority of respondents earned below TZS 100,000 per month. At least 57.5% of women under study had average monthly income below TZS 200,000, indicating high income poverty in that population. The variable of income was important to establish the economic conditions of women in households. For those households headed by women, this factor was important to decide which project to establish to improve their livelihood conditions.

**Table 1.6: Income Level of Respondents**

| Income (TZS)      | Frequency | Percent    | Valid percent | Cumulative percent |
|-------------------|-----------|------------|---------------|--------------------|
| < 100,000         | 13        | 32.5       | 32.5          | 32.5               |
| 100,000 – 200,000 | 10        | 25         | 25            | 57.5               |
| 200,000 – 300,000 | 8         | 20         | 20            | 77.5               |
| 300,000 – 400,000 | 5         | 12.5       | 12.5          | 90                 |
| 400,000 – 500,000 | 3         | 7.5        | 7.5           | 97.5               |
| >500,000          | 1         | 2.5        | 2.5           | 100                |
| Total             | <b>40</b> | <b>100</b> | <b>100</b>    |                    |

Source: Field data, 2023

### 1.4.3 Community Needs Prioritization

Respondents were asked to list different perceived needs of the community and results were tabulated as indicated in Table 7 below. After the needs were listed, the researcher used pairwise ranking technique to guide respondents to complete needs prioritization.

Pairwise ranking was a method of ranking list of items in priority order. It helped to make decisions in a consensus-oriented manner. Pairwise ranking was achieved through Focus Group Discussion whereby the researcher involved a group of women



from Parungu Kasera village to identify most pressing needs. Participants listed the following needs: lack of access to business premises; inadequate capital to invest in various IGAs; lack of reliable income to make living; and inadequate skills to be employed or to perform various tasks for income generation. From the analysis, the need to obtain reliable source of income was ranked as priority need of the community.

**Table 1.7: Prioritization of Community Needs**

| Identified needs                        | Access to places for business    | Access capital to start IGAs     | Obtain reliable source of income | Get adequate skills              | Score | Rank |
|---|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------|------|
| <b>Access to places for business</b>    |                                  | Access capital to start IGAs     | Obtain reliable source of income | Access places for business       | 1     | 3    |
| <b>Access capital to start IGAs</b>     | Access capital to start IGAs     |                                  | Obtain reliable source of income | Access capital to start IGAs     | 2     | 2    |
| <b>Obtain reliable source of income</b> | Obtain reliable source of income | Obtain reliable source of income |                                  | Obtain reliable source of income | 3     | 1    |
| <b>Get adequate skills</b>              | Access to places for business    | Access capital to start IGAs     | Obtain reliable source of income |                                  | 0     | 4    |

**Source:** Field data, 2023

#### 1.4.4 Selection of Desired Intervention /Economic Project

The researcher used Focus Group Discussion to engage participants to identify and select suitable economic activity. The selected project address the needs identified in part 1.4.3. Participants listed some activities they perceived could address the challenge of unreliable source of income. By using pairwise ranking technique, the

researcher worked out the ranking for participants to prioritize the desired intervention. Table 8 below details the process of ranking activities and selection of suitable economic activity. Participants agreed to establish Vegetable gardens in order to improve their income. The detailed project planning and project implementation report of the selected project is indicated in chapter 4 of this main report.

**Table 1.8: Table Pairwise Ranking of Intervention Projects**

| Proposed activity                     | Processing fruit juices        | Establishing Vegetable gardens | Establishing tailoring mats    | Processing sea products        | Score | Rank |
|---------------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|-------|------|
| <b>Processing fruit juices</b>        |                                | Establish Vegetable gardens    | Establishing tailoring mats    | Processing fruit juices        | 1     | 3    |
| <b>Establishing Vegetable gardens</b> | Establishing Vegetable gardens |                                | Establishing Vegetable gardens | Establishing Vegetable gardens | 3     | 1    |
| <b>Establishing tailoring mats</b>    | Establishing tailoring mats    | Establishing Vegetable gardens |                                | Establishing tailoring mats    | 2     | 2    |
| <b>Processing sea products</b>        | Processing fruit juice         | Establishing Vegetable gardens | Establishing tailoring mats    |                                | 0     | 4    |

Source: Field data, 2023

### 1.5 Chapter Conclusion

This chapter introduced some methods of Participatory Needs Assessment. Participatory approach was deployed to gain active participation of community members who were involved in this study. Data were collected through questionnaires and other methods. The CNA results indicated that the community was preoccupied with different challenges that exacerbated income poverty. The researcher used pairwise ranking technique to conclude the most pressing need

facing the community, that was unreliable source of income; and to prioritise an intervention action, that was to establish vegetable gardens. This action will improve income of single mothers in Parungu Kasera village, Mkinga District.

## **CHAPTER TWO**

### **PROBLEM IDENTIFICATION**

#### **2.1 Background to Statement of Problem**

Economic empowerment of women has gained increasing attention as a key factor for promoting gender equality and sustainable development. The Community Development Policy of 1992 states that the participation of citizens in economic activities is the only way to create jobs and increase their income. Tanzania has continued to show efforts of designing policies and guidelines aiming to ensuring the citizens, including women are becoming economically stronger. The community development policy focus to enable Tanzanians to bring their own development through improved production. This will increase income and help community to build a better life.

The economic situation of women in Mkinga District is not satisfactory. It may even worsen due to the current decision made by government to stop issuance of loans by Local Government Authorities (LGA) to women, youth and people with disabilities (URT, 2023). Households have remained with limited choices and can be helped by providing technical support to women to start projects of improving income for their families. For women taking care of households alone as single mothers are facing hard situation of attending their children and attending various occupations to get income for their children.

#### **2.2 Problem Statement**

Despite continuous interventions, the problem of income poverty exists in households. For single mothers still the poverty gap between is high. Single mothers

in rural areas are more vulnerable compared to those in the urban areas. Single mothers in rural areas have low income for various reasons relating to their communities. They face inability to own land, lacking capital to start some economic activities and social isolations. Generally the poverty rate is the number of poor people among all people whose income or consumption is below the poverty line. Meaning that their income does not meet their basic needs.

At the International Widows' Day the UN Secretary General Antonio Guterres explained the need for the community to recognize the challenges faced by single mothers, especially widows whose income does not meet their daily needs. He called on the community to set strategies and more methods to ensure widows are not left behind (UN, 2019).

Similarly, most of single mothers in Parungu Kasera village face the problem of income poverty. Empowering single mothers through establishment of vegetable garden at Parungu Kasera Village aims at solving the challenges of poor living conditions by raising the household income. It was established that low economy contributes to single mothers failing to afford various expenses such as health services, paying for children education, affording nutritious food, and purchasing better accommodation.

Much of community economic activity is in hands of women, especially in agriculture and informal business. Creating opportunities for women can help not only to empower them but also to unlock their full economic potential. The group of

single mothers in this study face the challenge of lacking reliable source of income. In response to that challenge, the establishment of vegetable gardens will improve income of project participants. The project group will receive technical and financial support from Mkinga District Council to ensure sustainable project is implemented. Through their vegetable gardens project they will address the challenge of lack of reliable source of income at household level.

### **2.3 Project Description**

The researcher worked with local community to identify suitable Community Economic Development (CED) project which can intervene community needs. The community members selected the project of establishing vegetable gardens to improve their income. The project was implemented by group of 10 single mothers in Parungu Kasera village. The participants were purposively selected from a large group of women who volunteered to participate in CNA exercise. The expected outcome of project when fully implemented was to improve income of project primary beneficiaries. The project is located at Parungu Kasera village office and is hosted by Mkinga District Council.

#### **2.3.1 Target Community**

The project aimed to improve income of single mothers in Parungu Kasera Village through vegetable gardens. The objective of Mkinga district council is to organise women and other groups to increase the opportunity of rising their economic status. The researcher focused on women because they are overrepresented in low-wage jobs and had less access to workplace benefits compared to men. Yet, if mothers

were equitably included in the economy all could benefit. Compounding these struggles, mothers—particularly single mothers—often have extremely low levels of wealth. Research shows that single mothers suffer a “motherhood wealth penalty.” One of the struggles that single mothers in rural Tanzania face is lack of education and awareness. They don't know of their rights and values as human beings. “Some of them believe that once they get pregnant and men abandon them all dignity is lost (The Citizen, 2021).

### 2.3.2 Project Stakeholders

Various stakeholders are involved in this project. These are key personnel to participate in project and ensuring its success. They include project beneficiaries, financiers, trainers, and facilitators in various resources from internal and external supply and demand sides.

**Table 2.1: Stakeholder Analysis Table**

| <b>Stakeholders</b>                      | <b>Stakeholder roles</b>                         | <b>Expectations</b>  | <b>Assumptions/risks</b>                                     |
|--|--|--|--|
| LGA officials of MDC                     | Host organization<br>Financier and Trainers      | To fund project and ensure it is sustainable                   | To continue providing support to single mothers              |
| Single Mothers in Parungu Kasera Village | Project beneficiaries, implement and own project | To participate in project activities and ensure its continuity | To accept working in groups and transfer knowledge to others |
| CED student                              | Technical advisor to project. Perform M&E        | Guide implementation of project activities                     | To ensure activities are implemented at 100%                 |
| Neighbours                               | Potential buyers of vegetables                   | Buy vegetables from project gardens                            | To be satisfied with vegetables supplied                     |

**Source:** Researcher Analysis, 2023

### **2.3.3 Project Goals in CED Terms**

The project of improving income through established vegetable gardens meets goals of CED principles. The project is carried through group of single mothers in which the principle of community participation is achieved. Project participants obtain training to empower them and build their capacities. The participatory approach and income obtained from project outputs help to develop economic democracy used by project participants to make decision and increase financial independency. Vegetable gardening embrace the local technology through using kraal manure to increase soil fertility. Increased income of community members help to eradicate poverty at household and individual levels. The project also supports to conserve environment through techniques of organic farming.

### **2.3. 4 Project Objective**

#### **2.3.4.1 Project General Objectives**

General objective of the project was to improve income of single mothers through established vegetable gardens at Parungu Kasera Village in Mkinga District by Oct, 2023

#### **2.3.4.2 Project Specific Objectives**

- i. To build capacity by training 10 single mothers on vegetable gardening by July 2023,
- ii. To mobilize required equipment and tools for vegetable gardening by August 2023,



- iii. To grow vegetables in at least  $\frac{1}{8}$  acre of land per group member by September 2023,
- iv. To sell vegetables of TZS 10,000 per group member per day by October 2023.

## **2.4 Host Organization Profile**

### **2.4.1 Organization background information**

Mkinga District Council is the host organisation. It is one of the eleven districts of Tanga region in Tanzania. It was created from Muheza District in 2007. The Mkinga DC has made various efforts to ensure that groups of women, youth and people with disabilities are reached and empowered. It has been responsible for providing technical assistance and encouraging the creation of groups engaged in economic activities.

### **2.4.2 Host Organization Structure**

The District Council is charged with supervision of development activities in a district. It is established by local government principles. The body is headed by District Executive Director (DED), of whom various departments report to. The governing body is chaired by Council Chairperson who is elected among Wards Councillors. The District Council oversees all activities at its jurisdiction, including educations, health services, agriculture and livestock, forestry, works, community development, and others.

### **2.4.3 Role of Host Organization**

The host organization had a facilitation role in this project. It supports registration of project group. It also provides financial support, training expertise, extension services, and regular monitoring of project activities to ensure its sustainability.

#### 2.4.4 Role of CED student

The CED student had the following roles regarding implementation of the project:

- i To identify the host organization
- ii To locate and mobilize project participants
- iii To assess community needs
- iv Ensure participation of project members
- v Ensure implementation of project, monitoring and evaluation

#### 2.5 SWOC/T Analysis of the project

The SWOC/T analysis evaluates main success factors before implementing the project. It is presented in quadrant format where both positive (strength and opportunities) and negative (weakness and challenges) factors were analysed to determine their impact during project implementation. Table 10 below details SWOC/T analysis.

