**IMPROVED INCOMES OF LEATHER GOODS TRADERS UNION (LGTU) THROUGH SHOES MAKING ACTIVITIES IN ILALA MUNICIPALITY, DAR ES SALAAM REGION**

**FAHAMI MATSAWILY JUMA**

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

**DEPARTMENT OF COMMUNITY ECONOMIC DEVELOPMENT**

**OF THE OPEN UNIVERSITY OF TANZANIA**

**2024**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation titled, **“Improved Incomes of Leather Goods Traders Union (LGTU) Through Shoes Making Activities: A Case of Ilala Municipality, Dar Es Salaam Region”,** in partial fulfillment of the requirements for the degree of Master of Community Economic Development (MCED).

………………………………..

Dr. Harrieth G. Mtae

(1st Supervisor)

..........................................

Date

…………………………….

Dr. Noel Matemba

(2nd Supervisor)

..........................................

Date

**COPYRIGHT**

No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form by 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, **Fahami Matsawily Juma**, 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 fulfillment of the requirement for the degree of Master of Community Economic Development (MCED).

…………………………………

Signature

…………………………..

Date

**DEDICATION**

This research project is dedicated to the resilient and inspiring members of the Leather Goods Traders Union (LGTU) Group, whose dedication and hard work in the leather goods industry have been the driving force behind this study. Their unwavering commitment to improving their livelihoods and contributing to the community’s economic growth serves as a testament to the power of perseverance and collective effort. This project is also dedicated to my supervisor, Dr. Harieth Mutae, whose guidance and support have been invaluable, and to all the local leaders and stakeholders whose collaboration has made this research possible. Their collective contributions have made this work both meaningful and impactful.

**ACKNOWLEDGEMENT**

This project represents the collective efforts of numerous individuals whose contributions have profoundly shaped this academic work. I wish to extend my heartfelt thanks to everyone who has supported and guided me throughout this journey.

Firstly, I am deeply grateful to Dr. Harrieth Mtae, and Dr. Noel Matemba my supervisors, for her and his invaluable feedback and meticulous editing, which have greatly enhanced the quality and presentation of this document. Their commitment and expertise have been instrumental in this project's success.

I also wish to express my sincere appreciation to the leadership and members of the Leather Goods Traders Union (LGTU) Group for their steadfast support and collaboration from the project's initiation to its conclusion. Their willingness to involve me and provide technical assistance has been greatly appreciated.

Additionally, my thanks go to the local government, particularly the Ward Officer of Ilala Ward, for their essential support and for facilitating my introduction to the group members. May they receive abundant blessings for their assistance.

**ABSTRACT**

This report presents a needs assessment and project implementation plan aimed at improving the income of youth engaged in shoe-making activities within the Leather Goods Traders Union (LGTU) in Ilala District, Tanzania. It begins with a detailed community profile illustrating the demographic and socio-economic characteristics of the youth, emphasizing their aspirations for entrepreneurship despite challenges such as limited access to capital, training, and market opportunities. The report outlines specific objectives of the Community Needs Assessment (CNA) to identify income-generating activities, ascertain the major needs of the youth, and explore potential interventions. Utilizing a participatory research methodology, data were collected through focus group discussions, interviews, and questionnaires. Findings revealed key barriers including inadequate access to education and financial services. The report details the proposed shoe-making project, highlighting its objectives, stakeholder roles, budget, and the importance of participatory monitoring and evaluation for sustainability. Ultimately, the initiative aims to enhance the livelihoods of youth by providing vocational training, improving access to resources, and fostering community collaboration, thereby contributing to broader economic development goals. The generally, the shoe-making project demonstrated the importance of participatory assessments, which identified youth needs and shaped the intervention, aligning with local market demands and skills. A phased implementation approach ensured effective progress tracking, while a robust literature review informed best practices and policy alignment. Participatory monitoring and evaluation enhanced responsiveness, and a focus on financial planning supported sustainability. The project faced challenges, such as fluctuating raw material costs, but empowered youth and improved local incomes, showcasing its potential for long-term impact. It was recommended prioritizing community involvement, phased planning, integrating qualitative and quantitative research, forming local partnerships, and fostering ongoing skill development to ensure project scalability and adaptability.

**Keywords**: *Income, Leather Goods, Traders Union (LGTU), Shoes making activities.*

**TABLE OF CONTENTS**

**CERTIFICATION ii**

**COPYRIGHT iii**

**DECLARATION iv**

**DEDICATION v**

**ACKNOWLEDGEMENT vi**

**ABSTRACT vii**

**LIST OF TABLES xiii**

**LIST OF FIGURES xiv**

**LIST OF ABBREVIATIONS xv**

**CHAPTER ONE 1**

**PARTICIPATORY NEEDS ASSESSMENT 1**

1.0 Introduction 1

1.1 Community Profile 1

1.2 Community Needs Assessment 3

1.2.1 CNA Objectives 5

1.2.1.1 General Objective 5

1.2.1.2 Specific Objectives 5

1.2.2 Research/CNA Questions 5

1.2.3 CNA Research Methodology 6

1.2.3.1 Research Design 6

1.2.3.2 Sampling Techniques 6

1.2.3.3 Data Collection Methods 7

1.2.3.4 Data analysis methods 8

1.3 CNA Findings 9

1.3.1 Demographic and Socio-Economic Characteristics of Respondents 9

1.3.2 Age of the Respondents 9

1.3.3 Household Composition 10

1.3.4 Education Level 11

1.3.5 Occupation 12

1.3.6 Respondents Economic Activities 12

1.3.7 Assets and Opportunities available that could be utilized by

Small Entrepreneurs for Economic Improvement 13

1.3.8 Accessibility of Financial and Banking Services 14

1.4 Community Needs Prioritization 15

1.5 Community Project Prioritization 17

**CHAPTER TWO 21**

**PROBLEM IDENTIFICATION 21**

2.0 Background to Research Problem 21

2.1 Problem Statement 22

2.2 Project Descriptions 23

2.2.1 Target Community 24

2.2.2 Stakeholders 25

2.2.3 Project Goals in CED 27

2.2.3.1 Specific Objectives 27

2.3 Host Organization/CBO Profile 27

2.3.1 Vision 28

2.3.2 Mission 28

2.3.3 Activities 28

2.3.4 Organizational Structure 29

2.3.5 SWOT Analysis 29

2.3.6 Roles of MCED Students in the Project 30

2.3.7 Roles of the CBO in the Project 30

**CHAPTER THREE 32**

**LITERATURE REVIEW 32**

3.0 Introduction 32

3.1 Theoretical Literature 32

3.1.1 Leather Goods 32

3.1.2 Shoes Making 32

3.1.3 Sustainable Livelihood Framework Theory 34

3.2 Empirical Literature 36

3.3 Policy Reviews 38

3.3.1 Sustainable Industrial Development Policy (SIDP, 1996 - 2020) 38

3.3.2 Small Industries and Small Business Development Policy (2003) 39

3.4 Literature Review Summary 40

**CHAPTER FOUR 42**

**PROJECT IMPLEMENTATION 42**

4.0 Introduction 42

4.1 Products and Outputs 42

4.1.1 Products 42

4.1.2 Outputs 42

4.2 Project Planning 43

4.2.1 Implementation Plan 45

4.2.2 Inputs 48

4.2.3 Staffing Pattern 48

4.2.4 Project Budget 50

4.3 Project Implementation 52

4.3.1 Project Implementation Report 52

4.3.2 Project Implementation Gantt Chart 52

**CHAPTER FIVE 56**

**PROJECT PARTICIPATORY MONITORING, EVALUATION**

**AND SUSTAINABILITY 56**

5.0 Overview 56

5.1 Participatory Monitoring 56

5.1.1 Monitoring Information System 57

5.1.2 Participatory Monitoring Methods 59

5.1.3 Participatory Monitoring Plan 61

5.2 Participatory Evaluation 63

5.2.1 Performance Indicators 64

5.2.2 Participatory Evaluation Methods 66

5.2.3 Project Evaluation Summary 66

5.3 Project Sustainability 68

5.3.1 Project Sustainability Elements 68

5.3.2 Financial Sustainability 68

5.3.3 Political Sustainability 69

5.3.4 Social Sustainability 70

**CHAPTER SIX 71**

**CONCLUSION AND RECOMMENDATIONS 71**

6.0 Introduction 71

6.1 Conclusion 71

6.2 Recommendations 74

**REFERENCES 78**

**APPENDICES 82**

## **LIST OF TABLES**

Table 1.1: Age of the Respondents 9

Table 1.2: Household Composition 10

Table 1.3: Education Levels 11

Table 1.4: Respondents Occupation 12

Table 1.5: Respondents Economic Activities 13

Table 1.6: Opportunities available to the Respondents 14

Table 1.7: Respondents' access to Banking and Credit Facilities 15

Table 1.8: Pair-Wise Ranking Model for Community Needs 16

Table 1.9: Pair-Wise Ranking Model for Project Selection 18

Table 2.1: Stakeholder Analysis 26

Table 4.1: Projects Outputs 43

Table 4.2: Project Implementation Plan 46

Table 4.3: Inputs for the Project 48

Table 4.4: Project Staffing Pattern 49

Table 4.5: Project Budget 51

Table 4.6: Project Implementation Gantt Chart 53

Table 5.1: Participatory Monitoring Plan 62

Table 5.2: Performance Indicators 65

Table 5.3: Summary Table 67

**LIST OF FIGURES**

Figure 2.1: Organizational Structure 29

Figure 4.1: Leather Materials for Making Shoes 55

Figure 4.2: Showing some of Shoes made by LGTU Group at Ilala Ward 55

**LIST OF ABBREVIATIONS**

CNA Community Needs Assessment

FGD Focus Group Discussions

ILO International Labour Organization

IFC International Finance Corporation

LGTU Leather Goods Traders Union

NBS National Bureau of Statistics

NGO Non Government Organization

SIDP Sustainable Industrial Development Policy

SPSS Statistical Package for Social Sciences

UNDP United Nations Development Programme

**CHAPTER ONE**

**PARTICIPATORY NEEDS ASSESSMENT**

**1.0 Introduction**

This chapter presents the community needs assessment methodology, which includes a community profile, Population, CNE objectives, research design, data collection methods, data processing and analysis methods, and prioritization of needs and projects.

**1.1 Community Profile**

The youth engaged in shoe making activities in Ilala ward represent a diverse demographic spectrum. With an average age range between 18 to 35 years, they constitute a significant portion of the local population. Geographically, Ilala ward is primarily urban, with clusters of shoes making workshops scattered across the area. The youth come from various socio-economic backgrounds, with a common aspiration to improve their financial standing through entrepreneurship.

The annual income of youth engaged in shoe making activities varies widely depending on factors such as skill level, market demand, and business acumen. On average, these youth earn between 5,448,940/= TShs to 21,795,760/= Tsh​s annually from their shoe making ventures. However, fluctuations in income are common due to seasonal demand and market dynamics. Despite the variability, shoe making remains a lucrative venture for many youths in Karume Ward, providing a sustainable source of income. Karume Ward, situated in the heart of Ilala District, enjoys proximity to urban centers and commercial hubs. This strategic location facilitates access to markets, raw materials, and potential customers for the youth engaged in shoe making. Additionally, the presence of supportive infrastructure such as transportation networks and utilities enhance the viability of their businesses. However, challenges such as high rental costs and competition from established enterprises pose significant barriers to entry for aspiring entrepreneurs.

While shoe making serves as the primary source of income for many youths in Karume Ward, they often engage in supplementary activities to diversify their earnings. Some youth participate in agriculture during the off-season to augment their income streams, cultivating crops such as maize, beans, and vegetables. Others leverage their entrepreneurial skills to explore opportunities in sectors such as retail, catering, and transportation. Additionally, a subset of youth pursues formal education or vocational training to enhance their skillset and expand their employment prospects.

A comprehensive needs assessment reveals several key challenges facing the youth engaged in shoe making activities in Karume Ward. Foremost among these is access to affordable capital for business expansion and equipment acquisition. Many youths lack the financial resources to scale up their operations or invest in modern machinery, constraining their growth potential. Moreover, inadequate access to markets and marketing skills inhibits their ability to reach a broader customer base and maximize profitability. Additionally, limited access to training and mentorship programs hinders their capacity building efforts, depriving them of valuable knowledge and expertise. The youth engaged in shoe-making activities in Ilala ward represent a dynamic and resilient community striving for socio-economic empowerment. Despite facing various challenges, they exhibit remarkable resilience and entrepreneurship spirit, leveraging their skills and resources to create sustainable livelihoods. Through targeted interventions addressing their needs, such as access to finance, market linkages, and capacity building initiatives, we can unlock their full potential and foster inclusive growth in Karume Ward. By empowering these youth, we not only enhance their individual well-being but also contribute to the overall development of the community and the broader society.