**Table 2.2: SWOC/T Analysis**

|   |  |
|---|--|
| <p><b>Strength</b></p> <ul style="list-style-type: none"> <li>○ Short harvesting period of vegetables</li> <li>○ Realizing returns in short period</li> <li>○ Women can easily work in groups</li> <li>○ Easy to rotate different vegetables</li> </ul> | <p><b>Weakness</b></p> <ul style="list-style-type: none"> <li>○ Lack of funding sources</li> <li>○ Lack of group owned land</li> <li>○ Perishability of vegetable products</li> <li>○ Lack of financial literacy of members</li> </ul>                 |
| <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>○ Availability of fertile land</li> <li>○ Access to nearby local market</li> <li>○ Technical support from researcher</li> <li>○ Support from host organization</li> </ul>            | <p><b>Challenges /Threat</b></p> <ul style="list-style-type: none"> <li>○ Vegetables are vulnerable to disease</li> <li>○ Competition from market players</li> <li>○ Increase in cost of farm inputs</li> <li>○ Changes in weather patterns</li> </ul> |

**Source:** Research Analysis, 2023

## **CHAPTER THREE**

### **LITERATURE REVIEW**

#### **3.1 Introduction**

This part provides the information on literature review under three aspects of theoretical, empirical and policy literature review. Information are related to earlier initiatives made in various places concerning empowerment of single mothers through vegetable gardens. Literature review leads the researcher to relevant information by reading different books, journals and policy review of Tanzania on empowerment of single mothers and vegetable gardens. Through various literature reviews we will see how the production of vegetables increase income and create jobs for single mothers at household level.

#### **3.2 Theoretical Literature Review**

One of the most prevalent and pervasive social problems in the world today, both developed and developing countries is poverty. In the United States, for example many people live in conditions of poverty or near poverty. According to Rank (2018), an estimated 12.1% of all people in the United States were considered poor. In Sub-Saharan Africa the story is even worse, because the number of poor people is increasing (World Bank, 2021; Theories of Poverty: A Critical Review, 2019).

Data collected rapid increase of single-mother families in the past decades and the higher poverty rates among these families have been widely recognized (Fields & Casper, 2001; McLanahan & Booth, 2019, Studies also found that compared with other groups, female-headed households Journal of Sociology & Social Welfare,

December 2022, Volume XXXIII, Number 4128 Journal of Sociology & Social Welfare have experienced lower upward economic mobility (Caputo, 2021; Weinstein, 2021). These studies indicate that contributing factors to the economic hardship of single mothers include their low earning capacity, low job opportunities in economically depressed areas, and meagre public benefits.

According to Zhan, women account for 86% of single parents with dependent children at average age of single parent. The study shows that because of the stress of being single mothers, poverty and loneliness have led them to reject themselves and see that they cannot raise their families (Zhan, 2018).

Theoretically, high levels of distress, low economic resources, and a lack of stress-buffering resources may lead to poor psychological coping among single parents (Lazarus and Monat, 2022).

Children in single-mother families typically have poorer outcomes, across a range of measures, than those living with both parents. However, many studies have concluded that, once factors such as low income are accounted for, the impact of family structure on cognitive outcomes is small. In this sense, there is a close relationship between single parenting and poverty, therefore, the only way to combat this situation is for women who are single mothers to look at the opportunities available to overcome the situation of lack of income and failure to raise families that depend on them.

Childcare costs are an even bigger problem for single parents, who are more likely to depend on formal childcare than couples, and who rely on a single wage. 40% of single parents reported facing difficulties with childcare costs, compared to 26% of couple families (WBG, 2022).

Abdul Rauf & Shaharom in their study 'Income and spending patterns of single mother families' explains that single parenting especially women are going through a difficult period of how to increase income to afford the cost of living, he explains that different routes to single parenthood have varying economic implications for families. Families maintained by divorce/separated, never married and widowed women are also compared with married couple families to determine the extent of differences by family type (Abdul Rauf and Shaharom, 2020).

Due to the traditions and customs of our Tanzanian or African traditions, women have the major responsibility of raising the family, statistics show that most women (90.4%) are wealth producers in the agricultural, livestock and fishing sectors, it is divided in the agricultural sector that women are rejected by the challenge of lack of capital and land ownership (URT, 2022).

Compensatory welfare is less sensible for “new” social risks including single parenthood nowadays. Thus, social investment policy seeks to combine work and family responsibilities for single parents to enable them to avoid poverty. On the other hand, social investment can be perceived as the other pillar together with compensatory social protection, which is important for single parent families as a

tool protecting against poverty. The aim of the research was to analyse the impact of social benefits on the poverty reduction of single parents in the Baltic States with a focus on social investment. The following objectives were set up for the implementation of the aim: to review discourse about social investment, its relation with traditional social protection and life course perspective; to analyse the income and the poverty, as well as to analyse the impact of social benefits on poverty reduction. The aim of this research and contribution of this research is to add the knowledge about the impact of social benefits on the poverty reduction of single parents in the Baltic States with a focus on social investment (Skuciene, 2019).

Kofi A. Annan, former Secretary-General of the United Nations -UNICEF (2018). Once said that; eliminating gender discrimination and empowering women are among the paramount challenges facing the world today. When women are healthy, educated and free to take the opportunities life affords them, children thrive and countries flourish, reaping a double dividend for women and children (Kofi Atta Annan, 2018).

Though MKUKUTA II builds on its predecessor's strategy, it is oriented more towards growth and enhancement of productivity, with greater alignment of the interventions towards wealth creation as a way out of poverty.

Various scholars including Kenya Wollf PhD, have tried to explain the types of poverty which are Absolute poverty, Relative Poverty, Situational Poverty, Generational Poverty, Rural Poverty, and Urban Poverty. A group of single mothers

in Parungu Kasera are facing a relative type of poverty which, Dr Wolf in his journal has described as a type of poverty that the community living at about 50% or below the average income, and continues to explain that someone may not be wealth but has some pay check to pay check, but when making comparison to others around them, they are indeed struggling. Poverty that is due to the absence of the access to the elementary goods/services is basically economic or consumption focused (Wolff, 2021).

Although the poverty rate in Tanzania declined to 25.7 percent in 2020, according to estimates considering the national poverty line. Previously, in 2018, the rate was measured at 26.4 percent. According to the source, individuals are defined as poor when they are not able to meet their basic consumption needs. In 2018, the national basic needs poverty line was 49,320 Tanzanian shillings (21.2 U.S. dollars) per adult per month., it does not mean that income poverty has ended, efforts to continue to find methods, policies, friendly infrastructure for citizens so that poverty ends and to have a better and prosperous society that can meet the certainty of its needs every day (Statista, n.d.).

As of 2022, nearly 26 million people in Tanzania lived in extreme poverty, with the poverty threshold at 1.90 U.S. dollars a day. Roughly 100,000 people were pushed into poverty compared to 2021, possibly a remaining effect of the corona-virus (COVID-19) pandemic. The headcount was, however, forecast to decrease in the coming years. By 2025, 25.2 million Tanzanians are projected to live on a maximum of 1.90 U.S.D per day.

Poverty seems to be more prevalent among women. It is difficult to understand poverty by gender because household surveys assume equal distribution of consumption between members of a household, and because of the status of women who head households. However, there are indications that poverty is more prevalent among women. Particularly in urban areas, more women-headed households are poor (20.3 percent) than men-headed ones (14 percent). Some types of women-headed households are particularly vulnerable to poverty—single and divorced women are poorer than men by about 11 pp. The gap is high in both rural and urban areas, but particularly in the latter and among divorced households, where it exceeds 22 percent. Rural widows are also poorer than urban widowers by about 14 percent. Ownership of assets, especially mobility and communication equipment, is also significantly lower among women-headed households, which indicates the limited access of women to productive assets (O V E R V I E W TANZANIA Mainland Poverty Assessment EXECUTIVE SUMMARY, n.d.).

Despite various theories to analyse and see how single mothers are affected by taking care of the family by using a small income, it seems that there is still a need for women who take care of the family themselves to continue to fulfil their responsibilities properly by working hard and increasing their knowledge in order to increase their income and get rid of poverty.

### **3.2.1. Definition of Concepts**

#### **3.2.1.1 Poverty**

According to JRF (2013) and cited by Davis and Sanchez-Martinez (2014), poverty is a situation where the resources of a person or a group of people in particular



material resources are not adequate to meet their minimum needs. Poverty is an economic state where people are experiencing scarcity or the lack of certain commodities that are required for the lives of human beings like money and material things.

Dr. Kenya Wollf also defines poverty and its types as one of the ways for society to identify those types and see the importance of finding the right way to overcome poverty (Wollf, 2021). In other definitions, poverty is seen as a state or condition in which one lacks the financial resources and essentials for a certain standard of living. Poverty can have diverse social, economic, and political causes and effects.

### **3.2.1.2 Women Empowerment**

Women's empowerment can be defined to promoting women's sense of self-worth, their ability to determine their own choices, and their right to influence social change for themselves and others. ([www.worldvision.com.au](http://www.worldvision.com.au), n.d.).

Women empowerment can be discussed in various ways, including political, social, and economic. For the purpose of this study, women empowerment is all about economically so that she can manage the family even if she remains alone.

The empowerment framework provides a rationale for considering gender relations when studying the impact of economic reforms (ERP hereafter) on women workers and the rural economy in general, and their policy implications. Improved employment and incomes will lead to more satisfactory welfare for women and their

households and families. Strategies to overcome cultural and institutional constraints so as to increase women's access to greater skills/knowledge (capacity-building) and meaningful (self) employment and higher incomes, and to increase their participation in decision-making, will lead to increased equity in society (TGNP 2021).

### **3.2.1.3 Single Mother**

A mother who has a dependent child or dependent children and who is widowed, divorced, or unmarried (www.yourdictionary.com, n.d.). The characteristics of single mothers can be different between one area and another, for example it is difficult to compare the life of a single mother in the village and in the urban by measuring their economic level, such as property ownership, managing and caring the family compared to rural areas. As it has been interpreted that a person can be a single mother due to bereavement, abandonment but also unmarried. In the context of this study, the single mothers who have been described are those who had their men but for one reason or another they broke up and left these women struggling to raise their families without help, living on a low income while having a large family group that depends on them.

### **3.3 Empirical Literature Review**

A recent United Nations report concluded that economic development is closely related to the advancement of women. In nations where women have advanced, economic growth has usually been steady. By contrast, in countries where women have been restricted, the economy has been stagnant.

During the past decade, Tanzania recorded sustained economic growth and a persistent decline in poverty, according to a new World Bank poverty analysis. The 2019 Tanzania Mainland Poverty Assessment notes that poverty decreased by eight percentage points in 10 years, down from 34.4% in 2007 to 26.4% in 2018. Country poverty assessments provide information on the causes and impact of poverty in a country, and examine how public policies, expenditures and institutions affect poor citizens.

“Continued government efforts to improve living conditions have resulted in a sustained increase in access to basic services and improvements in human capital outcomes, which in turn have helped to reduce poverty,” said Bella Bird, World Bank Country Director for Tanzania, Malawi, Zambia and Zimbabwe. “The sustained reduction in poverty is welcome news but it is important for Tanzania to accelerate the pace of poverty reduction as the number of poor people remains high.” Today, Tanzania records 14 million poor people, up from 13 million in 2007. Moreover, the report notes that a significant proportion of the population remains vulnerable to falling into poverty and about half of the population continues to live below the international poverty line of \$1.90 per person per day (in 2011 purchasing power parity.)