**1.2 Community Needs Assessment**

A Community Needs Assessment (CNA) is a systematic process that identifies and evaluates the needs, challenges, and opportunities within a specific community to guide project planning and implementation. Unlike Participatory Needs Assessment (PNA), CNA focuses on understanding the broader needs of the community as a whole, without the specific participatory involvement implied in PNA. In the case of the Leather Goods Traders Union (LGTU) in Ilala Municipality, CNA serves as a crucial foundation for identifying the skills gaps, market challenges, and resource needs required to enhance income generation through shoe-making activities (Murray et al., 2021; Zohuri, 2022). CNA ensures the project aligns with the community's economic and social realities.

One significant aspect of CNA in the context of LGTU is its role in understanding the socio-economic challenges faced by traders in Ilala. By analyzing data on income levels, market access, and material availability, CNA identifies key barriers to effective shoe production. For instance, it might reveal that inadequate access to quality leather and limited technical skills in shoe design hinder productivity. This data-driven approach provides insights that help tailor project interventions, ensuring they address the most critical challenges (Smith et al., 2020; Rahman et al., 2021). Moreover, it ensures resources are allocated effectively to maximize the project's impact.

CNA also evaluates the external environment influencing the success of LGTU’s shoe-making activities. This includes assessing market demands, competition, and policy frameworks that affect small-scale leather traders. For instance, findings may indicate the need for policy advocacy to reduce tariffs on leather imports or provide tax incentives for small businesses. Such insights are vital for creating a supportive environment for sustainable income improvement (Ahmed & Johnson, 2022; Njeru et al., 2023). CNA not only highlights barriers but also identifies potential opportunities, such as emerging markets for locally made shoes in urban areas.

Another critical function of CNA in this context is to assess the training and capacity-building needs of LGTU members. By examining the existing skills and knowledge gaps, CNA informs the development of tailored training programs in areas like shoe design, marketing, and financial management. For example, traders might require workshops on modern shoe-making techniques or digital marketing to expand their customer base. Addressing these needs ensures the project equips participants with the necessary tools for long-term success (Hussein & Omar, 2021; Peters & Salim, 2022).

Generally, CNA provides a baseline for measuring project impact by establishing clear benchmarks before project implementation. For the LGTU, this might include baseline data on income levels, production output, or market share. These metrics allow for continuous monitoring and evaluation to track progress and adjust strategies as needed. By grounding the project in a robust CNA, the LGTU can ensure its shoe-making initiative is both responsive to community needs and aligned with broader economic goals (Khan et al., 2020; Mwangi et al., 2022). This makes CNA a vital step in designing impactful and sustainable community projects.

**1.2.1 CNA Objectives**

The CNA project objectives are divided into general objective and specific objectives as follows; -

**1.2.1.1 General Objective**

To assess the needs and projects for youth empowerment in the community

**1.2.1.2 Specific Objectives**

1. To identify income generation activities practiced by youth in the community
2. To identify the major needs of youth in the community
3. To explore possible interventions to improve income of youth in the community

**1.2.2 Research/CNA Questions**

1. What is income generation activities practiced by youth in the community?
2. What are the major needs of youth in the community?
3. What are possible interventions to improve income of youth in the community?

**1.2.3 CNA Research Methodology**

**1.2.3.1 Research Design**

The study used a descriptive research design that included both quantitative and qualitative data. The population was consisted of 200 people including 120 youth who was organized into 10-member groups known as the Leather Goods Traders Union (LGTU), was selected as a case study. Data was gathered to address a variety of research questions, such as what, how, when, and where. The researcher observed and collected genuine and reliable responses, which were analyzed without manipulating the factors present. This approach allowed the researcher to correctly define the population. Qualitative data was used to obtain an understanding of the underlying causes of low income for youth through focus group discussions, while quantitative data emphasized objective measurement, and numerical analysis of data was collected via questionnaire.

**1.2.3.2 Sampling Techniques**

Sampling design was the process of determining which data would be gathered from. The researcher chose non-probability sampling to choose respondents because it was less strict and cost less in terms of time and money. In this study, a judgmental or purposive sampling strategy was used, deliberately selecting participants based on their relevance, knowledge, or experience in relation to the study's objectives. This approach ensured the inclusion of individuals who could provide the most meaningful and valuable insights.

The total sample consisted of 70 respondents, with the majority (66) being youth, who were likely the primary beneficiaries or stakeholders. Their participation was vital for understanding the issues, needs, and opportunities affecting the youth population. In addition, four key informants were included: a Ward Executive Officer, a Ward Councillor, a District Trade Officer, and a Host Organisation Coordinator. These individuals represented local government, governance, trade expertise, and project implementation perspectives, respectively.

The sample size was determined using purposive sampling, which involved selecting participants based on their relevance to the study's objectives. The majority of the respondents (66) were youth, as they were considered the primary stakeholders in the leather shoe-making project. The inclusion of four key informants a Ward Executive Officer, a Ward Councillor, a District Trade Officer, and a Host Organisation Coordinator ensured a diverse range of perspectives from both the community and institutional representatives. This approach allowed for an in-depth understanding of the issues, needs, and opportunities within the targeted population.

**1.2.3.3 Data Collection Methods**

Quantitative data was collected using questionnaires, while qualitative data was collected through interviews and focus group discussions.

**Key informant Interviews**

Key informant interviews were conducted with four (4) key informants who were knowledgeable about youth needs. They included the (1) Ward Executive Officer, (1) Ward Councilor, (1) District Trade Officer, and (1) Host Organization Coordinator.

**Focus Group Discussions**

FGDs were carried out with some members of the Leather Goods Traders Union (LGTU). FGDs typically had 50 participants and discussed topics such as income development, particularly in shoemaking and sewing. Members of the youth group participated in the focus group discussions in which they were grouped into 5 groups with equal 10 members on each group. The discussions were flexible, allowing participants to freely express their opinions and thoughts. The FGD sessions were extensively audio recorded, and notes were meticulously taken to ensure that all comments were captured.

**Questionnaire**

Questionnaires contained a series of questions used to acquire data from ten (10) respondents regarding their attitude, experience, or opinions relevant to the provision of necessary facilities for youth production.

**1.2.3.4 Data analysis methods**

Descriptive statistics were performed using SPSS, and frequency tables were used to display the findings for each specific target. Content analysis was used to analyse qualitative data. The techniques for analysing qualitative data included coding the data, producing themes, examining topics, categories, and interpreting conclusions.

**1.3 CNA Findings**

The Community Needs Assessment Findings on this study involved a total sample size of 70 respondents. This sample consisted of 66 youth engaged in leather shoe making, 1 Ward Executive Officer, 1 Ward Councilor, 1 District Trade Officer, and 1 Host Organization Coordinator. Below is the analysis of the demographic and socio-economic characteristics of these respondents:

**1.3.1 Demographic and Socio-Economic Characteristics of Respondents**

**1.3.2 Age of the Respondents**

The respondents were grouped into different age categories to understand the distribution of age in the leather shoe-making industry. The table 1.1presents the frequency and percentage of respondents by age group.

## **Table 1.1: Age of the Respondents**

|  |  |  |
| --- | --- | --- |
| **Age (Years)** | **Frequency** | **Percentage (%)** |
| 18 - 24 | 10 | 14.3 |
| 25 - 34 | 22 | 31.4 |
| 35 - 44 | 20 | 28.6 |
| 45 - 54 | 10 | 14.3 |
| 55 and above | 8 | 11.4 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

Table 1.1 shows the age distribution of the respondents, highlighting a diverse range of ages. The largest group of respondents, 31.4%, falls within the 25 to 34 years age, followed closely by those in the 35 to 44 years range, making up 28.6% of the sample. A smaller proportion, 14.3%, are in the 18 to 24 years and 45 to 54 years age categories, while 11.4% are aged 55 years and above. This distribution suggests that the study captures a broad demographic, with a particular concentration of participants in the working-age groups (25 to 44 years). This age range is likely to have significant economic activity and involvement in income-generating activities, such as leather shoe making, which is relevant to the project's focus on improving incomes through these activities.

**1.3.3 Household Composition**

Respondents' household composition was analyzed to understand the number of dependents and household size, which may influence their economic activities.

## **Table 1.2: Household Composition**

|  |  |  |
| --- | --- | --- |
| **Household Size** | **Frequency** | **Percentage (%)** |
| 1 - 3 members | 15 | 21.4 |
| 4 - 6 members | 40 | 57.1 |
| 7+ members | 15 | 21.4 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

As shown in Table 1.2, the majority of households, 57.1%, fall within the 4 to 6 members range, indicating that most respondents belong to moderately sized households. A smaller proportion, 21.4%, belong to households with 1 to 3 members, and the same percentage (21.4%) have households with 7 or more members. This distribution suggests a relatively balanced spread in household sizes, with the most common household size being between 4 and 6 members. The data reflects typical family structures in the area, where larger households may face different socio-economic dynamics compared to smaller ones. The household size could influence economic decisions, including income generation and resource distribution, which may be relevant to the study's focus on improving incomes through leather shoe making.

**1.3.4 Education Level**

The respondents' education levels were examined to assess their formal education background, which could influence their business and entrepreneurial skills.

## **Table 1.3: Education levels**

|  |  |  |
| --- | --- | --- |
| **Education Level** | **Frequency** | **Percentage (%)** |
| No formal education | 5 | 7.1 |
| Primary education | 20 | 28.6 |
| Secondary education | 30 | 42.9 |
| Tertiary/College | 10 | 14.3 |
| Vocational Training | 5 | 7.1 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

The data in Table 1.3 reveals the educational levels of the 70 respondents, highlighting diversity in their formal qualifications. The majority, 42.9% (30 respondents), had attained secondary education, followed by 28.6% (20 respondents) with primary education. Tertiary or college education was achieved by 14.3% (10 respondents), while 7.1% (5 respondents each) had either vocational training or no formal education. This distribution indicates that a significant portion of the respondents had at least a basic level of formal education, with fewer individuals possessing advanced or specialized skills. This implies that while the majority may possess foundational literacy and numeracy, capacity-building interventions such as vocational or technical training might be necessary to enhance employability and practical skills, especially for those with limited or no formal education.

**1.3.5 Occupation**

The study aimed to understand the respondents' primary occupation, particularly their involvement in leather shoe making and other economic activities.

## **Table 1.4: Respondents Occupation**

|  |  |  |
| --- | --- | --- |
| **Occupation** | **Frequency** | **Percentage (%)** |
| Leather shoe maker | 66 | 94.3 |
| Government official (Ward Officer, Councilor, District Trade Officer) | 3 | 4.3 |
| NGO worker (Host Organization Coordinator) | 1 | 1.4 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

As shown in Table 1.4, the data on occupations reveals that the majority of respondents, 94.3% (66 individuals), are leather shoe makers, emphasizing their central role as the primary beneficiaries and stakeholders in the study. A smaller proportion, 4.3% (3 respondents), are government officials, including a Ward Officer, Councilor, and District Trade Officer, who represent governance and policy perspectives. Additionally, 1.4% (1 respondent) is an NGO worker, specifically the Host Organization Coordinator, involved in project implementation. This occupational distribution underscores the study's focus on the leather shoe-making sector, with government and NGO representatives providing administrative, regulatory, and support insights.

**1.3.6 Respondents Economic Activities**

Some respondents were engaged in supplementary economic activities in addition to leather shoe making, which could contribute to their household income.

## **Table 1.5: Respondents Economic Activities**

|  |  |  |
| --- | --- | --- |
| **Economic Activities** | **Frequency** | **Percentage (%)** |
| Only leather shoe making | 50 | 71.4 |
| Leather shoe making + Other trades (e.g., tailoring, retailing) | 16 | 22.9 |
| Government/NGO work | 4 | 5.7 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

As shown in Table 1.5, most respondents (71.4%) focused solely on leather shoe making, indicating that this craft is the primary occupation and source of income for the majority. This dominance suggests a high level of specialization and reliance on shoe making within the community, reflecting its significance as a livelihood activity. However, 22.9% of respondents supplemented their income with other trades such as tailoring and retailing. This diversification highlights the adaptive strategies employed by some individuals to mitigate risks associated with relying on a single source of income, particularly in the face of fluctuating market demands or economic challenges. The existence of supplemental trades also points to potential skills and entrepreneurial versatility within the community, which could be harnessed and integrated into broader livelihood improvement initiatives to enhance financial stability and resilience.

**1.3.7 Assets and Opportunities available that could be utilized by Small Entrepreneurs for Economic Improvement**

Assets and opportunities available to the respondents were examined to understand how they could be utilized by small entrepreneurs for economic improvement.

## **Table 1.6: Opportunities available to the Respondents**

|  |  |  |
| --- | --- | --- |
| **Assets/Opportunities** | **Frequency** | **Percentage (%)** |
| Access to raw materials (leather) | 50 | 71.4 |
| Market opportunities (local buyers) | 40 | 57.1 |
| Training and skill development | 20 | 28.6 |
| Government support (trade licenses) | 5 | 7.1 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

As shown in Table 1.6, a majority (71.4%) of respondents reported having access to raw materials, which is a critical factor for sustaining leather shoe production. Reliable access to raw materials ensures consistency in production and supports the viability of the craft as a primary livelihood activity. Additionally, 57.1% of respondents benefited from local market opportunities, indicating that there is a demand for leather shoes within the community. This access to markets underscores the potential for economic growth in the sector, as local demand can drive production and profitability. However, the data also suggest that not all respondents have equal access to these resources and opportunities, highlighting the need for interventions to improve market linkages and ensure equitable distribution of resources. Enhancing access to raw materials and expanding market opportunities could further boost the economic prospects of leather shoe makers, fostering sustainable development in the sector.

**1.3.8 Accessibility of Financial and Banking Services**

Access to financial services was a critical factor in the success of these small entrepreneurs. The table below illustrates the respondents' access to banking and credit facilities.

## **Table 1.7: Respondents' access to Banking and Credit Facilities**

|  |  |  |
| --- | --- | --- |
| **Access to Financial Services** | **Frequency** | **Percentage (%)** |
| Bank account holder | 30 | 42.9 |
| Access to credit/loans | 10 | 14.3 |
| No access to financial services | 30 | 42.9 |
| **Total** | **70** | **100** |

**Source: Field Data (2024)**

As shown in Table 1.7, only 42.9% of respondents had access to banking services, while an even smaller proportion (14.3%) reported access to loans. This highlights a significant gap in financial inclusion among participants, which could limit their ability to expand their operations or invest in improving production processes. Limited access to formal financial services and credit restricts opportunities for scaling up businesses, diversifying income sources, or overcoming financial challenges. The low level of loan accessibility also indicates potential barriers such as stringent lending requirements, high-interest rates, or lack of financial literacy. Addressing this gap is essential for fostering sustainable economic growth, as improved financial inclusion can empower leather shoe makers to access working capital, improve productivity, and compete effectively in broader markets. Implementing tailored financial programs or partnerships with microfinance institutions could significantly enhance the financial resilience and economic potential of individuals in the sector.

**1.4 Community Needs Prioritization**

The most pressing needs of the community were identified through focus group discussions, where the host organization was also invited. In this exercise, five possible needs were listed, ranked, and prioritized. The listed needs were ranked using the Pair Wise ranking model to select the most important needs, and the best project was proposed to fulfill the selected needs. The need to “Improve Income” was selected as the most critical community need using the Pair-Wise Ranking Model by systematically comparing it against other needs, including "Get Education Services," "Getting Good Transport Services," "Access to Better Health Services," and "Get Good Security Services." Each need was evaluated on its relative importance compared to the others, with scores assigned based on which need was prioritized higher. Through this comparison, "Improve Income" consistently emerged as the top priority, receiving the highest score in all pair-wise comparisons. This indicates that, according to the model, enhancing income is perceived as the most significant need for the community, surpassing the importance of the other listed needs.

## **Table 1.8: Pair-Wise Ranking Model for Community Needs**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Needs** | Improve Income | Get Education Services | Getting Good Transport Services | Access to Better Health Services | Get Good Security Services | **Score** | **Rank** |
| Improve Income |  | 1 | 1 | 1 | 1 | 4 | 1 |
| Get Education Services | 0 |  | 1 | 1 | 1 | 3 | 2 |
| Getting Good Transport Services | 0 | 0 |  | 1 | 1 | 2 | 3 |
| Access to Better Health Services | 0 | 0 | 0 |  | 1 | 1 | 4 |
| Get Good Security Services | 0 | 0 | 0 | 0 |  | 0 | 5 |

**Source: Field Data (2024)**

Table 1.8 presents a Pair-Wise Ranking Model for community needs, highlighting the relative importance of different services as perceived by the respondents. The need to "Improve Income" ranks highest, with a total score of 4, indicating that it is the most urgent and prioritized need among the community members. This suggests that economic development and income generation are considered critical factors for the community's overall well-being.

The next priority is "Get Education Services," with a score of 3, reflecting the importance of educational opportunities for the community but indicating that income-related concerns take precedence. "Getting Good Transport Services" follows closely with a score of 2, pointing to the need for better transportation options to enhance mobility and access to resources.

"Access to Better Health Services" scored the lowest among the prioritized needs (score of 1), indicating that while health services are important, they are not seen as the community's most pressing concern compared to income, education, or transportation.

Finally, "Get Good Security Services" received the lowest score of 0, ranking it as the least urgent need in this context, suggesting that security is not currently a top priority for the community. This ranking model reveals the community's focus on improving income, education, and transport as the primary areas for intervention.

**1.5 Community Project Prioritization**

The project "Making of Leather Shoes" was selected as the most important community project using the Pair-Wise Ranking Model by comparing it against other options such as Basket Making, Bags Making, Small Businesses (like fast food vending), and Bodaboda and Bajaji Transportation. Each project was evaluated based on its relative importance, where "Making of Leather Shoes" consistently received higher scores compared to other projects in direct comparisons. Specifically, it was rated more important than Basket Making, Bags Making, Small Businesses, and Bodaboda and Bajaji Transportation.

This resulted in "Making of Leather Shoes" achieving the highest total score in the pair-wise comparisons, reflecting its greater perceived potential to positively impact the community compared to the other projects. The comparative analysis demonstrated its superior relevance and feasibility for community development.

## **Table 1.9: Pair-Wise Ranking Model for Project Selection**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Projects** | Making of Leather Shoes | Basket Making | Bags Making | Small Businesses (Fast Food Vending) | Bodaboda & Bajaji Transportation | **Total Scores** | **Rank** |
| Making of Leather Shoes |  | 1 | 1 | 1 | 1 | 4 | 1 |
| Basket Making | 0 |  | 0 | 1 | 1 | 2 | 4 |
| Bags Making | 0 | 1 |  | 0 | 1 | 2 | 4 |
| Small Businesses (Fast Food Vending) | 0 | 0 | 1 |  | 1 | 2 | 4 |
| Bodaboda & Bajaji Transportation | 0 | 0 | 0 | 0 |  | 0 | 5 |

**Source: Field Data (2024)**

Table 1.9 presents a Pair-Wise Ranking Model for selecting a project, where different business ventures are compared against each other based on their perceived potential. In this model, the making of leather shoes ranks highest, with a total score of 4, indicating its preference over the other projects in the comparison. Each of the other projects basket making, bags making, and small businesses (fast food vending) received a total score of 2, suggesting that they were perceived similarly in terms of their potential but were ranked lower than leather shoe making. The Bodaboda and Bajaji transportation project, however, scored the lowest with a total of 0, indicating that it was the least favored option among the respondents. This ranking system reflects the community's prioritization of leather shoe making as the most viable and desirable economic activity for generating income, highlighting its significance in the local context. The pairwise comparisons provide a clear view of community preferences, offering valuable insight for project selection.

**1.6 Chapter conclusion**

Generally, the chapter effectively addressed economic empowerment among youth in Ilala Municipality through skill development in leather shoe-making. By leveraging a descriptive research design and engaging stakeholders through participatory methods, the research identified critical needs, including resource accessibility, market opportunities, and training requirements. The integration of the Sustainable Livelihood Framework ensured a holistic approach, aligning interventions with community strengths and vulnerabilities. Despite limitations such as the study's narrow scope and resource constraints, the findings demonstrate the potential for structured vocational training and stakeholder collaboration to enhance income generation and livelihood sustainability. These results provide practical insights for replicating such initiatives in similar settings, contributing to broader efforts in tackling youth unemployment and economic instability.

**CHAPTER TWO**

**PROBLEM IDENTIFICATION**

**2.0 Background to Research Problem**

This study focused on improving income of community of youth through shoe-making project. The target group namely Leather Goods Traders Union (LGTU) and is located at Ilala ward in Ilala District. Youth involvement in economic activities is vital for the sustainable development of developing countries. However, youth in these regions face numerous challenges that hinder their meaningful participation in economic endeavors. One of the primary challenges is the lack of access to quality education and skills training opportunities (International Labour Organization [ILO], 2019).

Many young people in developing countries do not have access to adequate educational resources or vocational training programs that equip them with the necessary skills and knowledge required to thrive in the modern economy. This lack of education and skills development limits their employment prospects and entrepreneurial opportunities (United Nations Development Programme [UNDP], 2016).

Furthermore, high levels of unemployment and underemployment are pervasive issues among youth in developing countries (World Bank, 2018). Limited job opportunities, coupled with a rapidly growing youth population, contribute to soaring unemployment rates, exacerbating economic hardships for young people. Even when jobs are available, they often come with low wages, poor working conditions, and little job security, leading to underemployment and income instability (ILO, 2020). Additionally, the prevalence of informal employment poses challenges, as many youths are forced to engage in precarious and unprotected work arrangements.

Access to financial resources is a significant barrier to youth involvement in economic activities, particularly in developing countries. Limited financial literacy and socio-cultural norms often limit youth's ability to make informed decisions (International Finance Corporation [IFC], 2017). Implementing a shoe-making project in Ilala Ward could improve the income status of youth by providing vocational training, access to financial resources, and opportunities for entrepreneurship. A needs assessment will identify the skills needed, and a comprehensive training program will be developed. Access to financial resources, such as microloans or grants, will support the growth of youth-led shoe-making businesses. The project can stimulate economic growth, reduce poverty, and foster collaboration and community development.

**2.1 Problem Statement**

Youth in Ilala district face serious challenge of inadequate incomes at both household and individual levels. In appropriate income generating activities among youth, lack of skills and absence of community support pose among the factors to inadequate incomes among them. Subsequently, youth face livelihood insecurity, hence unable to meet basic needs. According to a study by the National Bureau of Statistics (NBS) in Tanzania, youth unemployment and underemployment rates are particularly high in urban areas like Ilala, leading to widespread low income (National Bureau of Statistics, 2020). This economic hardship is compounded by limited access to quality education and vocational training, which hinders the ability of young people to secure well-paying jobs. The circumstances result to dependence among youth in the community. Insufficient income among youth in the study area ranked as the current major problem that they face, that being the case shoe making project could promise to serve as the intervention to solve the income problem among the youth and also improving their living standards.

**2.2 Project Descriptions**

The project aimed to improve group incomes through shoe-making by youth in Karume ward, Ilala District. It sought to organize a group of youth living in Karume ward who shared the same needs and approach in attaining those needs. The Leather Goods Traders Union (LGTU) in Karume Ward, Ilala District, was a group of youth engaged in shoe-making, but they faced several challenges regarding their capacity and resources. In terms of machines, LGTU had limited access to advanced or specialized equipment for shoe production, relying mainly on basic tools for the crafting process. This restricted their ability to increase production and improve the quality of their products.

Regarding raw materials, such as leather, LGTU did have some access, but this was not always consistent. The supply of leather and other essential materials was unreliable, often resulting in interruptions in production and affecting the overall quality of their shoes. This inconsistency in raw material supply hindered the group from meeting market demand or expanding their operations effectively.

The building office or workshop space available to LGTU was also basic, lacking adequate facilities to support larger-scale production or provide a conducive working environment. The space was often cramped, and there were limited resources for organizing or managing the production process efficiently.

As for the average income of youth involved in the group, it was relatively low, with many relying on shoe-making as a primary source of income. However, due to the limited resources, inconsistent supply of raw materials, and basic tools, the income levels were unstable and below the potential level they could achieve with more efficient operations.

**2.2.1 Target Community**

The target community for the project "Improving Leather Goods Traders Union (LGTU) Group Income through Shoes Making Activities" in Ilala District, Dar es Salaam, primarily includes the members of the LGTU. This group comprises local artisans, traders, and small-scale entrepreneurs who are currently engaged in the leather goods sector. Many of these individuals have traditional skills in leather craftsmanship but lack access to modern techniques, marketing knowledge, and broader market opportunities. By focusing on this group, the project aims to harness their existing expertise while providing the necessary tools and training to enhance their product offerings and business opportunities. Additionally, the project targets the broader community in Ilala District, including unemployed youth and women who are seeking sustainable income-generating opportunities. By offering training programs in shoe-making and business management, the project aims to empower these marginalized groups, providing them with viable skills that can lead to self-employment or improved job prospects. The initiative also seeks to foster a supportive community network, encouraging collaboration and shared learning among participants. Through these efforts, the project aims to uplift not only the LGTU members but also contribute to the overall socio-economic development of the Ilala District.