“Along with the reduction in poverty, the country is showing signs of a structural transformation,” said Nadia Belhaj Hassine Belghith, Senior Economist and co-author of the 2019 Tanzania Mainland Poverty Assessment. “More people are moving towards industry and services, reducing the overall share of employment in

agriculture. Those who stay in agriculture are also diversifying towards non-farm wage and self-employment” (Weltbank, 2019).

Going forward, the report recommends that Tanzania needs to invest in human capital and skills development of its current and future workforce while increasing the job generation by key sectors that drive growth. This needs to be coupled with a better enabling environment that fosters small firms growth and survival chances, furthers agricultural transformation, and reduces vulnerability to negative domestic and international economic and weather shocks (World Bank, 2019).

The UN and its partners in Tanzania work towards achieving the Sustainable Development Goals: 17 interconnected and ambitious Goals that address the major development challenges faced by people in Tanzania and around the world. The current UN Development Assistance Plan (UNDAP II) is anchored in the Sustainable Development Goals (SDGs), with a focus on the most vulnerable communities. Working in close collaboration, the UN and the Government of Tanzania are jointly developing and implementing programs, policies, and innovative ways to reach marginalized populations. The common objective is to ensure an equal distribution of development gains across population groups and across regions, and to contribute towards achievement of key SDGs that will make a positive impact on the people of Tanzania ([tanzania.un.org](http://tanzania.un.org), n.d).

This is the result of goal number 1 no poverty which basically aims to ensure that the community has a better quality of life by having a guaranteed income to be able to afford the costs of living including accommodation, food, education, health etc.

Women's empowerment has a great influence on health, nutrition, education, and the overall well-being of societies as well as of the children and households. The study was conducted in Bangladesh and involved 914 women using a well-structured questionnaire and a random sampling technique, investigates the effect of women's empowerment on poverty reduction and focuses on household deprivation, in terms of education, health, and standard of living. The results indicate that increased women's access to education, asset ownership, decision-making power on children's health and education, and access to medical facilities, have caused a significant decline in income poverty and multidimensional poverty. However, gender violence, taking resources against women's will, and preventing women from working outside, have caused a considerable decline in per capita income and an increase in income poverty and multidimensional poverty. Overall, it is found that women's empowerment has a great impact on the reduction of income poverty and multidimensional poverty in society.

Bangladesh has been struggling to reduce the prevalence of poverty and to improve the socio-economic conditions of poor citizens. In the early 1970s, the percentage of people living below the poverty line was 80%, and in 2016, this percentage decreased by 24.3%. Moreover, the employment and literacy rates of women have increased from 36% and 57.8% in 2011 to 88.5% and 69.5% in 2016, respectively. The changes and transformations in women's lives are broadly seen as the cause and consequence of considerable human development over the past 25 years in Bangladesh. Although women constitute about half of the Bangladeshi population, their social status, especially in rural areas, remains very low. Rural women are

among the most disadvantaged members of society, suffering from social oppression and economic inequality; the vast majority of them are impoverished, and their empowerment, therefore, is critical to bringing about a positive change in their lives (Wei et al., 2021).

Women play a substantial role in Tanzania's economy and are more active in agriculture, Agriculture provides more than two-thirds of employment and almost half of Tanzania's GDP. Women play an essential role in agricultural production. The sector is characterized as female-intensive, meaning that women comprise a majority of the labour force in agriculture (54%) (www.google.com, n.d).

Statistics show that as long as the community especially of women living in rural areas live and work to increase their income, it will help them overcome the challenge of lack of income and be able to develop living conditions and have a better life.

### **3.4 Policy Review**

#### **3.4.1 Policy framework**

Tanzania, like other African countries, has implemented a number of policies in order to reduce poverty. Poverty levels in Tanzania have been decreasing, although they still remain high (Office of the Chief Government Statistician, 2012; National Bureau of Statistics, 2014). Poverty levels vary across settlement type, education level and gender, and require a broad understanding of poverty reduction policies in

a dynamic economic and global environment (Office of the Chief Government Statistician, 2012; National Bureau of Statistics, 2014).

The National Poverty Eradication Strategy provides guidance and a broad framework for poverty alleviation policies and programmes (Vice President's Office, 1998). The main goal of the strategy is active involvement of the poor in identifying and participating in poverty eradication programmes (Vice President's Office, 1998). The strategy sets targets for the provision of social services.

The commitment to accelerate economic growth and fight poverty has been consistently implemented through a series of strategies and plans ranging from sector specific strategies to multi-sectorial strategies. The Government adopted results and MDG-based strategy, the National Strategy for Growth and Reduction of Poverty in order to sustain and scale up achievements as well as address the challenges to growth and poverty reduction agenda.

The policy framework has been evolving at various levels. With the Tanzania Development Vision 2025 emphasising on the need to transform the economy from a predominantly agricultural one with low productivity to a semi industrial economy with modern rural sector, great emphasis is placed on the role of the private sector in stimulating economic growth and developing the rural areas. The National Development Vision 2025 policy aims to attain "gender equality and the empowerment of women in all socio-economic and political relations and cultures."

### **3.4.2 Women and Gender Development Policy (2000)**

In 2000 Tanzania adopted a Women and Gender Development Policy (WGDP), to ensure gender main-streaming in all government policies, programs, and strategies, The 2005 National Strategy for Gender Development specifies how gender main-streaming is to be implemented (United Republic of Tanzania 2005). For both the United Republic of Tanzania and the Revolutionary Government of Zanzibar, policies concerning gender and women's development have been put in place. These policies provide stakeholders with direction and guidelines for advancing gender issues socially, culturally, economically and politically. In this regard, the main objectives of the policies are gender main streaming, women's ownership of property; participation in decision-making and in developmental issues.

### **3.4.3 The Community Policy (1996)**

Since Independence, Tanzania has been preparing and implementing policies, strategies, long and short term plans which were intended to the people to bring about their own development. The first President of the United Republic of Tanzania, Mwalimu Julius K. Nyerere emphasise that "True Development is Development of People not of things".

The aim of Community Development Policy was to enable Tanzanians to bring about their own development by working to improve production so that they may have increased income which will enable communities to build better life through self-reliance and the use of locally available resources. This is the only way poverty can be eradicated in the country.



In Zanzibar, the Policy on the Protection and Development of Women of 2001 provides a framework for promoting gender equality. The community development policy (1996) emphasizes on; “eradicating poverty through involving those responsible for bringing about community development by advising and training individual families and household, encouraging group or cooperative productive activities; consolidating the informal sector by encouraging economic activities, industries , small businesses and production in groups; responding to and meeting the needs of special groups of women, children and youth; and to realize the importance of strengthening local government so that they can provide the expertise required to guide and promote development in different communities.” The expectation from community development policy includes; building a self-reliant community with sufficient income to lead a good life and a self-governing, self- reliant nation.

#### **3.4.4 Women and Youth Development Policy (1992)**

According to policy on Women and youth Development in Tanzania of 1992, the concept of women in development should be viewed from the totality of the basis and wider meaning of community development, for simple reason that women are very important component of the society in bringing about societal development. The correct interpretation of the concept of ‘women in development’ will enable the government and other organizations to recognize and appreciate the contribution made by women in their role of reproduction, production and community, within the family and the society at large.

According to UNIFEM (2022), Women have been shown to spend more of their income on their households; therefore, when women are helped to increase their

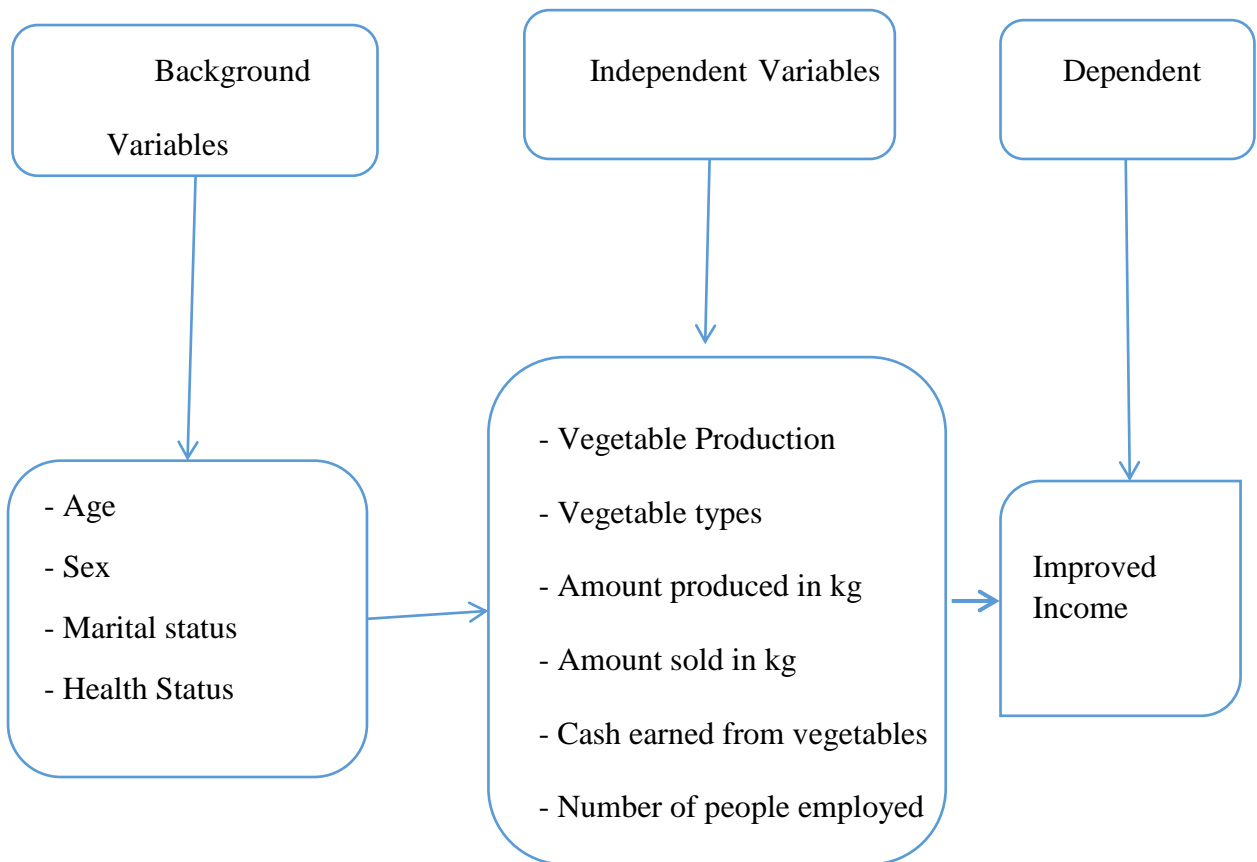
incomes, the welfare of the whole family is improved. In its report on its survey findings the Special Unit on Micro finance of the UNCDF explains, “Women’s success benefits more than one person. Several institutions confirmed the well documented fact that women are more likely than men to spend their profits on household and family need: (Elson, Hande Keklik and Nations, 2022)

#### **3.4.5 The National Economic Empowerment Policy (2004)**

The National economic empowerment policy is one of the strategies of the Government of the United Republic of Tanzania designed to enable citizens to fully participate in economic activities which is part of the National Development Vision by the year 2025. When the country became independent in 1961, political power was attained but the economy remained mostly in the hands of settlers and a few citizens. This was a source of political disenchantment and was one of the major factors behind the Arusha Declaration of 1967. The Declaration was an important strategy to ensure that the majority of Tanzanians, through the state, take command of the economy. The policy aims to create a friendly environment for citizens to facilitate investment and access to capital to get rid of poverty (URT, 2004).

### **3.5 Conceptual Framework**

Consistent with conceptualization of vegetable garden production and household income generation, the current study will be guided by the following framework. The research groups the variables into three parts as follows: background, independent variables and dependent variables.



**Figure 3.1: Conceptual Framework**

**Source:** Researcher Analysis, 2023

The assumption of the conceptual framework relies on that health status (background variables) has a relationship with the conception of varieties of vegetables (independent variable) which has an influence on household income for single mother's groups that engage in the production of vegetables as a means of income-generating activities. Hence, the amount of vegetable production, amount sold and cash earned will determine the household income. The size of the vegetable production area (background variable) has a relationship with the number of people employed in vegetable production (independent variable), which will influence the

amount of vegetable production which will directly determine the cash earned of which will influence the single mother's income (dependent variable). Therefore, this research determines to find out how do independent variables influence the household income (dependent variable).

### **3.6 Literature review summary**

Literature reviews and policies reveal that, various efforts have been identified to achieve the goals of enabling women to get rid of poverty. Policies, strategies and laws inside and outside Tanzania have tried to align the way that with the participation of women in development activities, income will increase and eliminate attention at the household level; this will help to afford other needs of the family including, education, health as well as strengthening nutritional status at the household level.

## **CHAPTER FOUR**

### **PROJECT IMPLEMENTATION**

#### **4.1 Overview**

The project implementation is an important stage of project life cycle where project inputs are organized to produce outputs. All resources are identified, mobilized and utilized to meet project objectives. Specific activities are identified and implemented to produce project outputs and to meet project objectives. Project implementation aims to practically address a community need which was identified from CNA process.

This chapter presents various planning tools with series of activities to be implemented. There are specific schedules of activities and allocated resources to meet specific project objectives. This project was implemented in Parungu Kasera Village involving 10 single mothers. The project started in July 2023 with 4 project objectives. It first built capacity of 10 single mothers in vegetable gardening by July 2023; it followed by mobilizing project resources in August 2023; then growing vegetables in September 2023; and selling vegetables of at least TZS 10 000 per single mother per day by October 2023. The project monitoring was done regularly and project evaluation took place in late October 2023. When all activities were implemented the daily net income of selected single mothers in Parungu Kasera village would improve from TZS 2000 to TZS 5000 per person.

#### **4.2 Project Products and Outputs**

Table 11 below shows project products and outputs. Various activities are implemented to produce specific project outputs to meet project objectives. In order

to achieve project goals of improving income of selected single mothers, all activities should be attended timely and outputs should be measured correctly.

**Table 9: Project Outputs and Activities (Activity Plan)**

| Project Objectives   | Project Outputs   | Project Activities                                |
|--|---|---|
| 1. To build capacity by training 10 single mothers on vegetable gardening by July 2023 | 1.1. One (1) group of 10 single mothers is registered               | 1.1.1. Develop group constitution                 |
|  |   | 1.1.2. Register group with government authorities |
|  | 1.2. Ten (10) single mothers acquired skills on vegetable gardening | 1.2.1. Develop training materials                 |
|  |   | 1.2.2. Conduct training to group members          |
| 2. To mobilize required equipment and tools for vegetable gardening by August 2023     | 2.1. At least 1¼ Acre of land is acquired for vegetable garden      | 2.1.1. Obtain tenancy contract(s)                 |
|  |   | 2.1.2. Pay tenancy fees to landlord               |
|  | 2.2. Planting materials and farm inputs are purchased               | 2.2.1. Purchase ploughing tools                   |
|  |   | 2.2.2. Purchase seeds, fertilizers and pesticides |
| 3. To grow vegetables on at least ⅛ acre of land per group member by September 2023    | 3.1. Vegetable gardens are prepared                                 | 3.1.1. Prepare farm and nursery                   |
|  |   | 3.1.2. Grow seedlings in nursery                  |
|  | 3.2. Vegetable gardens are maintained                               | 3.2.1. Plant seedlings in the farm                |
|  |   | 3.2.2. Attend farms regularly                     |
| 4. To sell vegetables of TZS 10,000 per group member per day by October 2023           | 4.1. Matured vegetables are timely harvested                        | 4.1.1. Purchase packing facilities                |
|  |   | 4.1.2. Harvest and pack vegetables                |
|  | 4.2. Market to sell vegetables is secured                           | 4.2.1. Sell vegetable in markets                  |
|  |   | 4.2.2. Keep sales records                         |

**Source:** Field data, 2023

### 4.3 Project Planning

The process of project planning entails the identification of activities and resources to meet project objectives. It encompasses developing of various tools and templates to set project implementation time frame, to mobilize project resources and to identify human resources needed to attend various project activities.

This subsection covers project implementation plan detailing the planning tables, the logical framework which link various project elements, and the project inputs describing the process of both financial and non-financial budgeting.

#### **4.3.1 Project Implementation Plan**

The project of establishing vegetable gardens to improve income of single mothers was implemented in four (4) months. It started after the CNA process in July 2023 and ended at evaluation stage in October 2023. The researcher supported project participants to form a group of 10 single mothers and formerly registered it with government authorities. Project activities were attended in a participatory manner, although each group member had worked in specific vegetable farm. The harvest was collected individually but sales were recorded per group to maintain joint accountability for project success. Table 12 below indicates project implementation schedules, resources inputs, and all responsible personnel involved in project implantation process.

**Table 10: Project Implementation Plan**

| Project Objectives   | Project Outputs   | Project Activities                                | Implementation (Months) |   |   |   |   | Resources/inputs              | Responsible persons            |
|--|---|---|-------------------------|---|---|---|---|-------------------------------|--------------------------------|
|  |   |   | J                       | A | S | O | N |                               |                                |
| 1. To build capacity by training 10 single mothers on vegetable gardening by July 2023 | 1.1. One (1) group of 10 single mothers is registered               | 1.1.1. Develop group constitution                 |                         |   |   |   |   | Stationary, personnel         | CED student, group members     |
|  |   | 1.1.2. Register group with government authorities |                         |   |   |   |   | Funds, Stationary, personnel, | CED student, Group leaders     |
|  | 1.2. Ten (10) single mothers acquired skills on vegetable gardening | 1.2.1. Develop training materials                 |                         |   |   |   |   | Stationary, personnel         | CED student, external trainer  |
|  |   | 1.2.2. Conduct training to group members          |                         |   |   |   |   | Venue, stationary, personnel, | CED student, trainer from LGAs |
| 2. To mobilize required equipment and tools for vegetable gardening by August 2023     | 2.1. At least 1¼ Acre of land is acquired for vegetable garden      | 2.1.1. Obtain tenancy contract(s)                 |                         |   |   |   |   | Funds, personnel              | CED student, Group leaders     |
|  |   | 2.1.2. Pay tenancy fees to landlord               |                         |   |   |   |   | Funds,                        | Group leaders, CED student     |
|  | 2.2. Planting materials and farm inputs are purchased               | 2.2.1. Purchase ploughing tools                   |                         |   |   |   |   | Funds                         | Group leaders, CED student     |
|  |   | 2.2.2. Purchase seeds, fertilizers and pesticides |                         |   |   |   |   | Funds                         | Group leaders, CED student     |
| 3. To grow vegetables on   | 3.1. Vegetable gardens are  | 3.1.1. Prepare farm and nursery                   |                         |   |   |   |   | Funds, personnel              | Group members                  |



|  |  |                                    |  |  |  |  |                       |                              |
|--|--|------------------------------------|--|--|--|--|-----------------------|------------------------------|
| at least 1/8 acre of land per group member by September 2023                 | prepared                                     | 3.1.2. Grow seedlings in nursery   |  |  |  |  | Personnel             | Group members                |
|  | 3.2. Vegetable gardens are maintained        | 3.2.1. Plant seedlings in the farm |  |  |  |  | Personnel             | Group members                |
|  |  | 3.2.2. Attend farms regularly      |  |  |  |  | Personnel             | Group members                |
| 4. To sell vegetables of TZS 10,000 per group member per day by October 2023 | 4.1. Matured vegetables are timely harvested | 4.1.1. Purchase packing facilities |  |  |  |  | Funds                 | Group leaders                |
|  |  | 4.1.2. Harvest and pack vegetables |  |  |  |  | Personnel             | Group members                |
|  | 4.2. Market to sell vegetables is secured    | 4.2.1. Sell vegetable in markets   |  |  |  |  | Personnel             | Group members                |
|  |  | 4.2.2. Keep sales records          |  |  |  |  | Stationary, personnel | Group leaders, group members |

**Source:** Field data, 2023

### **4.3.2 Logical Framework**

The Logical Framework is indicated in Table 13 below. It shows the systematic structure of relationship of all project elements. It connects the project goals, project objectives, project outputs, activities, and project results. It identifies project's objectively verifiable indicators (OVI) and means of verifications (MOV), and possible assumptions for the same.

**Table 11: Logical Framework (Log-frame matrix)**

| Hierarchy of Objectives  | Objectively Verifiable Indicators (OVI)           | Means of Verification (MOV)          | Assumption                  |
|--|---|--------------------------------------|-----------------------------|
| <b>Goal:</b> To improve income of single mothers through established vegetable gardens at Parungu Kasera Village in Mkinga district. | Income of group members is improved               | Review income and expenditure report | Members share income status |
| <b>Objective 1: To build capacity by training 10 single mothers on vegetable gardening by July 2023</b>                              |   |                                      |                             |
| <b>Output 1.1:</b> One (1) group of 10 single mothers is registered  | Group is formerly registered                      | Registration certificate             | Access to document          |
| <b>Output 1.2:</b> Ten (10) single mothers acquired skills on vegetable gardening  | Group members gained knowledge of project at hand | Training reports                     | Report are produced         |
| <b>Activities</b>  |   |                                      |                             |
| 1.1.1. Develop group constitution  | Constitution is developed                         | Written document                     | Access to report            |
| 1.1.2. Register group with government authorities  | Documents of registration                         | Registration certificate             | Access to report            |
| 1.2.1. Develop training materials  | Material are developed                            | Written documents                    | Printed copies              |
| 1.2.2. Conduct training to group members   | Members attend sessions                           | Attendance report                    | Access to report            |
| <b>Objectives 2: To mobilize required equipment and tools for vegetable gardening by August 2023</b>                                 |   |                                      |                             |
| <b>Output 2.1:</b> At least 1¼ Acre of land is acquired for vegetable garden   | Size of land acquired/hired                       | Take measurement of land             | Borders are indicated       |
| <b>Output 2.2:</b> Planting materials and farm inputs are purchased  | Stock of materials purchased                      | Review purchase receipts             | Access to data              |
| <b>Activities</b>  |   |                                      |                             |
| 2.1.1. Obtain tenancy contract(s)  | Physical contract                                 | Review contract                      | document kept               |
| 2.1.2. Pay tenancy fees to landlord  | Amount paid                                       | Review transaction report            | Report produced             |
| 2.2.1. Purchase ploughing tools  | Stock of materials                                | Review purchases receipts            | Access to report            |
| 2.2.2. Purchase seeds, fertilizers and pesticides  | Stock of materials                                | Review purchase receipts             | Access to report            |
| <b>Objective 3: To grow vegetables on at least 1/8 acre of land per group member by September 2023</b>                               |   |                                      |                             |

| Hierarchy of Objectives   | Objectively Verifiable Indicators (OVI) | Means of Verification (MOV) | Assumption         |
|---|---|-----------------------------|--------------------|
| <b>Output 3.1:</b> Vegetable gardens are prepared   | Prepared farms                          | Physical visit to field     | Visit farm timely  |
| <b>Output 3.2:</b> Vegetable gardens are maintained   | Maintained farms                        | Physical visit to field     | Visit farm timely  |
| <b>Activities</b>   |   |                             |                    |
| 3.1.1. Prepare farm and nursery   | Prepared farms and nurseries            | Physical visit to field     | Visit farm timely  |
| 3.1.2. Grow seedlings in plant nursery  | Plant nurseries are kept                | Physical visit to field     | Nurseries are used |
| 3.2.1. Plant seedlings in the farm  | Seedlings are transferred to farms      | Physical visit to field     | Visit farm timely  |
| 3.2.2. Attend farms regularly   | Farms are attended                      | Physical visit to field     | Spot-checking      |
| <b>Objective 4: To sell vegetables of TZS 10,000 per group member per day by October 2023</b> |   |                             |                    |
| <b>Output 4.1.</b> Matured vegetables are timely harvested                                    | Amount of vegetables harvested          | Farm records                | Records are kept   |
| <b>Output 4.2.</b> Market to sell vegetables is secured                                       | Number of market stalls secured         | Review local market record  | Records are kept   |
| <b>Activities</b>   |   |                             |                    |
| 4.1.1. Purchase packing facilities  | Amount of facilities purchased          | Review purchase receipt     | receipt are kept   |
| 4.1.2. Harvest and pack vegetables  | Amount of harvest per day in Kg         | Record of daily harvest     | Records are kept   |
| 4.2.1. Sell vegetable in markets  | Amount of sales per day                 | Records of sales per day    | Records are kept   |
| 4.2.2. Keep sales records   | Documented sales per period             | Review sales book           | Record is kept     |

**Source:** Field data, 2023

### 4.3.3 Project Inputs

The project inputs are all resources required to implement various activities to meet project objectives. Resources were grouped as materials mobilized locally, financial resources used to purchase equipment and paying for services, and human resources required to participate in trainings and attend farm activities. Project resources were provided differently by CED student, host organization, and project beneficiaries.