**2.2.2 Stakeholders**

Key stakeholders in this project include the District Council, youth members of the LGTU group, local government authorities, private sector stakeholders, and NGOs and development agencies. Each of these stakeholders plays a vital role and has specific expectations that are crucial for the project's success and sustainability. The Ilala District Council is supporting a project to enhance local shoe-making skills among youth, aiming to stimulate economic growth, reduce unemployment, and improve community livelihoods. The project is facilitated by local government authorities, private sector stakeholders, NGOs, and development agencies, with the primary beneficiaries being LGTU group youth.

Table 2.1: Stakeholder Analysis

|  |  |  |  |
| --- | --- | --- | --- |
| **S/N** | **Name** | **Role of the stakeholders** | **Expectations** |
| 1 | District Council | * They provide regulatory support. * To ensure alignment with local development policies. * To ensure resource mobilization and logistical support. | * Reduce unemployment. * Enhance community livelihoods. Adhere to governance standards. |
| 2 | Youth members of the LGTU group | * To ensure active participation in training sessions. * To enable adoption of new techniques. * To enable implementation of skills in production. | * Gaining skills and employment opportunities. * Enhancing livelihood and economic stability. |
| 3 | Local government authorities | * To facilitate necessary approvals and provide project oversight. * To ensure compliance with local regulations. * To support community mobilization and awareness campaigns. | * Contribute to the district's overall development. * Reduce youth unemployment. * Enhance the local economy and community well-being. |
| 4 | Private sector stakeholders | * To ensure a steady supply of quality materials for shoe-making. * To collaborate with LGTU by providing materials at competitive prices. * To offer business partnerships and assist in marketing and distribution. | * Benefit from a reliable supply chain. * Expand business operations through new partnerships. * Increase market activity and sales. |
| 5 | NGOs and development agencies | * To provide technical expertise, funding, and training resources. * To design and deliver training programs. * To monitor and evaluate project progress. | * Successfully empower LGTU members and create sustainable income activities. * Promote economic development and reduce poverty. |

**Source:** Researcher, (2024)

**2.2.3 Project Goals in CED**

The project aims to enhance the income of LGTU Group members through shoe making by enhancing skills, providing quality materials, and creating market linkages.

**2.2.3.1 Specific Objectives**

1. 10 youth trained on shoe making by 30th September 2024.
2. Necessary facilities of shoe making acquired by the mid of October, 2024
3. 1000 pairs of shoes produced by the end of 30th December 2024.
4. 1000 pairs of shoes sold and to save Tsh.8,000,000.00 in bank account by 30th January 2025.

**2.3 Host Organization/CBO Profile**

The Ilala Municipal Council is the host organization for the "Improving Leather Goods Traders Union (LGTU) Group Income through Shoes Making Activities" project in Ilala District, Dar es Salaam. The council provides logistical, regulatory, technical, and advocacy support to ensure the project's successful implementation and alignment with broader municipal development goals. The council provides logistical and administrative support, such as access to resources and facilitating community mobilization. It also ensures the project adheres to local laws and regulations, maintaining standards and fostering community trust. The council also provides capacity building and technical assistance to LGTU members, collaborating with local vocational training institutions and professionals. The council's primary goal is to promote economic development within the district by creating employment opportunities, enhancing local skills, and stimulating economic activities. The council also plays a pivotal role in community engagement and advocacy, organizing meetings, awareness campaigns, and promotional events to build community support and involvement.

**2.3.1 Vision**

The vision of Ilala Municipal Council is to create a sustainable and prosperous municipality that enhances the quality of life for all residents through effective service delivery, community participation, and economic empowerment initiatives.

**2.3.2 Mission**

The mission of Ilala Municipal Council is to provide comprehensive and equitable services that meet the needs of the community, promote economic growth, and facilitate development projects that empower individuals and groups, particularly marginalized populations.

**2.3.3 Activities**

Ilala Municipal Council engages in a variety of activities aimed at fostering community development and economic empowerment. One of the primary activities is organizing skill training programs, such as the shoe-making workshops, which provide residents with practical skills that can lead to income generation. These workshops are designed not only to teach the craft but also to promote entrepreneurship, encouraging participants to start their own small businesses. Additionally, IMC facilitates awareness campaigns to inform the community about the importance of local production and the benefits of supporting local artisans. The council collaborates with various community groups and NGOs to ensure that the initiatives are inclusive and reach the most vulnerable populations.

**2.3.4 Organizational Structure**

Mayor

Municipal Directors

Councilors

Various Departments

Community Development Officers

Support Staff

**Figure 2.1: Organizational Structure**

**2.3.5 SWOT Analysis**

|  |  |
| --- | --- |
| **Strengths** | **Weaknesses** |
| Strong community engagement | Limited funding and resources |
| Established infrastructure | Bureaucratic processes |
| Experienced staff and leadership | Inadequate training for staff |
| Collaborative relationships with CBOs | Limited awareness of programs |

|  |  |
| --- | --- |
| **Opportunities** | **Threats** |
| Growing demand for locally made products | Competition from imported goods |
| Potential partnerships with NGOs | Economic fluctuations affecting funding |
| Increased awareness of entrepreneurship | Resistance to change in traditional practices |

**2.3.6 Roles of MCED Students in the Project**

As a student pursuing Masters in Community Economic Development (MCED) I can play a vital role in the shoe-making project by bridging theoretical knowledge with practical application. A student can assist in organizing training sessions and workshops, providing hands-on support to community members as they learn the craft of shoe-making. A student involvement includes conducting market research to identify popular styles and trends, enabling the production to align with local demand.

Moreover, MCED students act as facilitators, encouraging community participation and fostering a sense of ownership among participants. By documenting the training processes and outcomes, they contribute to the project's evaluation, helping to refine methodologies and enhance future initiatives. Their role not only supports skill development but also equips them with real-world experience that is essential for their professional growth.

**2.3.7 Roles of the CBO in the Project**

The Community-Based Organization (CBO) is instrumental in ensuring the success of the shoe-making project by acting as a liaison between the Ilala Municipal Council and the local community. The CBO mobilizes community members to participate in training and workshops, creating a supportive environment for learning. By securing necessary resources, such as materials and venues, they facilitate smooth operations of the project. Furthermore, the CBO provides ongoing mentorship and support to participants, guiding them as they transition from training to practical application. They also help forge partnerships with local businesses, creating market opportunities for the products made by participants. This connection not only enhances the sustainability of the project but also contributes to broader economic empowerment within the community, allowing individuals to generate income and improve their livelihoods.

**CHAPTER THREE**

**LITERATURE REVIEW**

**3.0 Introduction**

This section explores literature on local community economic development, utilizing various sources such as books, journals, reports, and policy reviews. It highlights the importance of literature review in identifying gaps and strengths in previous studies. The review covers theoretical, empirical, and policy aspects of community empowerment through income generation activities in shoe making and sewing, emphasizing theories, efforts, and policy reviews.

**3.1 Theoretical Literature**

**3.1.1 Leather Goods**

Leather goods refer to products made from animal hides or skins that have been tanned and processed (Tiwari and Sharma, 2020). These products can include a variety of items such as bags, belts, wallets, and footwear. Leather goods are characterized by their durability, versatility, and aesthetic appeal, making them popular choices for consumers worldwide. In the context of the shoe-making project, leather goods encompass the shoes produced by participants. Understanding the characteristics of leather goods, such as quality and durability, is crucial for ensuring that the shoes made meet consumer expectations and market standards.

**3.1.2 Shoes Making**

Shoes making refers to the process of designing and manufacturing footwear. This includes various stages such as selecting materials, cutting patterns, stitching, and finishing (Elshafie and Shalaby, 2021). The craft of shoe-making combines art and technology, requiring skilled labor and creativity to produce functional and fashionable footwear. The shoe-making project focuses on equipping community members with the skills needed to produce footwear. Understanding the technical aspects of shoe-making, as well as the artistic elements involved, is essential for training participants effectively and ensuring the production of high-quality shoes that can compete in local markets.

**3.1.3 Traders Union**

A Traders Union refers to an organized group or association of individuals or businesses who come together for the purpose of promoting and protecting their shared economic interests, particularly within a specific trade or industry. Traders' unions often provide services such as collective bargaining, advocacy, resource pooling, and training opportunities to enhance the competitiveness and sustainability of their members. These unions can also work to address common challenges such as market access, legal issues, and economic policy, while fostering solidarity among members (Mlambo, 2020).

The Leather Goods Traders Union (LGTU) in Karume Ward, Ilala District, is an example of such a union. LGTU is a collective group of youth involved in shoe-making and leather goods production. As a traders' union, LGTU serves the dual purpose of organizing youth with similar economic interests, enhancing their capacity to generate income through group solidarity and shared resources. LGTU, like other traders' unions, aims to empower its members by addressing common challenges, such as access to raw materials, market linkages, and skill development, thus enabling sustainable income growth through the collaborative efforts of its members.

**3.1.4 Sustainable Livelihood Framework Theory**

The Sustainable Livelihood Framework (SLF) theory was developed by the UK Department for International Development (DFID) in 1999. This framework aims to enhance our understanding of the livelihoods of people, particularly the poor, by examining the assets they possess, the strategies they employ, and the outcomes they achieve. The SLF is widely used in development studies and practice to design, implement, and evaluate poverty alleviation initiatives (DFID, 1999).

Key assumptions of the SLF include the idea that livelihoods are composed of five types of assets: human, social, natural, physical, and financial capital. These assets interact with policies, institutions, and processes (PIPs) that affect people's access to and use of resources. The SLF also assumes that people employ diverse livelihood strategies based on their assets and the context of vulnerability, which includes shocks, trends, and seasonality impacting their livelihoods (Scoones, 2015). The framework highlights the importance of a holistic approach to understanding poverty and development, recognizing the complex, dynamic, and multi-dimensional nature of livelihoods. Sustainable livelihood outcomes are those that enhance well-being, reduce vulnerability, and increase the resilience of individuals and communities. This approach encourages cross-sectoral and interdisciplinary interventions, advocating for solutions that leverage people's existing strengths and resources rather than focusing solely on their deficiencies (Krantz, 2020).

The Sustainable Livelihood Framework (SLF) theory can be effectively applied to the project aiming to improve the incomes of the Leather Goods Traders Union (LGTU) group through shoe-making activities by leveraging its comprehensive and holistic approach to livelihood enhancement. The SLF's emphasis on analysing and enhancing various types of assets human, social, natural, physical, and financial capital can guide the design and implementation of interventions tailored to the specific needs and context of the LGTU group (Krantz, 2020).

Human capital, which includes skills, knowledge, and health, is crucial for the success of the LGTU project. By providing training in shoe-making techniques, business management, and marketing, the project can enhance the group's human capital. This approach aligns with the SLF's focus on building capacities that enable people to pursue sustainable livelihoods. Additionally, health initiatives can ensure that the group members are physically capable of engaging in productive activities, further contributing to their economic resilience (DFID, 1999).

Social capital, referring to networks, relationships, and social norms, can be strengthened through the formation of cooperative structures within the LGTU group. By fostering a sense of community and mutual support, the project can improve information sharing, access to resources, and collective bargaining power. This aspect of the SLF highlights the importance of social networks in enhancing livelihood outcomes and reducing vulnerability to economic shocks (Scoones, 2015).

Natural capital, which encompasses natural resources like land and materials, is also pertinent to the LGTU project. Ensuring sustainable sourcing of raw materials for shoe making, such as leather, can contribute to the long-term viability of the business. The SLF framework encourages the sustainable use of natural resources to maintain and enhance the natural capital base, which is essential for sustained income generation (Chambers & Conway, 1992).

Physical capital, including infrastructure and tools, is vital for the efficient production of shoes. By investing in high-quality machinery and creating suitable workspaces, the project can enhance the productivity and quality of the LGTU group's output. The SLF underscores the role of physical assets in facilitating access to markets and improving livelihood opportunities (Krantz, 2020). Finally, financial capital, which involves access to financial services and economic resources, is critical for scaling the shoe-making activities. The project can provide micro-financing options, savings schemes, and financial literacy training to ensure that the LGTU group can manage their finances effectively and invest in their business.

**3.2 Empirical Literature**

Study by Adjei and Adu-Gyamfi (2022) examines the potential of shoe making as a value addition activity to improve income opportunities for small-scale leather goods traders in Africa. The literature suggests that shoe making can increase the value of raw leather products and improve the income of small-scale traders. The review also highlights the importance of investing in training and capacity building programs to enhance the skills of small-scale traders.

In Ghana study by Adu-Poku and Osei-Bonsu (2022) highlights the challenges faced by small-scale leather goods traders in Ghana, including limited access to markets, raw materials, and technical skills. The literature suggests that shoe making can help overcome these challenges by providing an alternative market for raw leather products and increasing income opportunities. The review also highlights the importance of addressing these challenges through targeted interventions.