#### 4.3.3.1 Staffing Patterns

Project participants had different roles and responsibilities as indicated in Table 14 below. Group members with leadership roles were also required to establish vegetable gardens.

**Table 12: Project human resources roles and responsibilities**

| <b>Person's role</b> | <b>Person's responsibilities</b>  |
|----------------------|---|
| Group Chairperson    | Supervise all group activities, presides group meetings, ensure group bylaws are followed, and speaks on behalf of the entire group.        |
| Group Secretary      | Coordinates project activities, calls for group meetings, takes meeting minutes, keeps group records, and ensures constitution is followed. |
| Group Treasury       | Keeps all financial and nonfinancial assets and ensures group budget is operating under control. Keeps cash and sales books.                |
| Group members        | Abide to group bylaws and provide full participation to individual and group activities to ensure the project is successful implemented.    |
| CED student          | Mobilizes group members and provides technical support to project   |
| Agricultural Officer | Organize training sessions to project group members, provide extension services, and monitor the success of the project.                    |

**Source:** Researcher analysis, 2023

#### **4.3.3.2 Project Budget**

The project budget was estimated basing on list of inputs to meet project activities. Table 15 indicates the funding requirements for the entire project period. The total budget requirement was TZS 1000,000 to purchasing project material inputs and labour.

**Table 13: Project Budget**

| <b>Project Objectives</b>  | <b>Project Outputs</b>   | <b>Project Activities</b>                                  | <b>Resources/inputs</b>           | <b>Quantity</b>    | <b>Unit cost (TZS)</b> | <b>Total (TZS)</b> |
|--|--|--|-----------------------------------|--------------------|------------------------|--------------------|
| 1. To build capacity by training 10 single mothers on vegetable gardening by July 2023 | 1.1. One (1) group of 10 single mothers is registered                              | 1.1.1. Develop group constitution                          | Stationary (printing)             | 10                 | 2000                   | 20,000             |
|  |  | 1.1.2. Register group with authorities                     | Registration fees                 | 1                  | 50000                  | 50,000             |
|  | 1.2. Ten (10) single mothers acquired skills on vegetable gardening                | 1.2.1. Develop training materials                          | Stationary (handouts)             | 10                 | 2000                   | 20,000             |
|  |  | 1.2.2. Conduct training to group members                   | Venue                             | 1                  | 30000                  | 30,000             |
|  |  |  | Refreshments                      | 10                 | 5000                   | 50,000             |
|  | 2. To mobilize required equipment and tools for vegetable gardening by August 2023 | 2.1. At least 1¼ Acre of land is acquired for veget garden | 2.1.1. Obtain tenancy contract(s) | Facilitation costs | 1                      | 20000              |
| 2.1.2. Pay tenancy fees to landlord  |  |  | Land rent (1 year)                | 1                  | 200,000                | 200,000            |
| 2.2. Planting materials and farm inputs are purchased                                  |  | 2.2.1. Purchase ploughing tools                            | Hoe, rakes, etc.,                 | 20                 | 10000                  | 200,000            |
|  |  | 2.2.2. Purchase seeds, fertilizers and pesticides          | Vegetable seeds                   | 5 kg               | 10000                  | 50,000             |
|  |  |  | Fertilizers,                      | 1                  | 50000                  | 50,000             |

|   |  |                                    |                     |     |       |                 |
|---|--|------------------------------------|---------------------|-----|-------|-----------------|
|   |  |                                    | pesticides          |     |       |                 |
| 3. To grow vegetables on at least 1/8 acre of land per group member by September 2023 | 3.1. Vegetable gardens are prepared          | 3.1.1. Prepare farm and nursery    | Labour cost         | 10  | 15000 | 150,000         |
|   |  | 3.1.2. Grow seedlings in nursery   | Labour cost         | -   | -     | -               |
|   | 3.2. Vegetable gardens are maintained        | 3.2.1. Plant seedlings in the farm | Labour cost         | -   | -     | -               |
|   |  | 3.2.2. Attend farms regularly      | Water (irrigation)  | 300 | 250   | 75,000          |
| 4. To sell vegetables of TZS 10,000 per group member per day by October 2023          | 4.1. Matured vegetables are timely harvested | 4.1.1. Purchase packing facilities | Harvest facilities  | 10  | 5000  | 50,000          |
|   |  | 4.1.2. Harvest and pack vegetables | Labour cost         | -   | -     | -               |
|   | 4.2. Market to sell vegetables is secured    | 4.2.1. Sell vegetable in markets   | Labour, travel cost | 10  | 2500  | 25,000          |
|   |  | 4.2.2. Keep sales records          | Stationary          | 10  | 1000  | 10,000          |
| <b>TOTAL</b>  |  |                                    |                     |     |       | <b>1000,000</b> |

Source: Field data, 2023



#### **4.4 Actual Project Implementation**

The part of actual project implementation elaborates the steps followed to attend various project activities listed in project planning table. In this sub-section two major parts are presented. Part one presents narrations of the implementation report and part two presents tabulated project implementation summary of Gantt chart indicated in Table 16.

##### **4.4.1 Project Implementation Report**

This subsection is conveniently arranged to explain the implementation of project activities as per project objectives. Four (4) subsections are described. Each represents implementation of activities to meet four project objectives. Where photos are available to emphasize the performed activity, are appended immediately to explanations. We start with capacity building of project beneficiaries, then by mobilization of project resources, followed by the process of planting and attending vegetable farms, and finally by securing markets to sell vegetables to increase income for individuals and households.

###### **4.4.1.1 Capacity Building of Group Members**

The process of capacity building to group members was continuous. It started from project planning through implementation to project monitoring and evaluation. The methods used to achieve this process included classroom training by instructions and FGD, then field training for group members to understand and follow procedures of vegetable gardening.

About 10 group members were involved in training process. The trainer was outsourced from Mkinga district council who possessed expertise in horticulture production. Figure 2 below shows group members attending one of the capacity building sessions.



**Figure 4.1: Some group members attending training on vegetable gardening**

**Source:** Field data, 2023

#### **4.4.1.2 Mobilization of project Resources**

Before actual mobilization of resources was done, the researcher guided project participants to list all important project inputs. There were resources which could be obtained locally for free of cost, such as personal labour and materials like manures. Other resources were supplied by project beneficiaries such as tools in their possession like bush knife and water cans. Some other goods and services were

purchased from shops using funds contributed by group members and other financiers; they included rent for land, vegetable planting materials, fertilizers, and pesticides, stationary and training facilities. Volunteers from LGAs and CED student provided technical advice and expertise to ensure project activities were implemented. Figure 3 below indicates a piece of land rented by group members for vegetable garden production.



**Figure 4.2: Group members hired a land for Vegetable gardens Project**

**Sources:** Field data, 2023

#### **4.4.1.3 Production of Vegetables in Gardens**

Actual production of vegetables was a central activity of the project. Although planning was done per group but execution was taken per individual group member. Production activities started from farm preparation, raising seedling in plant nurseries, transferring and planting seedlings to vegetable gardens, applying fertilizers or manures, maintaining gardens by regular watering, weeding, and



application of pesticides. Group leaders ensure monitoring of group members so that farm activities are attended regularly.



**Figure 1.3: Group members attending vegetable gardens**

**Source:** Field data, 2023

#### **4.4.1.4. Marketing and Sales of Vegetables**

Marketing and sales marked final process where project participants realized income from their economic activity. It was important that before going to market for selling vegetables, ensure they were well prepared. Vegetables must be cleaned and rinsed, then be sorted and put in bundles. The vegetable bundles are assigned to specific price tags per type, quality, and volume of vegetables. Most of vegetables harvested from project farms were sold at Parungu Kasera village market, where each group members had secured a market stall. Figure 5 shows project beneficiaries collecting vegetables from farms.



**Figure 4.4: Group members collecting vegetables for sale**

**Source:** Field data, 2023



**Figure 4.5: Project beneficiary prepared for market sales**

**Source:** Field data, 2023

#### **4.4.2 Project Time Management Plan (Gantt Chart)**

The Gantt Chart shown in Table 16 presents project time management plan by indicating the general calendar of implementing all activities to produce outputs and meet objectives. The implementation timelines are divided into weekly time schedules.







## **CHAPTER FIVE**

### **PARTICIPATORY MONITORING, EVALUATION AND SUSTAINABILITY**

#### **5.1 Overview**

This part explains three sections. The Project Monitoring, Project Evaluation, and Project Sustainability. Participatory methods were used to involve project participants in these important steps. The progress of implementing project activities was measured through project monitoring. Project evaluation assessed the trend of implementing project activities and the level of meeting project objectives. Project sustainability described aspects of project continuity after the removal of support from external resources.

#### **5.2 Participatory Project Monitoring**

The researcher involved various stakeholders to perform project monitoring. The key personnel were CED students, project group leaders, Agricultural officer, and visiting officials from LGAs. Project monitors did routine collection of information and observed the implementation of project activities. The aim was to identify challenges, to determine changes in processes, and to ensure schedules are followed. Every farm had a 'farm record book' in which observations were recorded by order of date, category, and action taken. For effective project monitoring the following tools were used: Monitoring Information Systems; Participatory Monitoring Methods; and Participatory Monitoring Plan.



### 5.2.1 Monitoring Information Systems (MIS)

The researcher adopted the Monitoring Information System (MIS) template to gather timely and accurate information for project monitoring. Table 17 below indicates the types of information to be monitored. The horizontal rows have elements to monitor and vertical columns have indicators to monitor.