Ncube and Makhele (2022) examines the importance of fostering linkages between small-scale leather goods traders and large-scale manufacturers in South Africa through shoe making. The literature suggests that these linkages can improve the quality and competitiveness of shoes produced by small-scale traders. The review also highlights the importance of promoting policy frameworks that support these linkages.

Another study by Ogunnaike and Adewale (2021) examines the role of cooperatives in improving income opportunities for small-scale leather goods traders in Nigeria. The literature suggests that cooperatives can provide training, marketing, and financial support to small-scale traders, enhancing their capacity to produce high-quality shoes. The review also highlights the importance of promoting cooperative ownership and control among small-scale traders.

In Kenya study by Waithaka and Njuguna (2023) examines the impact of shoe making on poverty reduction among small-scale leather goods traders in Kenya. The literature suggests that shoe making can provide an additional source of income for small-scale traders, reducing poverty and improving their overall well-being. The review also highlights the importance of addressing poverty through sustainable economic development strategies.

Mwanga and Kihonda (2020) assesses the impact of shoe making on income and employment among small-scale leather goods traders in Tanzania. The literature suggests that shoe making can lead to increased income and employment opportunities for small-scale traders. The review also highlights the importance of conducting impact assessments to evaluate the effectiveness of shoe making activities.

**3.3 Policy Reviews**

**3.3.1 Sustainable Industrial Development Policy (SIDP, 1996 - 2020)**

The Sustainable Industrial Development Policy (SIDP, 1996 - 2020) and the Small Industries and Small Business Development Policy (2003) are instrumental frameworks in Tanzania's economic landscape, designed to foster sustainable growth and development, particularly within the industrial and small business sectors. The SIDP aimed to promote environmentally conscious industrialization while ensuring social inclusivity and economic equity. It sought to achieve this by encouraging the adoption of sustainable practices, efficient resource management, and technological innovation in key sectors such as manufacturing. This policy's overarching goal was to bolster industrial growth in Tanzania while mitigating adverse environmental impacts and promoting long-term sustainability.

In the context of the project focused on improving the income of the Leather Goods Traders Union (LGTU) through shoe-making activities in Ilala District, Dar es Salaam, these policies hold significant relevance. Firstly, the SIDP's emphasis on sustainable industrialization aligns with the project's objectives of fostering economic development while minimizing environmental harm. By promoting the growth of the leather and footwear industry in a sustainable manner, the SIDP provides a supportive policy environment for initiatives like LGTU's shoe-making activities. Moreover, the policy's focus on technological innovation can enhance the efficiency and competitiveness of LGTU's operations, contributing to increased income and economic resilience for its members.

In essence, both the Sustainable Industrial Development Policy and the Small Industries and Small Business Development Policy provide essential frameworks for supporting initiatives aimed at improving income and economic opportunities, such as LGTU's shoe-making activities in Ilala District, Dar es Salaam. By aligning with these policies, the project can leverage institutional support, access resources, and navigate regulatory frameworks more effectively, ultimately contributing to the sustainable growth and development of Tanzania's leather industry and its stakeholders.

**3.3.2 Small Industries and Small Business Development Policy (2003)**

The Small Industries and Small Business Development Policy (2003) play a crucial role in supporting projects like LGTU's income improvement initiative. This policy recognizes the importance of small-scale enterprises in driving economic growth, job creation, and poverty reduction. It provides various support mechanisms such as access to finance, technical assistance, and market linkages to empower small businesses and entrepreneurs. In the context of LGTU's project, this policy is highly relevant as it offers avenues for members to access the resources and expertise needed to establish and expand their shoe-making businesses. Furthermore, the policy's focus on market development can help LGTU members tap into broader markets for their products, thereby increasing their income and fostering sustainable livelihoods.

**3.4 Literature Review Summary**

Despite existing literature focusing on project outcomes, there is limited research on the broader policy implications of LGTU's shoe-making project for promoting inclusive and sustainable development in Tanzania's leather industry. This gap in research is significant because, while the project demonstrates potential for economic empowerment and income generation, its long-term success hinges on the alignment with national policies, institutional support, and the engagement of key stakeholders such as government agencies, financial institutions, and market actors. Exploring these areas would provide insights into how public policies and institutional frameworks can better support small-scale enterprises, particularly in marginalized sectors like leather goods production. Moreover, understanding how stakeholder collaboration can improve market access, resource mobilization, and training opportunities is essential for scaling such initiatives to other regions and ensuring their sustainability. Future studies should therefore focus on these policy frameworks, institutional support mechanisms, and stakeholder engagement strategies to enhance the project's impact, scalability, and long-term contribution to the Tanzanian economy. By addressing these gaps, the research can inform policy makers and development practitioners on how to integrate and support such projects within broader national development plans, ensuring that they contribute to inclusive economic growth and the transformation of the leather industry.

## **CHAPTER FOUR**

## **PROJECT IMPLEMENTATION**

## **4.0 Introduction**

This chapter presents production and output, project planning, implementation plan, inputs, staffing plan, budget and logical framework.

## **4.1 Products and Outputs**

The Leather Goods Traders Union (LGTU) Group implemented a project focused on shoes-making activities aimed at improving incomes of group members. The project involved the production of various leather products and resulted in significant outputs that benefited both the participants and the broader community.

## **4.1.1 Products**

The products generated from the shoes-making activities are the tangible items produced through the efforts of the LGTU Group. These products include casual shoes, leather accessories like belts, wallets, and shoe care kits complement the primary shoe offerings, adding value to the customer experience and increasing revenue streams for LGTU.

## **4.1.2 Outputs**

The outputs of the shoes-making activities refer to the broader impacts and results achieved through the project. These outputs extend beyond the physical products, encompassing economic, social, and capacity-building outcomes that contribute to the community's development. The project outputs include 10 youth completed training in producing high-quality shoes, receiving certification. A detailed needs assessment report and budget plan were approved. 1000 pairs of shoes were completed, meeting market standards. All 1000 pairs were sold by target date.

## **Table 4.1: Projects Outputs**

|  |  |  |
| --- | --- | --- |
| **Objective** | **Output** | **Activities** |
| **10 youth trained on shoe making by 30th September 2024** | 1. Youth selected for training | 1. Conduct awareness campaign 2. Register and select youth participants |
| 2. Shoe-making training conducted | 1. Hire experienced trainers 2. Provide training sessions and materials |
| **Necessary facilities for shoe making acquired by mid-October 2024** | 1. Workshop space secured | 1. Identify and rent workshop space 2. Renovate and equip the workshop |
| 2. Equipment and reliable raw materials acquired | 1. Procure tools and machines 2. Purchase shoe-making materials |
| **1000 pairs of shoes produced by 30th December 2024** | 1. Production plan established | 1. Develop shoe production schedule 2. Allocate resources for production |
| 2. Shoes produced | 1. Start shoe production process 2. Monitor quality and progress |
| **1000 pairs of shoes sold and Tsh.8,000,000.00 saved by 30th January 2025** | 1. Sales strategy developed | 1. Identify target markets and buyers 2. Promote and market shoes to customers |
| 2. Sales revenue saved | 1. Sell 1000 pairs of shoes 2. Deposit Tsh.8,000,000.00 into bank account |

## **4.2 Project Planning**

In the shoes-making activities implemented by the Leather Goods Traders Union (LGTU) Group, project planning involved several key steps: identifying the project's goals and deliverables, organizing activities in a logical sequence, assigning responsibilities, and determining resources and financial needs. This meticulous planning process ensured the project's efficiency, effectiveness, and sustainability. The Leather Goods Traders Union (LGTU) Group's shoes-making project involved a comprehensive and systematic planning process. The project's goals and deliverables were set SMART, aiming to increase income for members, create employment opportunities, and enhance artisans' skills. Key deliverables included leather products, trained artisans, and established sales channels.

The project was divided into phases 5, including market research, material sourcing, production, quality control, and sales. Activities were planned in a logical order to ensure smooth execution. The right people were assigned to each task based on their skills and expertise. This ensured that each aspect of the project was handled by skilled professionals, leading to higher quality outputs and more efficient execution.

Resource and financial requirements were also determined, including the identification of materials, tools, labor, and finances needed for the project. A detailed budget was prepared, and a logical framework (logframe) was developed to outline the project's objectives, activities, outputs, and outcomes. A Gantt chart was used to visually represent the project timeline, tracking progress and making adjustments as needed.

Generally, the LGTU Group's project planning process was comprehensive and systematic, laying a solid foundation for success. The use of planning tools like the logical framework and Gantt chart further enhanced the project's efficiency, enabling the group to achieve its objectives and deliver high-quality products that met market demands.

## **4.2.1 Implementation Plan**

The implementation of a project focused on shoe-making activities by the Leather Goods Traders Union (LGTU) Group is a strategic initiative aimed at fostering economic empowerment and skill development within the community. The project's success hinges on careful planning and coordination among various stakeholders, including the Community Development Officer and the Trade Officer. This implementation plan outlines the tasks to be carried out, the resources required, deadlines, and the parties accountable for each aspect of the project.

## **Table 4.2: Project Implementation Plan**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Outputs** | **Activities** | **Sept 2024** | **Oct 2024** | **Nov 2024** | **Dec 2024** | **Resources** | **Responsible Personnel** |
| **(i) 10 youth trained on shoe making by 30th September 2024** | 1. Ten youth enrolled in training program | 1. Conduct recruitment drive for youth participants |  |  |  |  | Recruitment materials, outreach teams | LGTU Leader, Training Coordinator |
|  |  | 2. Confirm participants and finalize enrollment |  |  |  |  | Enrollment forms, database | Training Coordinator |
| 2. Ten youth complete training and receive certification | 1. Conduct training sessions on shoe-making techniques |  |  |  |  | Trainers, training materials | Trainers, Training Coordinator |
|  | 2. Issue completion certificates upon successful assessment |  |  |  |  | Certificates, assessment tools | Training Coordinator, Trainers |
| **(ii) Necessary facilities for shoe making acquired by mid-October 2024** | 1. Acquisition of shoe-making equipment and tools | 1. Identify and select vendors for tools and equipment |  |  |  |  | Vendor lists, procurement plan | Procurement Officer, LGTU Manager |
|  |  | 2. Purchase and receive necessary equipment and tools |  |  |  |  | Funds, procurement team | Procurement Officer |
| 2. Setup of production facilities | 1. Install and arrange equipment in the production area |  |  |  |  | Installation team, workspace | LGTU Manager, Logistics Officer |
|  | 2. Ensure compliance with safety and operational standards |  |  |  |  | Safety guidelines, equipment setup | Logistics Officer, Safety Manager |
| **(iii) 1000 pairs of shoes to be produced by the end of 30th December 2024** | 1. Raw materials procured for shoe production | 1. Purchase leather, soles, and other raw materials |  |  |  |  | Raw materials, procurement team | Procurement Officer, Production Manager |
|  |  | 2. Transport materials to the production facility |  |  |  |  | Transport logistics, storage | Logistics Officer |
| 2. Production of 1000 pairs of shoes | 1. Begin production process using trained youth |  |  |  |  | Production tools, materials | Production Supervisor, Youth Team |
|  | 2. Implement quality control measures during production |  |  |  |  | Quality control tools, inspectors | Production Supervisor, QC Team |
| **(iv) 1000 pairs of shoes to be sold and Tsh.8,000,000 to be saved in bank account by 30th January 2025** | 1. 1000 pairs of shoes to be sold | 1. Develop and execute marketing and sales strategy |  |  |  |  | Marketing materials, sales team | Marketing Manager, Sales Team |
|  |  | 2. Conduct sales through various channels (marketplaces, online) |  |  |  |  | Sales platforms, logistics | Sales Manager, Logistics Officer |
| 2. Tsh.8,000,000 to be saved in bank account | 1. Track sales and manage financial records |  |  |  |  | Financial software, records | Finance Officer |
|  |  | 2. Deposit sales revenue into bank account and monitor (savings) future expenditure |  |  |  |  | Bank account, deposit forms | Finance Officer |

## **4.2.2 Inputs**

The successful implementation of the shoe-making activities project by the Leather Goods Traders Union (LGTU) Group requires careful consideration of various inputs. These inputs time, human resources, financial resources, and material resources are the foundation upon which the project is built. The successful implementation of LGTU Group's project was facilitated by effective time management, skilled personnel, community leaders, and a dedicated management team. Financial resources were crucial for funding activities and procuring materials and equipment. The project relied on internal funds, grants, and external funding from the host organization. Strategic use of these inputs was key to LGTU Group's success.

## **Table 4.3: Inputs for the Project**

|  |  |  |  |
| --- | --- | --- | --- |
| **Input** | **Quantity** | **Unit Cost (TZS)** | **Total Cost (TZS)** |
| Leather Material | 10 rolls | 40,000 | 400,000 |
| Shoe Soles | 1000 pairs | 300 | 300,000 |
| Shoe Laces | 1000 pairs | 100 | 100,000 |
| Threads | 10 rolls | 2,000 | 20,000 |
| Hand Tools (Cutters, etc.) | 5 pieces | 10,000 | 50,000 |
| Miscellaneous Expenses | N/A | N/A | 50,000 |

**4.2.3 Staffing Pattern**

The staffing pattern for the Leather Goods Traders Union (LGTU) Group's shoe-making activities project is designed to ensure effective coordination, accountability, and success. Each role within the project structure is crucial, with specific responsibilities that contribute to the overall goal of fostering economic empowerment and skill development through shoe-making. The involvement of MCED (Master of Community Economic Development) students, host organization representatives, and key group members such as the Chairman, Secretary, Accountant, and general members, forms a robust framework that supports the project's operations. Staffing Pattern for the project are presented in Table 4.4.

## 

## **Table 4.4: Project Staffing Pattern**

|  |  |  |  |
| --- | --- | --- | --- |
| **Role/Position** | **Responsibilities** | **Contribution to Project** | **Key Skills** |
| MCED Student and Host Organization Representatives | Research, project management, technical support | Bridging academic knowledge with practical application | Research, project management, community engagement, technical guidance |
| Group Chairman | Leadership, decision-making, strategic direction | Provides leadership, resolves conflicts, ensures project alignment | Leadership, strategic planning, conflict resolution, communication |
| Group Secretary | Administrative duties, meeting documentation, communication | Maintains smooth communication and accurate records | Administration, communication, documentation, organization |
| Group Accountant | Financial management, budgeting, accounting | Ensures financial transparency and efficient fund management | Accounting, budgeting, financial analysis, reporting |
| Group Members | Participation in production activities, training, and skill development | Active involvement in production, contributing to project success | Shoe-making, teamwork, adaptability, learning |

**Source**: Researcher, (2024)

Therefore, staffing pattern for the shoe-making activities project implemented by the LGTU Group is a well-structured approach that ensures each aspect of the project is managed effectively. The involvement of MCED students, host organization representatives, and key group members creates a dynamic team that drives the project towards achieving its objectives. Each role, from leadership to financial management and production, plays a vital part in the project’s success, ensuring that the community benefits from skill development and economic opportunities. By aligning responsibilities and contributions with the project's goals, the LGTU Group can create a sustainable and impactful initiative that empowers its members and the broader community.

## **4.2.4 Project Budget**

Below is an explanation of the project budget of 1,505,000 Tsh for the Shoes Making Activities implemented by the Leather Goods Traders Union (LGTU) Group. The budget is structured around specific objectives, detailing the required outputs, activities, resources, quantities, unit costs, and total costs associated with each goal.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Objectives** | **Outputs** | **Activities** | **Resources** | **Quantity** | **Unit Cost (Tsh)** | **Total Cost (Tsh)** |
| To train 10 youth on shoe making by 30th September 2024 | 10 youth trained | Conduct training workshops | Trainer fees | 2 trainers | 100,000 | 200,000 |
|  |  | Training materials (leather, tools) | 10 sets | 15,000 | 1500,000 |
|  | Provide training venue | Venue rental | 1 venue | 50,000 | 50,000 |
|  | Refreshments for trainees | Food and drinks | 30 meals | 5,000 | 1500,000 |
| To acquire necessary facilities for shoe making  by mid-October 2024 | Facilities acquired | Purchase shoe-making equipment | Shoe sewing machines | 2 machines | 100,000 | 200,000 |
|  |  | Workbenches and chairs | 5 sets | 20,000 | 100,000 |
| To produce 1000 pairs of shoes by end of December 2024 |  |  | Raw materials (leather, soles) | 50 units | 3,000 | 1500,000 |
| 1000 pairs of shoes produced | Shoe production | Additional raw materials | 100 units | 3,000 | 300,000 |
|  |  | Labor costs for production | 10 workers | 10,000 | 100,000 |
|  | Quality control and packaging | Packaging materials | 1500 units | 1,000 | 1500,000 |
| To sell 1000 pairs of shoes by 30th January 2025 | 1000 pairs sold; savings achieved | Marketing and sales promotion | Marketing materials (flyers, posters) | 100 units | 1,000 | 100,000 |
|  | Set up a sales booth | Booth rental | 1 booth | 50,000 | 50,000 |
|  | Transportation for delivery | Delivery vehicle rental | 2 trips | 25,000 | 50,000 |
|  | Savings in bank account | Banking fees | 1 account | 5,000 | 5,000 |
| Total |  |  |  |  |  | 1,505,000 |

**Table 4.5: Project Budget**

## **4.3 Project Implementation**

## **4.3.1 Project Implementation Report**

The Shoes Making project, implemented by the Leather Goods Traders Union (LGTU) Group, commenced in August 2024 and focuses on enhancing local craftsmanship and generating income for its members. This initiative aims to empower the group by leveraging their skills in leatherworking to produce high-quality, durable shoes. The project involves training sessions on modern shoe-making techniques, procurement of essential materials and tools, and establishing a structured production process to ensure consistent output. Through this endeavor, LGTU not only seeks to improve the livelihoods of its members by creating job opportunities but also strives to strengthen the local economy by providing competitive, locally-made footwear that meets market demands.

## **4.3.2 Project Implementation Gantt Chart**

The project implementation Gantt chart outlines the timeline for achieving four key objectives from August 2024 to January 2025. The chart is structured around the objectives, expected outputs, activities to be undertaken, and the months during which these activities occurred. The Gantt Chart is presented in Table 4.6 as follows;

## **Table 4.6: Project Implementation Gantt Chart**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **Output** | **Activity** | **Aug 2024** | **Sep 2024** | **Oct 2024** | **Nov 2024** | **Dec 2024** | **Jan 2025** |
| 1. To train 10 youth on shoe making by 30th September 2024 | 10 youth trained in shoe making | Recruit and select 10 youth for training |  |  |  |  |  |  |
|  |  | Conduct training sessions on shoe-making techniques |  |  |  |  |  |  |
|  |  | Evaluate the skills and provide feedback |  |  |  |  |  |  |
| 2. To acquire necessary facilities of shoe making by mid-October 2024 | Shoe making facilities acquired | Identify and contact suppliers for shoe-making materials and equipment |  |  |  |  |  |  |
|  |  | Procure and inventory shoe-making tools and materials |  |  |  |  |  |  |
|  |  | Set up a workshop for shoe production |  |  |  |  |  |  |
| 3. To produce 1000 pairs of shoes by the end of 30th December 2024 | 1000 pairs of shoes produced | Develop a production schedule for making shoes |  |  |  |  |  |  |
|  |  | Start shoe production |  |  |  |  |  |  |
|  |  | Perform quality checks on the produced shoes |  |  |  |  |  |  |
| 4. To sell 1000 pairs of shoes and to save Tsh. 8,000,000in bank account by 30th January 2025 | 1000 pairs of shoes sold and revenue saved in bank | Identify and approach potential markets for sales |  |  |  |  |  |  |
|  |  | Sell shoes through various channels |  |  |  |  |  |  |
|  |  | Deposit revenue into the bank account |  |  |  |  |  |  |

**Figure 4.1: Leather Materials for Making Shoes**

****

**Figure 4.2: Showing some of Shoes made by LGTU Group at Ilala Ward**

## **CHAPTER FIVE**

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

## **5.0 Overview**

This chapter discusses the critical elements of Participatory Monitoring, Participatory Evaluation, and Project Sustainability in the context of the project on improving incomes through shoe-making activities. These components are essential for ensuring that the project remains accountable, effective, and capable of producing long-term benefits for the Leather Goods Traders Union (LGTU) and the community. This chapter connects to previous chapters by demonstrating how the Community Needs Assessment (Chapter one) informs monitoring and evaluation strategies, how the Project Implementation (Chapter four) feeds into the sustainability plan, and how the Problem Identification (Chapter two) influences the participatory evaluation methods employed​.

## **5.1 Participatory Monitoring**

Participatory monitoring is a process that actively involves stakeholders, including community members and beneficiaries, in the evaluation of project or program outcomes. This approach shifts the traditional role of external evaluators by integrating local knowledge and perspectives into the monitoring process. Participatory monitoring aims to empower communities by involving them in data collection, analysis, and decision-making, ensuring that the evaluation is grounded in the lived experiences of those directly impacted by the project (Nguyen et al., 2023). This method enhances the relevance and accuracy of the monitoring process, as local stakeholders can provide context-specific insights that external evaluators might overlook.

In the Shoes Making project implemented by the Leather Goods Traders Union (LGTU) Group, participatory monitoring was utilized to involve both the beneficiaries and the project team in evaluating the project's progress and outcomes. The project aimed to train youth in shoe making, acquire necessary equipment, and produce and sell shoes while saving a specified amount. During the training phase, community members were actively involved in providing feedback on the training sessions and suggesting improvements, which helped tailor the program to better meet their needs and expectations.

In the equipment acquisition phase, the project team engaged local stakeholders in identifying and selecting the most appropriate tools and materials. This collaborative approach ensured that the chosen equipment met the practical needs of the trainees and facilitated efficient production processes (Smith et al., 2022). Throughout the production and sales phases, participatory monitoring included regular community meetings to review progress, address challenges, and adjust strategies as needed, ensuring that the project remained aligned with its goals and responsive to stakeholder feedback (Davis & Williams, 2023).

## **5.1.1 Monitoring Information System**

A Monitoring Information System (MIS) is a comprehensive framework designed to collect, process, and analyze data related to project activities and outcomes (Zhang et al., 2023). It integrates various data sources and tools to provide real-time insights into project performance, enabling stakeholders to make informed decisions. An effective MIS includes modules for data collection, data management, reporting, and analysis, facilitating systematic monitoring and evaluation. By consolidating data from different sources, an MIS helps in tracking progress, identifying issues, and ensuring that project objectives are met efficiently.

In the Shoes Making project implemented by the Leather Goods Traders Union (LGTU) Group, the Monitoring Information System (MIS) played a pivotal role in managing and tracking project activities. The MIS was utilized to collect and analyze data related to the training of youth, acquisition of equipment, and production of shoes. By integrating data on training attendance, equipment procurement status, and production metrics, the system provided real-time insights into the project's progress and performance. This enabled project managers to identify bottlenecks and address issues promptly (Zhang et al., 2023).

The MIS facilitated efficient reporting and communication among project stakeholders. Regular updates on key performance indicators, such as the number of shoes produced and sales revenue, were generated and shared with the team. This transparency helped in maintaining accountability and ensuring that all project objectives were aligned with the set targets. The system also supported data-driven decision-making by providing detailed analyses of production efficiency and market reach, which were crucial for making strategic adjustments (Smith & Davis, 2024).

Furthermore, the application of the MIS in the project included features for monitoring financial transactions and saving targets. By tracking the financial status and comparing it with the project’s savings goals, the MIS helped in managing the budget and ensuring financial sustainability. The system’s ability to integrate various data points and provide actionable insights contributed to the overall success of the project and demonstrated the value of an MIS in enhancing project management and outcomes (Johnson & Lee, 2023).

**5.1.2 Participatory Monitoring Methods**

In the shoe-making project, several participatory methods were used to engage the community in monitoring the project’s implementation, ensuring that the stakeholders remained active contributors throughout the process. Action planning was a key method, where community members participated in setting clear objectives, identifying resources, and outlining timelines. This collaborative process allowed for joint decision-making, giving the community a voice in planning the activities and ensuring they had ownership of the project's outcomes. It also ensured that milestones, such as the number of shoes produced or the completion of training, were regularly monitored against the agreed plan, fostering transparency and accountability.

Self-assessment methods were incorporated to encourage the youth involved in shoe-making to evaluate their skills and performance continuously. This approach empowered the trainees to reflect on their progress, identify areas for improvement, and provide feedback on the training sessions. By assessing the quality of their own work, they could take proactive steps in enhancing their craft, which not only improved the overall product but also ensured personal development was aligned with the project’s objectives. This method also contributed to the sustainability of the project, as participants gained confidence in their abilities to self-manage and monitor their work.

The SARAR (Self-esteem, Associative strength, Resourcefulness, Action-planning, and Responsibility) approach was used to build community capacity and foster leadership among the participants. This interactive method emphasized the importance of teamwork and collective responsibility in monitoring the project’s progress. Through workshops and group activities, the community learned to identify problems within the project, propose solutions, and implement changes. This method helped reinforce a sense of collective responsibility, ensuring that all members felt accountable for the project's success.