**Table 5.1: Project Monitoring Information System**

| Categories of Information | What to monitor   | What records to keep                      | Who collects data            | Who uses data                | How to use information        | What decision can be made          |
|---------------------------|---|---|------------------------------|------------------------------|-------------------------------|------------------------------------|
| Planned Activities        | Supply of resources<br>Time to start activities               | Inventory registers<br>Activity schedules | CED student<br>Group leaders | Group leaders<br>CED student | Timely supply of resources    | Reallocation of resources          |
| Cost and Expenditures     | Purchase of goods<br>Payment for services                     | Inventory books,<br>Payment receipts      | CED student<br>Group leaders | CED student<br>Group member  | Monitor budget of the project | Revise budget accordingly          |
| Human capital Supervision | Attendance of members<br>Performance of members               | Attendance register<br>Performance record | CED student<br>Host Organ    | CED student<br>Host Organ    | Performance Management        | Control laziness, poor performance |
| Equipment and Materials   | Supply of farm inputs<br>Quality of farm inputs               | Inventory register<br>Quality assessment  | CED student<br>Group leaders | CED student<br>Group leaders | Ensure quality farm inputs    | To reorder farm inputs as needed   |
| Results Obtained          | Acquired skills<br>Improved income                            | Training reports<br>Expenditure reports   | CED student<br>Trainers      | CED student<br>Host organs   | Assess the impact of project  | Improve project objectives         |
| Project Sustainability    | Project continuity<br>Project expansion<br>Knowledge transfer | M&E reports<br>Assessment report          | CED student<br>Host Organ.   | CED student<br>Host Organ.   | Assess project continuity     | Extend project timelines           |

**Source:** Researcher's Analysis, 2023

### **5.2.2 Participatory Monitoring Methods**

Project monitoring was a routine activity. The researcher deployed two methods to collect important information from project participants. They were engaged through group discussions and interviews conducted to individual project members. Both methods were guided by unstructured group of questions. Project members were asked how they see the process of project implementation and what opinion can be given on trends of completing some project activities. The response from discussion and interview supported various decision towards revising some plans. The identified gaps were addressed to project teams and action for improvement was drawn. Other people who conducted project monitoring included Extension Officer who made physical visits to vegetable farms. There group members were guided to rectify discrepancy found in vegetable gardens. The group secretary recorded and kept all issues observed from participatory project monitoring, and later presented them to project teams for decision making and improvement.

### **5.2.3 Participatory Monitoring Plan**

The participatory monitoring plan is indicated in Table 18 below. It shows indicators for each activity, data source, methods/tools used to monitor the activity, responsible persons, and timeframe to complete each activity. The participatory monitoring plan tools help to monitor indicators against project activities in relation to project objectives. The result from monitoring plan is used to improve implementation of scheduled activities.

**Table 5.2: Participatory Monitoring Plan**

| <b>Project Objectives</b>  | <b>Project Outputs</b>  | <b>Project Activities</b>                         | <b>Indicator</b>         | <b>Data Source</b> | <b>Methods /tools</b> | <b>Responsible persons</b> | <b>Timeframe</b> |
|--|---|---|--------------------------|--------------------|-----------------------|----------------------------|------------------|
| 1. To build capacity by training 10 single mothers on vegetable gardening by July 2023 | 1.1. One (1) group of 10 single mothers is registered               | 1.1.1. Develop group constitution                 | Written guidelines       | Group file         | File review           | CED student                | July 2023        |
|  |   | 1.1.2. Register group with government authorities | Registration certificate | Group file         | File review           | CED student                | July 2023        |
|  | 1.2. Ten (10) single mothers acquired skills on vegetable gardening | 1.2.1. Develop training materials                 | Printed materials        | Group file         | File review           | CED student                | July 2023        |
|  |   | 1.2.2. Conduct training to group members          | Members trained          | Training report    | Review reports        | CED student                | July 2023        |
| 2. To mobilize required equipment and tools for vegetable gardening by August 2023     | 2.1. At least 1¼ Acre of land is acquired for vegetable garden      | 2.1.1. Obtain tenancy contract(s)                 | Signed contract          | Group file         | File review           | Group leader               | Aug 2023         |
|  |   | 2.1.2. Pay tenancy fees to landlord               | Land owned               | Payment receipts   | Document review       | Group leader               | Aug 2023         |
|  | 2.2. Planting materials and farm inputs are purchased               | 2.2.1. Purchase ploughing equipment and tools     | Stock records            | Purchase receipts  | Document review       | Group leader               | Aug 2023         |
|  |   | 2.2.2. Purchase seeds, fertilizers and            | Stock records            | Purchase receipts  | Document review       | Group leader               | Aug 2023         |

|   |  |                                    |                   |                   |                 |             |           |
|---|--|------------------------------------|-------------------|-------------------|-----------------|-------------|-----------|
|   |  | pesticides                         |                   |                   |                 |             |           |
| 3. To grow vegetables on at least 1/8 acre of land per group member by September 2023 | 3.1. Vegetable gardens are prepared          | 3.1.1. Prepare farm and nursery    | Farm prepared     | Farm record book  | File review     | CED student | Sept 2023 |
|   |  | 3.1.2. Grow seedlings in nursery   | Seedling grown    | Farm record book  | File review     | CED student | Sept 2023 |
|   | 3.2. Vegetable gardens are maintained        | 3.2.1. Plant seedlings in the farm | Vegetable planted | Farm record book  | File review     | CED student | Sept 2023 |
|   |  | 3.2.2. Attend farms regularly      | Attended          | Farm records      | File review     | CED student | Sept 2023 |
| 4. To sell vegetables of TZS 10,000 per group member per day by October 2023          | 4.1. Matured vegetables are timely harvested | 4.1.1. Purchase packing facilities | Stock records     | Purchase receipts | Document review | CED student | Oct 2023  |
|   |  | 4.1.2. Harvest and pack vegetables | Stock records     | Farm register     | Document review | CED student | Oct 2023  |
|   | 4.2. Market to sell vegetables is secured    | 4.2.1. Sell vegetables in markets  | Amount sold       | Sales book        | Document review | CED student | Oct 2023  |
|   |  | 4.2.2. Keep sales records          | Sales book        | Document          | File review     | CED student | Oct 2023  |

**Source:** Field data, 2023

### **5.3 Participatory Evaluation**

This part covers project performance indicators, participatory evaluation methods, and project evaluation summary. The participatory evaluation methods measured the impact of implementing various project activities. It also measured how those activities achieved project outputs and project objectives. Project team and CED student were involved in project evaluation process. Evaluation intended to determine the effectiveness of techniques used in project implementation, the rate of achieving project objectives, and the improvement needed to achieve project goals. The project evaluation process was done at the end of project period, and will follow with subsequent extension of project period.

#### **5.3.1 Project Performance Indicators**

The success of implementing project activities is assessed by indicating some criteria presented as project performance indicators. Indicators were presented as quantitative criteria or qualitative criteria. They are categorized as impact indicators; input indicators; or output indicators. Project performance indicators are shown in Table 19 below. They show how project activities were measured against corresponding project outputs and project objectives.

**Table 5.3: Project Performance Indicators**

| <b>Project Objectives</b>  | <b>Project Outputs</b>  | <b>Project Activities</b>                         | <b>Performance Indicator</b> | <b>Type of Indicator</b> |
|--|---|---|------------------------------|--------------------------|
| 1. To build capacity by training 10 single mothers on vegetable gardening by July 2023 | 1.1. One (1) group of 10 single mothers is registered               | 1.1.1. Develop group constitution                 | Written guidelines           | Output indicator         |
|  |   | 1.1.2. Register group with government authorities | Registration certificate     | Output indicator         |
|  | 1.2. Ten (10) single mothers acquired skills on vegetable gardening | 1.2.1. Develop training materials                 | Printed materials            | Output indicator         |
|  |   | 1.2.2. Conduct training to group members          | Members trained              | Impact indicator         |
| 2. To mobilize required equipment and tools for vegetable gardening by August 2023     | 2.1. At least 1¼ Acre of land is acquired for vegetable garden      | 2.1.1. Obtain tenancy contract(s)                 | Signed contract              | Output indicator         |
|  |   | 2.1.2. Pay tenancy fees to landlord               | Land owned                   | Input indicator          |
|  | 2.2. Planting materials and farm inputs are purchased               | 2.2.1. Purchase ploughing equipment and tools     | Stock records                | Input indicator          |
|  |   | 2.2.2. Purchase seeds, fertilizers and pesticides | Stock records                | Input indicator          |
| 3. To grow vegetables on at least ⅛ acre of land per group member by September 2023    | 3.1. Vegetable gardens are prepared                                 | 3.1.1. Prepare farm and nursery                   | Farm prepared                | Input indicator          |
|  |   | 3.1.2. Grow seedlings in nursery                  | Seedling grown               | Input indicator          |
|  | 3.2. Vegetable gardens are maintained                               | 3.2.1. Plant seedlings in the farm                | Vegetable planted            | Input indicator          |
|  |   | 3.2.2. Attend farms regularly                     | Farm Attended                | Input indicator          |
| 4. To sell vegetables of TZS 10,000 per group member per day by October 2023           | 4.1. Matured vegetables are timely harvested                        | 4.1.1. Purchase packing facilities                | Stock records                | Input indicator          |
|  |   | 4.1.2. Harvest and pack vegetables                | Stock records                | Output indicator         |
|  | 4.2. Market to sell vegetables is secured                           | 4.2.1. Sell vegetables in markets                 | Amount sold                  | Output indicator         |
|  |   | 4.2.2. Keep sales records                         | Sales book                   | Output indicator         |

**Source:** Researcher analysis, 2023

### **5.3.2 Participatory Evaluation Methods**

The CED student involved project members in participatory evaluation process. The aim was to ensure they build capacity of evaluating project goals after the researcher leaves. Few group members, especially the leaders were oriented to perform project evaluation. They can assess the impact of project outcome to project beneficiaries. Also the researcher tracked the changes from implementing various project activities. At any stage of evaluation, various interviews were conducted and results were discussed with project members to make decision. The assessing person took record of observations and results. In all instance records were kept in a form of photographs for evidence, registers of sales, filling cash books, and drawn tables of evaluation report.

### **5.3.3 Project Evaluation Summary**

The project evaluation is summarized in Table 20 showing the project evaluation table with project objectives, project outputs, planned activities, performance indicators, and expected and actual outcomes. It compares the results in terms of expected outcome and actual outcome in implementing project activities. The evaluation of this project took place at end of October 2023. The evaluation report showed positive trend, and indicated the achievement of > 90% of planned activities were already implemented at the time of project evaluation.

**Table 5.4: Project Evaluation Summary**

| <b>Project Objectives</b>  | <b>Project Outputs</b>  | <b>Project Activities</b>                         | <b>Performance Indicator</b> | <b>Expected outcome</b>  | <b>Actual outcome</b> |
|--|---|---|------------------------------|--------------------------|-----------------------|
| 1. To build capacity by training 10 single mothers on vegetable gardening by July 2023 | 1.1. One (1) group of 10 single mothers is registered               | 1.1.1. Develop group constitution                 | Written guidelines           | Write constitution       | Done                  |
|  |   | 1.1.2. Register group with government authorities | Registration certificate     | Register group           | Done                  |
|  | 1.2. Ten (10) single mothers acquired skills on vegetable gardening | 1.2.1. Develop training materials                 | Printed materials            | 10 printed copies        | -                     |
|  |   | 1.2.2. Conduct training to group members          | Members trained              | 10 group members trained | Done                  |
| 2. To mobilize required equipment and tools for vegetable gardening by August 2023     | 2.1. At least 1¼ Acre of land is acquired for vegetable garden      | 2.1.1. Obtain tenancy contract(s)                 | Signed contract              | Signed contract          | Not signed            |
|  |   | 2.1.2. Pay tenancy fees to landlord               | Size of land possessed       | Obtain 1¼ acre           | 1½ acre obtained      |
|  | 2.2. Planting materials and farm inputs are purchased               | 2.2.1. Purchase ploughing equipment and tools     | Stock records                | 10 units purchased       | Done                  |
|  |   | 2.2.2. Purchase seeds, fertilizers and pesticides | Stock records                | 10 units purchased       | Done                  |
| 3. To grow vegetables on at least ⅛ acre of land per group member by September 2023    | 3.1. Vegetable gardens are prepared                                 | 3.1.1. Prepare farm and nursery                   | Farm prepared                | Timely prepared          | Done                  |
|  |   | 3.1.2. Grow seedlings in nursery                  | Seedling grown               | Timely growing           | Done                  |
|  | 3.2. Vegetable gardens are maintained                               | 3.2.1. Plant seedlings in the farm                | Vegetable planted            | Timely planting          | Done                  |
|  |   | 3.2.2. Attend farms regularly                     | Farm Attended                | Regular attending        | 80% done              |
| 4. To sell vegetables of   | 4.1. Matured vegetables are timely                                  | 4.1.1. Purchase packing facilities                | Stock records                | 10 bundles bought        | -                     |



|   |   |                                    |               |                    |          |
|---|---|------------------------------------|---------------|--------------------|----------|
| TZS 10,000 per group member per day by October 2023 | harvested                                 | 4.1.2. Harvest and pack vegetables | Stock records | Do special packing | Done     |
|   | 4.2. Market to sell vegetables is secured | 4.2.1. Sell vegetables in markets  | Amount sold   | TZS10,000 daily    | 80% done |
|   |   | 4.2.2. Keep sales records          | Sales book    | Record regularly   | 90% done |

**Source:** Field data, 2023

## **5.4 Project Sustainability**

The project doesn't aim to meet short term goals only. It also aims to exist beyond the period of planned term to achieve immediate objectives. The project should be able to use generated resources to fund itself for future activities. When this is achieved the project members will no longer depend on supply of external resources if internal resources are adequately supplied. Such sustainability also should consider institutional capacity, economic benefits, and social actions, and environmental care. The project period was planned to last for four months from July to October 2023. However, internal capacity to supply project resources should be built so that project can last over next 12 months.

### **5.4.1 Institutional Sustainability**

The project to improve income of single mothers in Parungu Kasera village is hosted under the department of Community Development of Mkinga district council. The department aims at empowering women to ensure the sustainability of their economic projects. It supports registration of economic groups to provide their formalization to qualify for funding from various financial institutions and from the district council funds. It also organizes regular funding schemes of women groups like that of single mothers. The department also monitors and supervises the performance of registered economic groups to ensure participating members improve income and reduce financial dependence.

### **5.4.2 Economic Sustainability**

Economic sustainability of vegetable gardens comes from reliable markets of products and continued supply of quality vegetables. Vegetables produced by single

mothers are sold at Parungu Kasera market. Group members have permanent market stalls to sell their farm produce. The training obtained by project members maintains ability to produce quality vegetables. Also the production of vegetables is ensured from constant supply of irrigation water, proximity to supply of planting materials and farm inputs, and fertile land for vegetable production. Group members have been equipped with financial skills from training on how to manage their sales and save some income for unforeseen events.

#### **5.4.3 Social Sustainability**

The project to improve income of single mothers in Parungu Kasera village have impact on social sustainability of both project and project participants. One of the main project objective was to build capacity of project participants through training. The training covered not only the production of vegetables but also other crosscutting matters; including women rights, financial literacy, and active social participation of women. The training increased women empowerment to manage various socioeconomic challenges. Through sales of vegetables and improved income, the project participants increased their financial freedom. Also single mother women working through groups reduced dislikes and isolations, increased democracy of participating to other social activities.

#### **5.4.4 Environmental Sustainability**

Researcher worked various strategies to improve environment sustainability. The overall purpose was to have project which doesn't harm environment. It should maintain soil fertility, shouldn't contribute to spread of plant disease, and should use

minimum resources such as water to produce maximum outputs. The farming methodology should use techniques to reduce the use of pesticides and industrial fertilisers but adopt the use of kraal manure and environmental friendly of pests and insects control. The conservation of land was achieved through maintained land fertility and usage of small piece of land to produce large volume of vegetables.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATION**

#### **6.1 Overview**

This chapter provides summary of other chapters. It covers two major parts; namely conclusion and recommendations. It gives overview of participatory needs assessment (PNA) with conclusion summary of results from CNA. It also summarises the areas of problem identification, literature review, project implementation and project monitoring and evaluation. At the other part it gives the opinion from researcher with recommendation statements on needs to improve on methodologies, research gaps to close, and roles played by stakeholders to improve conditions of community under study.

#### **6.2 Conclusion**

The research was conducted at Parungu Kasera village. The researcher used Participatory Needs Assessment (PNA) methodology to engage local communities. For effective outcome of the study the Community Needs Assessment (CNA) was deployed to assess the needs, challenges and identify resources and opportunities in the community. The group of women were purposively selected to participate in the study. The CNA used qualitative research methods. It involved 40 women who participated in data collection and various discussions to identify community needs and proposal needs intervention.

This study used three data collection methods; they included survey questionnaire, interview, and focus group discussions. Primary data collected by way of

questionnaire were organized, coded and entered into analysis software. The key findings were presented in terms of demographic characteristics, livelihood conditions, challenges and opportunities, and possible economic project to intervene the identified need.

It was found that, single mothers were unmarried women taking care of children alone. The group was characterised with low education, less skills, unemployment, lack of reliable sources of income and low income from their economic activities. They were required to meet both taking care of household affairs and children, and struggling to earn income for their households and children. They also faced dislike and social isolation.

To help single mothers in Parungu Kasera village improve their livelihood conditions, various activities were suggested. However, the researcher used participatory methods, notably the pairwise ranking technique to identify only one activity. Thus the group of 10 single mothers had agreed to establish a vegetable garden to improve their income.

Some literatures indicated that, the question of single mothers was contentious. It was considered immoral in some conservative social groups. But some activists viewed them as marginalized people requiring moral and material support. The global data indicated that, nearly 8% of all households are headed by a single parent, with whom 84% being mothers. This represents 101.3 million single mothers – and numbers were rising. In Tanzania context the prevalence of single mothers were

increasing. The number of single-mother families escalated from 19% in 2010 to 38% in 2016 (URT 2016).

Statistics to other East African countries indicated that, many children grow up in a family with only one parent due to different reasons. They include death, unmarried status, separation, and divorce. In 2013, Kenya had 32% of single mother-headed households (Government of Kenya, 2014). Also in 2015, Uganda had 31% of children growing in single motherhood (UBOS & ICF, 2016). In Tanzania, single-mother parenting is predominantly caused by parental death, divorce or separation, births to unmarried women, and teenager pregnancy (Mwaikwila, 2012).

To address the challenge of lacking reliable source of income to improve economic conditions of single mother in Parungu Kasera village, the project of establishing vegetable gardens was decided. Specific project objectives were developed which in turn resulted into various activities to be complete in given time frame. They were to build capacity by training 10 single mothers on vegetable gardening by July 2023; to mobilize required equipment and tools for vegetable gardening by August 2023; to grow vegetables in at least  $\frac{1}{8}$  acre of land per group member by September 2023; and to sell vegetables of TZS 10,000 per group member per day by October 2023. The overall goal was to increase daily net income of a single mother from TZS 2000 to 5000.

Project evaluation established that implementation was successful. The first three project objectives were fully achieved. The fourth objective was on final stage of completion. The evaluation also indicated that the project was sustainable in terms of

institutional, economic, social and environment. It was very important for project participants to work hard in their vegetable gardens, and to follow principles of best farming practices as were guided by agricultural extension officer. Also they were required to follow rules of sales record keeping and cash-book management. Through right principles the project would support to improve income of single mothers through established vegetable gardens at Parungu Kasera village in Mkinga district council.

### **6.3 Recommendation**

The project evaluation has established that through CED project single mother improved income and well-being. Such project can be multiplied to other hamlets in Parungu Kasera village and extended neighbouring villages. These projects would increase employment opportunities and raise individuals and household income if are well implemented.

Single mothers is a vulnerable social group. In some instances they face social dislike and isolations. It is recommended to form local organization which can support to organize and follow on their matters they face. Such organization can also mobilize them to join various socio-economic projects to improve their socio-economic livelihood conditions.

Further research is recommended to finds ways of preserving vegetables to reduce post-harvest losses. This is important because much loss is happening, especially on green vegetables which don't secure market instantly and can't be kept to be sold the next day.



## REFERENCES

- Battling through life as a single mother. (2021, April 3). *The Citizen*. Retrieved from <https://www.thecitizen.co.tz>
- Community Needs Assessment: steps, tools, and examples. (n.d.). Retrieved from <https://www.maptionnaire.com/blog/community-needs-assessment-process-and-tools>
- Creswell 2017 pdf - Google Search. (n.d.). Retrieved from [https://www.google.com/search?sca\\_esv=575455353&sxsrf=AM9HkKn\\_gwFjiD6E6o0d1qYlaYBER5nS1fQ:1697898888789&q=Creswell+2017+pdf&sa=X&ved=2ahUKEwiNroWhroeCAxWk\\_rsIHQCoBdAQ1QJ6BAhIEAE&biw=1658&bih=747&dpr=0.82](https://www.google.com/search?sca_esv=575455353&sxsrf=AM9HkKn_gwFjiD6E6o0d1qYlaYBER5nS1fQ:1697898888789&q=Creswell+2017+pdf&sa=X&ved=2ahUKEwiNroWhroeCAxWk_rsIHQCoBdAQ1QJ6BAhIEAE&biw=1658&bih=747&dpr=0.82)
- Dawson, C. (2019) Introduction to Research Methods A Practical Guide for Anyone Undertaking a Research Project (4th ed.). Oxford How to Books. - References - Scientific Research Publishing. (n.d.). Retrieved from [http://www.scirp.org/\(S\(lz5mqp453edsnp55rrgict55\)\)/reference/references\\_papers.aspx?referenced=2588186](http://www.scirp.org/(S(lz5mqp453edsnp55rrgict55))/reference/references_papers.aspx?referenced=2588186)
- Denscombe, M. (2010). The Good Research Guide for Small Scale Research Projects (4th ed.). Buckingham Open University Press. - References - Scientific Research Publishing. (n.d.). Retrieved from [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkposzje\)\)/reference/References\\_Papers.aspx?ReferenceId=1614975](https://www.scirp.org/(S(351jmbntvnsjt1aadkposzje))/reference/References_Papers.aspx?ReferenceId=1614975)
- Digest, D. (2019). The Top Five Problems Single Mothers Face in Society - Daddy's Digest. [Online] daddys digest.com. Available at: <https://daddysdigest.com/article/the-top-5-problems-single-mothers->

face-in-society. - Google Search. (n.d.). Retrieved from [https://www.google.com/search?sca\\_esv=575459775&sxsrf=AM9HkKnM0w43gyKe1chO3u-sRTBTeOJ0Tg:1697900219081&q=Digest,+D.+\(2019\).+The+Top+Five+Problems+Single+Mothers+Face+in+Society+-+Daddy%E2%80%99s+Digest.+%5BOnline%5D+daddys+digest.com.+Available+at:+https://daddysdigest.com/article/the-top-5-+problems-single-mothers-face-in-society.&spell=1&sa=X&ved=2ahUKewjqgrCbs4eCAxVsgf0HHeTyBvUQBSgAegQICBAB](https://www.google.com/search?sca_esv=575459775&sxsrf=AM9HkKnM0w43gyKe1chO3u-sRTBTeOJ0Tg:1697900219081&q=Digest,+D.+(2019).+The+Top+Five+Problems+Single+Mothers+Face+in+Society+-+Daddy%E2%80%99s+Digest.+%5BOnline%5D+daddys+digest.com.+Available+at:+https://daddysdigest.com/article/the-top-5-+problems-single-mothers-face-in-society.&spell=1&sa=X&ved=2ahUKewjqgrCbs4eCAxVsgf0HHeTyBvUQBSgAegQICBAB)

Folkman, S., & Lazarus, R. S. (1991). Coping and Emotion. In A. Monat, & R. S. Lazarus (Eds.), *Stress and Coping An Anthology* (pp. 207-227). New York Columbia University Press. - References - Scientific Research Publishing. (n.d.). Retrieved from [https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgjct55\)\)/reference/ReferencesPapers.aspx?ReferenceID=195509](https://www.scirp.org/(S(lz5mqp453edsnp55rrgjct55))/reference/ReferencesPapers.aspx?ReferenceID=195509)

Gloria, P. (2021). *Single Mom Is Not A Disease*. Olusegun Olabode.