Participatory Rural Appraisal (PRA) was another effective method used to engage the community. PRA techniques such as mapping and ranking exercises allowed the participants to visually assess the progress of the project and identify areas of concern, such as resource allocation or production efficiency. This hands-on approach enabled the community to actively monitor the project's performance and suggest improvements based on their real-time observations. By involving the community in this way, the project ensured that the local knowledge and perspectives of the participants were incorporated into the evaluation process, making the project more relevant and effective in addressing the community’s needs.

Therefore, these participatory methods collectively ensured that the community was not just a beneficiary of the shoe-making project but an active participant in its monitoring and success. By fostering ownership, accountability, and self-evaluation, these methods helped align the project’s implementation with the community’s goals and strengthened the sustainability of its outcomes.

**5.1.3 Participatory Monitoring Plan**

A Participatory Monitoring Plan involves engaging stakeholders such as community members, project participants, and other key partners in tracking the progress of a project. This approach ensures that those affected by the project are actively involved in monitoring activities, providing feedback, and suggesting improvements. The aim is to enhance accountability, transparency, and responsiveness to community needs. For a shoe-making project, the participatory monitoring plan would involve stakeholders tracking key project objectives, timelines, and resource allocations to ensure the project progresses as planned and achieves its goals.

**Table 5.1: Participatory Monitoring Plan**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective** | **What was Monitored** | **Planned Time** | **Actual Time** | **Budget Allocation (TZS)** |
| **Train 10 youth on shoe-making** | Training completion and participant feedback | September 2024 | September 2024 | 200,000 |
| **Acquire necessary shoe-making equipment** | Purchase and installation of equipment | October 2024 | October 2024 | 600,000 |
| **Produce 1000 pairs of shoes** | Production volume and quality of shoes | November - December 2024 | November - December 2024 | 500,000 |
| **Sell 1000 pairs of shoes and save Tsh 8,000,000** | Sales volume, revenue generation, and savings | January 2025 | January 2025 | 200,000 |

The table 5.1 summarizes the participatory monitoring plan for the shoe-making project, focusing on key objectives such as training, equipment acquisition, shoe production, and sales. For each objective, it outlines what specific aspect was monitored, ensuring that progress could be tracked and issues addressed in real-time. Planned and actual time columns allow for comparison between the projected timelines and the actual implementation, helping to identify any delays or improvements.

Budget allocation provides transparency regarding the financial resources allocated to each activity, ensuring that stakeholders can assess whether funds were used efficiently. This structure aligns with the monitoring models in CEDPA documents, ensuring effective community engagement and accountability throughout the project.

## **5.2 Participatory Evaluation**

Participatory evaluation is an approach that involves stakeholders actively in the evaluation process to ensure that their perspectives and experiences inform the assessment of a project or program. This method emphasizes the collaboration between evaluators and participants, including beneficiaries, project staff, and community members, to assess outcomes and impact. According to Brown and Lema (2023), participatory evaluation not only helps in understanding the effectiveness and relevance of a project but also empowers stakeholders by involving them in decision-making processes and fostering a sense of ownership and accountability.

In the Shoes Making project implemented by the Leather Goods Traders Union (LGTU) Group, participatory evaluation was integral to assessing the project's effectiveness and impact. Stakeholders, including project beneficiaries and community members, were actively involved in the evaluation process. They provided feedback on the training sessions, equipment procurement, and production activities, which helped identify strengths and areas for improvement. This collaborative approach ensured that the evaluation captured the experiences and perspectives of those directly involved in and affected by the project (Brown & Lema, 2023).

The participatory evaluation approach enabled the LGTU Group to make data-driven decisions and adjustments based on stakeholder input. For instance, feedback from the youth trained in shoe making led to refinements in the training curriculum and production techniques. This not only improved the quality of the training but also enhanced the overall efficiency of shoe production. By involving stakeholders in the evaluation, the project team was able to address issues promptly and effectively, ensuring that the project goals were met more efficiently (Green & Moore, 2024).

Additionally, participatory evaluation helped in building capacity and fostering a sense of ownership among the project participants. The active involvement of beneficiaries in evaluating the project led to increased engagement and commitment. Participants developed valuable skills in evaluation techniques and learned to apply these skills in assessing project outcomes and identifying future needs. This empowerment contributed to the project's sustainability and success, as stakeholders were more invested in the project's goals and achievements (Kumar & Singh, 2023).

**5.2.1 Performance Indicators**

A Logical Framework is a key tool for project planning and monitoring, used to present project objectives, outputs, and outcomes with associated performance indicators. Performance indicators are measurable values that assess the progress and success of project activities. They help track the achievement of goals, such as the number of shoes produced, the quality of training received by participants, and the overall economic impact of the project. In the shoe-making project, indicators like the number of trainees, volume of shoes produced, and revenue generated can provide a clear view of the project's effectiveness. These indicators ensure that the project remains on track and any deviations are identified and addressed promptly.

## **Table 5.2: Performance Indicators**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Objective** | **Performance Indicator** | **Measurement Method** | **Target** | **Data Collection Source** |
| **Train 10 youth on shoe-making** | Number of youths successfully trained | Attendance logs, training records | 10 youth trained | Training records, certificates |
|  | Improvement in shoe-making skills | Pre- and post-training skill assessments | 80% improvement in skills | Skill assessment results |
| **Acquire necessary shoe-making equipment** | Equipment purchased and installed | Procurement and installation records | Equipment acquired by October 2024 | Procurement records |
| **Produce 1000 pairs of shoes** | Number of pairs of shoes produced | Production logs and records | 1000 pairs produced | Production logs |
|  | Quality of shoes produced | Quality control assessments | 95% pass quality standards | Quality control reports |
| **Sell 1000 pairs of shoes and save Tsh 8,000,000** | Number of shoes sold | Sales records | 1000 pairs sold | Sales reports, financial statements |
|  | Savings in bank account | Bank account statements | Tsh 8,000,000 saved | Bank statements |

The table 5.2 outlines the performance indicators for the shoe-making project, providing measurable targets for each objective. For example, the objective of training 10 youth on shoe-making is monitored through indicators such as the number of youths successfully trained and the percentage improvement in their skills, assessed using training logs and skill evaluations. The acquisition of equipment is tracked through procurement records, while the production of 1000 pairs of shoes is monitored by checking production logs and quality control reports. The sales and financial objectives are tracked through sales records and bank statements, ensuring that the project generates the desired revenue and savings. These performance indicators ensure that each stage of the project is carefully monitored, aligned with logical framework principles, and provide data-driven insights into project progress and success.

## **5.2.2 Participatory Evaluation Methods**

Participatory evaluation methods are vital in assessing whether the objectives and goals of the Shoes Making Activities project by the Leather Goods Traders Union (LGTU) Group have been met. These methods involve engaging directly with the stakeholders such as the youth trained in shoe making, the team involved in acquiring the facilities, and those responsible for production and sales in evaluating the project's success.

## **Project Evaluation Summary**

A Project evaluation summary table provides a comprehensive overview of the goals, objectives, performance indicators, and outcomes of a project. This type of table helps assess the effectiveness of each component and evaluates whether the project’s desired outcomes were achieved. For the shoe-making project, this table will outline the broader project goals, specific objectives, measurable performance indicators, and the expected versus actual outcomes. The structure follows guidelines from the CEDPA document on project evaluation models, ensuring that each element of the project is scrutinized to guarantee accountability and transparency. The table provides an essential tool for monitoring progress, evaluating results, and identifying areas for improvement.

**Table 5.3: Summary Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Project Goal** | **Objective** | **Performance Indicator** | **Expected Outcome** | **Actual Outcome** |
| **Increase youth employment through skills training in shoe-making** | Train 10 youth on shoe-making | Number of youths trained | 10 youth trained | 10 youth successfully trained |
|  |  | Improvement in shoe-making skills | 80% improvement in skills | 85% improvement in skills |
| **Acquire necessary resources for shoe production** | Acquire shoe-making equipment by mid-October | Equipment procured and installed | Equipment purchased and installed by October 2024 | All equipment acquired and operational by October 2024 |
| **Boost local shoe production capacity** | Produce 1000 pairs of shoes by December | Number of pairs produced | 1000 pairs produced | 950 pairs produced |
|  |  | Quality of shoes produced | 95% pass quality control | 92% of shoes passed quality control |
| **Increase income and savings through shoe sales** | Sell 1000 pairs of shoes by January 2025 | Number of shoes sold | 1000 pairs sold | 980 pairs sold |
|  |  | Revenue generated | Tsh 8,000,000 in sales | Tsh 7,850,000 in sales |
|  |  | Savings in bank | Tsh 8,000,000 saved | Tsh 7,600,000 saved |

The table 5.3 evaluates the shoe-making project’s goals and objectives by outlining performance indicators and comparing expected versus actual outcomes. Under the goal of increasing youth employment, the project successfully trained 10 youths, exceeding the expected skill improvement target. In terms of resource acquisition, all equipment was procured and installed on time. However, the production of shoes fell slightly short, with 950 pairs produced instead of the expected 1000, and quality control outcomes were just below the target. The project’s income-generating goal was also close to target, with 980 pairs sold and Tsh 7,850,000 in revenue generated, slightly less than expected. Overall, the project met most of its objectives, though minor adjustments may be needed to fully reach the desired outcomes**.**

## **5.3 Project Sustainability**

Project sustainability refers to the capacity of a project to maintain its outcomes and benefits over the long term beyond its initial funding and implementation phase. It encompasses the project's ability to continue delivering value, effectively utilize resources, and adapt to changing conditions without external assistance (Holland & Marston, 2023). Ensuring sustainability often involves integrating practices that promote economic viability, social impact, and environmental stewardship into the project design and execution (Tschirley & Reardon, 2023).

## **5.3.1 Project Sustainability Elements**

## **5.3.2 Financial Sustainability**

Financial sustainability ensures that a project can maintain its operations and achieve its objectives over the long term without relying on continuous external funding. This involves developing a robust financial management system that includes effective budgeting, revenue generation, and cost control strategies (Khan & Sutherland, 2023). Projects must establish reliable income streams, such as sales, donations, or service fees, and manage financial resources efficiently to cover operational costs and reinvest in future activities (Baker & Heller, 2023). This approach helps prevent financial shortfalls and supports the ongoing viability of the project.

In the Shoes Making Activities project implemented by the Leather Goods Traders Union (LGTU) Group, financial sustainability was addressed through the establishment of a revenue-generating model. The project aimed to produce and sell 1000 pairs of shoes and save twelve million shillings in a bank account by January 2025, also ensuring that it could cover operational costs and support future activities (Baker & Heller, 2023). By generating income through sales and maintaining financial reserves, the project aimed to achieve long-term financial stability.

## **5.3.3 Political Sustainability**

Political sustainability refers to the ability of a project to navigate and adapt to the political environment and policies that impact its implementation and outcomes. This involves engaging with relevant stakeholders, including government entities and policy-makers, to secure support and align project goals with broader political agendas (Lee & Smith, 2023). Political sustainability is achieved by building strong relationships with key stakeholders, advocating for supportive policies, and ensuring compliance with regulations. This alignment helps to stabilize the project’s operating environment and enhance its long-term success.

In this project, political sustainability was achieved by aligning the project with local economic development goals and securing support from community leaders and relevant authorities. Engaging with local stakeholders and demonstrating the project's contribution to economic development helped to garner political support and ensure the project's alignment with broader policies and regulations (Lee & Smith, 2023).

## **5.3.4 Social Sustainability**

Social sustainability focuses on ensuring that a project delivers lasting positive impacts on the community and stakeholders involved. It involves promoting social equity, inclusion, and participation to ensure that the benefits of the project are widely shared and that it contributes to community well-being (Nguyen & Kumar, 2023). Projects that emphasize social sustainability engage local communities in decision-making processes, address social needs and disparities, and build local capacity and ownership. This fosters a sense of community support and ensures that the project’s outcomes are sustained over time.

In this project, social sustainability was promoted by training ten youth in shoe-making skills, thereby contributing to local capacity building and employment. The project’s focus on empowering individuals and integrating them into the local economy ensured that the benefits were widely distributed and that the community’s support for the project was fostered (Nguyen & Kumar, 2023). This approach helped to ensure that the project's positive impacts were sustained and that it contributed to the community's long-term well-being.

## **CHAPTER SIX**

## **CONCLUSION AND RECOMMENDATIONS**

## **6.0 Introduction**

The project was aimed to empower local youth and improve economic stability within the community by engaging them in sustainable shoe-making activities. This initiative involved training 10 youths in shoe-making, acquiring necessary facilities, producing 1000 pairs of shoes, and selling these products to generate income. The project sought to not only provide a reliable source of income for the participants but also to foster a culture of self-sufficiency and entrepreneurship within the community.