Growing Up With a Single Parent — Sara McLanahan, Gary Sandefur | Harvard University Press. (n.d.). Retrieved from <https://www.hup.harvard.edu/catalog.php?isbn=9780674364080>

H, D. P. (2007, February 1). Overview of the vegetable sector in Tanzania. Retrieved from <http://repository.businessinsightz.org/handle/20.500.12018/7338>

Körte, B., & Zipp, G. (2014). *Poverty in contemporary literature*. Palgrave Macmillan UK eBooks. <https://doi.org/10.1057/9781137429292>

- Kumar, R. (2011) *Research Methodology A Step-by-Step Guide for Beginners*. 3rd Edition. Sage, New Delhi. - References - Scientific Research Publishing. (n.d.). Retrieved from [https://www.scirp.org/\(S\(oyulxb452alnt1aej1nfow45\)\)/reference/ReferencesPapers.aspx?ReferenceID=1971596](https://www.scirp.org/(S(oyulxb452alnt1aej1nfow45))/reference/ReferencesPapers.aspx?ReferenceID=1971596)
- Mwaikwila (2012), *Challenges Facing Single Mothers in Supporting their Adolescent Children: A Case of Dodoma, Tanzania*.
- National Bureau of Statistics - Tanzania Mainland Poverty Assessment Report - Executive Summary. (n.d.). Retrieved from <https://www.nbs.go.tz/index.php/en/census-surveys/poverty-indicators-statistics/other-poverty-related-statistics/475-tanzania-mainland-poverty-assessment-report-executive-summary>
- National Bureau of Statistics - Agriculture Statistics Strategic Plan 2022/23 to 2026/27. (n.d.). Retrieved from <https://www.nbs.go.tz/index.php/en/census-surveys/agriculture-statistics/865-agriculture-statistics-strategic-plan-2022-23-to-2026-27>
- National Five Year Development Plan 2021/22–2025/26. | UNEP Law and Environment Assistance Platform.* (n.d.). Leap.unep.org. <https://leap.unep.org/countries/tz/national-legislation/national-five-year-development-plan-202122-202526>
- Odimegwu, & Bakker. (2019). *Family demography and post-2015 development agenda in Africa* (pp. 9-56). C. O. Odimegwu (Ed.). Cham, Switzerland: Springer.

- Oribhabor, C.B. (2019). (PDF) *Research Sampling and Sample Size Determination: Practical Application*. [online] Research gate Available at: [https://www.researchgate.net/publication/336723498\\_Research\\_Sampling\\_and\\_Sample\\_Size\\_Determination\\_A\\_practical\\_Application](https://www.researchgate.net/publication/336723498_Research_Sampling_and_Sample_Size_Determination_A_practical_Application).
- Overview tanzania mainland poverty assessment executive summary. (n.d.). Available at: [https://www.nbs.go.tz/nbs/takwimu/hbs/Tanzania\\_Mainland\\_Poverty\\_Assessment\\_Report.pdf](https://www.nbs.go.tz/nbs/takwimu/hbs/Tanzania_Mainland_Poverty_Assessment_Report.pdf). news.un.org. (2019). Lazima tuhakikishe wajane hawaachwi nyuma:UN | Habari za UN. [online] Available at: <https://news.un.org/sw/story/2019/06/1059901> [Accessed 11 Aug. 2023].
- Progress of the World's Women 2002. (n.d.). Retrieved from [https://books.google.com/books/about/Progress\\_of\\_the\\_World\\_s\\_Women\\_2002.html?id=bbsNtAEACAAJ](https://books.google.com/books/about/Progress_of_the_World_s_Women_2002.html?id=bbsNtAEACAAJ)
- PsyD, S. S. (n.d.-b). Ask the Experts | Continued Early Childhood Education. Retrieved from <https://www.continued.com/early-childhood-education/ask-the-experts>
- Rauf, S. H. A., & Shaharom, A. S. (2020). Economic Well-Being of Low-Income Single-Mother Families: A Review paper. *International Journal of Academic Research in Business & Social Sciences*. <https://doi.org/10.6007/ijarbss/v10-i7/7477>
- Acenda Integrated Health*. (n.d.). Acenda. Retrieved October 12, 2022, from <https://acendahealth.org>
- Richter, L. M., & Morrell, R. (2006). *Baba: Men and Fatherhood in South Africa*. HSRC Publishers.

- Scary Mommy. (2021). *The Single Mother Stigma: 5 Common Misconceptions That Need to Go Away Now*. [online] Available at: <http://www.scarymommy.com/single-mother-stigma-misconceptions/>
- Skučienė, D. (2019). Social Benefits against Poverty of Single Parent for Social Investment. *Humanities and Social Sciences, Latvia*. <https://doi.org/10.22364/hssl.27.2.04>
- Statista. (n.d.). *Tanzania: poverty rate 2000-2020*. [online] Available at: <https://www.statista.com/statistics/1200556/poverty-rate-in-tanzania/#:~:text=Poverty%20headcount%20ratio%20in%20Tanzania%202000%2D2020&text=The%20poverty%20rate%20in%20Tanzania.>
- SingleMom.com Is About Dating, Finding Assistance, Improve Education, Parenting. (n.d.). Assistance for single moms in New Jersey. Retrieved from <https://singlemom.com/new-jersey-assistance/>
- Social research methods: Qualitative and quantitative approaches. (2021, July 14). Retrieved from <https://www.pearson.com/en-us/subject-catalog/p/social-research-methods-qualitative-and-quantitative-approaches/P200000003000/9780137502011>
- Sbourn, & Sbourn. (2023). What are the Sustainable Development Goals? | Policy and advocacy Sightsavers. *Sightsavers*. Retrieved from [https://www.sightsavers.org/policy-and-advocacy/global-goals/?gad=1&gclid=CjwKCAjwkNOpBhBEEiwAb3MvvaP7qAXshwPf5OdAEv9o1t9RVnrhyszDwGf-LlblMcMUWf8s\\_ZfZeRoCcE8QAvD\\_BwE](https://www.sightsavers.org/policy-and-advocacy/global-goals/?gad=1&gclid=CjwKCAjwkNOpBhBEEiwAb3MvvaP7qAXshwPf5OdAEv9o1t9RVnrhyszDwGf-LlblMcMUWf8s_ZfZeRoCcE8QAvD_BwE)
- Tanzania (2000). *Sera ya maendeleo ya wanawake na jinsia*.

The Quotable Kofi Annan. (n.d.). Retrieved from

[https://books.google.com/books/about/The\\_Quotable\\_Kofi\\_Annan.html?id=QXiPAAAAMAAJ](https://books.google.com/books/about/The_Quotable_Kofi_Annan.html?id=QXiPAAAAMAAJ)

The United Republic Of Tanzania The National Economic Empowerment Policy The

Prime Minister'S Office. (2004). Available at:

<https://www.uwezeshaji.go.tz/uploads/publications/sw1544002360-Policy.pdf> [Accessed 29 Jun. 2023]

Theories of Poverty: A Critical Review. (2019). *Journal of Poverty, Investment and Development*. <https://doi.org/10.7176/jpid/48-08>

United Nations Development Program (2022). UNDP. [online] UNDP. Available at:

<https://www.undp.org/>.

Women's Collective Action in the Vegetable Sector in Tanzania - Oxfam Policy &

Practice. (2023, June 22). Retrieved from <https://policy-practice.oxfam.org/resources/womens-collective-action-in-the-vegetable-sector-in-tanzania-275774/>

Women-Participation-In-Agriculture-In-Tanzania Fv. (n.d.). Retrieved from

[https://www.researchgate.net/publication/271074858\\_Women-Participation-In-Agriculture-In-Tanzania\\_Fv](https://www.researchgate.net/publication/271074858_Women-Participation-In-Agriculture-In-Tanzania_Fv)

Wbg. (2022, March 9). Spring Budget 2022: Economic challenges for single mothers

- Womens Budget Group. Retrieved from

<https://wbg.org.uk/analysis/spring-budget-2022-economic-challenges-for-single-mothers/>

- Wei, W., Sarker, T., Żukiewicz-Sobczak, W., Roy, R., Alam, G. M. M., Rabbany, M. G., . . . Aziz, N. (2021). The influence of women's empowerment on poverty reduction in the rural areas of Bangladesh: Focus on health, education and living standard. *International Journal of Environmental Research and Public Health*, 18(13), 6909.  
<https://doi.org/10.3390/ijerph18136909>
- World Bank Group. (2020, March). Tanzania's Path to Poverty Reduction and Pro-Poor Growth. *World Bank*. Retrieved from  
<https://www.worldbank.org/en/country/tanzania/publication/tanzanias-path-to-poverty-reduction-and-pro-poor-growth>
- Zhan, M. (2006). Economic mobility of single mothers: the role of assets and human capital development. *Journal of Sociology and Social Welfare*, 33(4).  
<https://doi.org/10.15453/0191-5096.3207>

## APPENDICES

### Appendix 1: Questionnaire for Community Needs Assessment

Dear respondent!

My name is Elizabeth Dickson Malali. I'm a master's student from the Open University of Tanzania. I request your time to fill this questionnaire. The information collected will be treated confidential and only used for academic purpose. Your participation is appreciated. Thank you.

**(Please tick  $\surd$  appropriately)**

1. What is your age?
 

|                   |                    |
|-------------------|--------------------|
| (a) 16 – 25 years | (d) 46 – 55 years  |
| (b) 26 – 35 years | (e) 55 above years |
| (c) 36 – 45 years |                    |
  
2. What is your Marital Status?
 

|             |                    |
|-------------|--------------------|
| (a) Single  | (c) Divorced       |
| (b) Married | (d) Widow /widower |
  
3. What is your Education level?
 

|                                |                          |
|--------------------------------|--------------------------|
| (a) Primary School education   | (c) Technical collage    |
| (b) Secondary School education | (d) University education |
  
4. What is the size of your family?
 

|                          |                          |
|--------------------------|--------------------------|
| (a) Less than 3 persons, | (c) About 6 – 9 persons, |
| (b) About 3 – 6 persons, | (d) More than 9 persons  |
  
5. What are your economic activity?
 

|                 |                    |
|-----------------|--------------------|
| (a) Agriculture | (b) Petty business |
|-----------------|--------------------|



- (c) Salaried work
- (d) Other activities

6. What is your average income per month (in Tanzanian Shillings)?

- (a) <100,000
- (b) 100,000 – 200,000
- (c) 200,000 – 300,000
- (d) 300,000 – 400,000
- (e) 400,000 – 500,000
- (f) 500,000 above

7. What challenges you think they face single mothers?

- (a) .....
- (b) .....
- (c) .....
- (d) .....

8. What activity you think can improve economic condition of single mothers?

- (a) .....
- (b) .....
- (c) .....
- (d) .....

**Appendix 2: Focus Group Discussion Guide**

Date of Discussion \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Place of Discussion \_\_\_\_\_

Number of People Involved \_\_\_\_\_

**The Topic:** Improving Income through Vegetable Gardens

**Hints:** These questions are merely guide. Participants are free to raise any issue of concern and be discussed freely by fellow participants.

**Time:** 1hour

1. What are major inputs required to establish vegetable gardens?

\_\_\_\_\_

2. What are likely challenges you will face in vegetable gardening activity?

\_\_\_\_\_

3. What support is needed to address those challenges?

\_\_\_\_\_

4. Do you think there are regular markets to sell vegetables?

\_\_\_\_\_

5. What other activity you can do if vegetable gardening fails?

\_\_\_\_\_

6. Apart from income poverty what other issues face single mothers in your area?