## **6.1 Conclusion**

The participatory assessment conducted during the early stages of the project revealed key community needs, including a lack of vocational training and economic opportunities for the youth in Ilala. Through interviews, focus group discussions, and questionnaires, it became clear that the youth in the community were eager to improve their economic status through skills acquisition. The assessment identified shoe-making as a viable solution due to its low startup cost and market potential in the area. The findings from this participatory approach were instrumental in shaping the project’s objectives, ensuring that the intervention aligned with the community's actual needs.

The Literature Review underscored the importance of vocational training and small-scale production as effective methods for economic empowerment, particularly in developing countries. Studies from other African nations, such as Ghana and Kenya, highlighted the role of shoe-making and leather goods production in improving incomes for small-scale entrepreneurs. These findings supported the project's design, particularly the focus on providing practical skills to participants and fostering entrepreneurial growth. The review of Tanzania's policies on industrial development and small business further reinforced the relevance of this project, as it aligned with national goals of enhancing local industries and employment.

The decision to implement a shoe-making project was primarily guided by the findings from the needs assessment and literature review. The project’s simplicity, affordability, and market demand made it an attractive option for the community. Additionally, the fact that shoe-making can be integrated into the existing skills of the Leather Goods Traders Union (LGTU) members played a significant role in the project’s selection. The project's capacity to provide tangible, immediate income opportunities while being scalable over time also influenced this choice.

During the Project Implementation phase, the project goals remained largely unchanged, reflecting the effectiveness of the initial design. The objectives training 10 youths, acquiring necessary equipment, producing 1000 pairs of shoes, and selling them to generate income were successfully met, although some were partially achieved. For instance, 950 pairs of shoes were produced instead of 1000, and Tsh 7,600,000 was saved in the bank, slightly short of the target Tsh 8,000,000. These discrepancies were largely due to market fluctuations and production delays, but they did not significantly affect the overall success of the project.

Participatory monitoring and evaluation played a crucial role in ensuring the project remained on track. Regular feedback sessions with community members allowed for adjustments to be made in real-time, ensuring that the training and production processes were continually improved. The Sustainability Plan focused on maintaining financial stability through reinvestment of profits into the business and ongoing skills development. The project’s engagement with local leaders and integration into the community’s economic framework helped secure political and social sustainability, ensuring long-term viability.

Unexpected challenges, such as fluctuating market prices for raw materials and minor delays in production, affected the project’s timeline and financial targets. However, these issues were mitigated through effective monitoring and timely interventions. Had the project received additional financial support or stronger market access, it might have achieved its income goals more fully. Nonetheless, the outcomes empowered youth, increased local production, and improved community income demonstrate that the project, if continued, has the potential to significantly improve the livelihoods of the LGTU members and the broader community.

The sustainability of the project is rooted in several key strategies implemented during its design and execution. First, the reinvestment of profits into the business ensures that the shoe-making enterprise remains financially viable and capable of scaling over time. By saving Tsh 7,600,000 in the bank, the project has established a financial buffer that can support future production cycles and operational costs. Second, the ongoing skills development provided to the youth equips them with the ability to adapt to market changes and maintain high production quality. Additionally, the integration of the project into the community's economic framework and collaboration with local leaders ensure continued support and relevance. The project’s alignment with national industrial and employment policies further enhances its sustainability, as it positions the initiative to receive potential backing from government and development programs. These measures collectively ensure that the project is not only a short-term intervention but a long-term solution for improving incomes and livelihoods in the community.

## **Recommendations**

In light of my experience with the shoe-making project, I recommend prioritizing Participatory Assessments as a foundational step for anyone undertaking similar projects. Engaging the community from the beginning through focus groups, interviews, and workshops helps to identify their needs, challenges, and aspirations. This approach fosters a sense of ownership among the participants, making them active contributors rather than passive beneficiaries. In this project, early involvement of the youth and community members in designing the training program and identifying market opportunities was key to aligning the project with their actual needs and interests. I would recommend that future projects take this participatory approach seriously, as it increases community buy-in and ensures that interventions are tailored to the local context.

Regarding Project Design and Implementation, I found that a phased approach was particularly helpful. Breaking down the project into clear stages training, resource acquisition, production, and sales allowed for better management and oversight. Each phase had specific goals and indicators, which helped track progress more effectively. For future projects, I would recommend creating a detailed implementation plan that includes a timeline, clear responsibilities for each stakeholder, and contingency plans for potential delays or challenges. Additionally, it’s crucial to include capacity-building components that empower participants not only with technical skills but also with entrepreneurial knowledge, helping them sustain and grow the project in the long run.

The Literature Review phase was instrumental in grounding the project in existing knowledge. By reviewing similar projects from other regions, especially in Africa, we were able to adopt best practices and avoid common pitfalls. For those attempting similar projects, I suggest conducting an extensive literature review to understand the dynamics of small-scale production, challenges in resource mobilization, and market access. This will inform your project design and ensure that you are building on proven methods rather than starting from scratch. It's also helpful to incorporate insights from local policies and economic frameworks, which can open up opportunities for support and alignment with government initiatives.

In terms of Monitoring, Evaluation, and Sustainability, I recommend integrating participatory monitoring methods, such as community-led evaluations and regular feedback loops. These ensure that the project stays responsive to the needs of the community and adapts to changing circumstances. For this shoe-making project, we used tools like self-assessment and participatory rural appraisal (PRA), which proved effective in engaging participants in the monitoring process. For sustainability, financial planning is key. Ensuring that the project has a clear path to self-sufficiency through income generation, savings plans, or partnerships is essential for its long-term viability.

When it comes to Research Methods, qualitative methods like focus group discussions, interviews, and participatory assessments were invaluable for gathering rich, in-depth data about community needs and expectations. These methods allowed us to capture the voices and experiences of the youth involved in the project. In hindsight, I would still rely heavily on these methods, but I would also recommend supplementing them with quantitative data, such as surveys to track economic changes over time. This would provide a more comprehensive view of the project's impact on participants' incomes and economic well-being.

To further advance this or similar projects, I recommend building partnerships with local businesses, vocational training centers, and financial institutions. These partnerships can provide additional resources, mentorship, and access to markets, helping to scale the project. It's also essential to continue upskilling participants beyond the initial training to ensure they stay competitive in the market. Finally, I would encourage project implementers to remain flexible and open to innovation, allowing the project to evolve with changing community needs and market dynamics.

In addition to the recommendations above, specific suggestions can be made for youth, government, and small project implementers to enhance the impact and sustainability of similar initiatives. For the youth, it is essential to embrace skill development opportunities actively, as projects like shoe-making equip them with practical abilities that directly impact their economic stability. Youth should also focus on building entrepreneurial skills, such as marketing, financial management, and innovation, to scale their ventures independently. For the government, there is a need to create enabling environments through policies that support small-scale industries, such as providing subsidies for raw materials, reducing tariffs, and facilitating access to affordable loans. Government agencies should also strengthen public-private partnerships to integrate youth-led projects into larger industrial value chains. Finally, small project implementers should prioritize scalability and sustainability by designing projects that can adapt to changing market demands. This includes fostering collaborations with local stakeholders, integrating technology, and ensuring continuous capacity-building efforts to keep participants competitive and market-ready.

## **REFERENCES**

Adjei, A. O., & Adu-Gyamfi, K. (2022). Enhancing income opportunities for small-scale leather goods traders in Africa through shoe making. *Journal of Business and Entrepreneurship, 14(2), 1-12.*

Adu-Poku, A., & Osei-Bonsu, E. (2022). Challenges and opportunities for small-scale leather among small-scale leather goods traders in Kenya. *Journal of Development Studies, 12(2), 1-12.*

Brown, A., & Lema, K. (2023). *Participatory evaluation: A guide to inclusive assessment*. Evaluation Journal, 35(2), 45-61.

Davis, R., & Williams, K. (2023). Overcoming challenges in participatory monitoring: Strategies for inclusivity and equity. Development Studies Journal, 15(2), 112-130.

Elshafie, A., & Shalaby, S. (2021). Innovations in Footwear Manufacturing: A Comprehensive Review. International Journal of Clothing Science and Technology, 33(1), 45-60.

Green, D., & Moore, S. (2024). *The role of participatory evaluation in improving project outcomes*. International Review of Project Evaluation, 17(1), 78-92.

Johnson, L., & Lee, M. (2023). *Effective practices in implementing monitoring information systems: Lessons from recent projects*. Project Management Journal, 29(4), 122-137.

Kumar, R., & Singh, M. (2023). *Building capacity through participatory evaluation*. Journal of Development Evaluation, 29(3), 112-127.

Mwanga, M., & Kihonda, J. (2020). The impact of shoe making on income and employment among small-scale leather goods traders in Tanzania. *Journal of African Business and Entrepreneurship, 10(1), 1-15.*

National Bureau of Statistics. (2020). Youth Employment and Unemployment in Tanzania. Retrieved from NBS website.

Ncube, M., & Makhele, M. (2022). Fostering linkages between small-scale leather goods traders and large-scale manufacturers in South Africa through shoe making. *Journal of Entrepreneurship and Small Business Management, 14(2), 1-15.*

Nguyen, T., Chen, J., & Park, S. (2023). Capacity building in participatory monitoring: Enhancing stakeholder skills for effective engagement. Global Monitoring Review, 19(3), 75-89.

Ogunnaike, O., & Adewale, O. (2021). The role of cooperatives in improving income opportunities for small-scale leather goods traders in Nigeria. *Journal of Cooperative Studies, 10(1), 1-10.*

Smith, J., Brown, A., & Wilson, T. (2022). Building trust through participatory monitoring: Lessons from recent field studies. Monitoring and Evaluation Review, 17(5), 295-310.

Smith, R., & Davis, T. (2024). *Enhancing project performance through monitoring information systems: A review of current trends*. International Journal of Project Management, 42(1), 56-72.

Tiwari, R., & Sharma, S. (2020). Leather Goods: Industry Trends and Market Analysis. Journal of Fashion Technology & Textile Engineering, 8(2), 102-110.

Waithaka, M., & Njuguna, J. (2023). Assessing the impact of shoe making on poverty reduction goods traders in Ghana: A case study of shoe making. *Journal of International Business and Economics, 22(2), 1-12.*

Zhang, Y., Chen, X., & Wang, H. (2023). *Integrating data for effective monitoring: Advances in information systems*. Journal of Information Systems, 20(2), 89-104.

Ahmed, A., & Johnson, T. (2022). *Policy frameworks for small-scale enterprises: A case of local leather industries in developing economies*. Journal of Economic Policy Studies, 34(2), 89-104.

Hussein, M., & Omar, K. (2021). *Capacity-building needs in the leather industry: Insights from urban traders*. African Journal of Skills Development, 17(3), 45-58.

Khan, N., Ali, S., & Smith, R. (2020). *Establishing baselines for community development projects*. International Journal of Community Planning, 22(1), 15-30.

Murray, J., Brown, D., & Wilson, P. (2021). *Community needs assessment: Tools and approaches for implementation*. Global Community Studies, 18(4), 120-133.

Mwangi, J., Njoroge, E., & Otieno, P. (2022). *Monitoring and evaluation in community development projects: Lessons from African SMEs*. Journal of Business Development, 29(2), 134-150.

Njeru, T., Karanja, S., & Wanjiku, G. (2023). *Exploring market opportunities for local leather products in East Africa*. Journal of Market Trends, 25(5), 178-192.

Peters, L., & Salim, A. (2022). *Innovative skills development in emerging economies: A focus on leather goods production*. Skills and Innovation Journal, 19(2), 102-118.

Rahman, S., & Iqbal, R. (2021). *Economic barriers to productivity in the shoe-making industry: A regional analysis*. Asian Journal of Economic Studies, 16(3), 67-81.

Smith, P., Johnson, E., & White, A. (2020). *Resource constraints and their impact on small-scale traders*. Community Development Review, 14(1), 34-50.

Zohuri, B. (2022). *Analyzing community needs for sustainable economic projects*. Journal of Development Studies, 30(3), 94-112.

APPENDICES

# **QUESTIONNAIRES**

The purpose of this questionnaire is to generate information that will be used on IMPROVING LEATHER GOODS TRADERS UNION (LGTU) GROUP INCOME THROUGH SHOES MAKING ACTIVITIES. The time for this interview will not be more than 40 minutes.

**QUESTIONNAIRE:**

**Region: ---------------------------------- District: -------------------------------------**

**Ward: -------------------------------------------- Street: -------------------------------------**

**Consent**

Will you please tell me if you accept to participate on this survey questions? If you respond yes, that means you will be part of this study.

Yes No

1. Demographic features (Please tick √ where appropriate)
2. Sex
   * 1. Male
     2. Female
3. Oldness
4. 10-15
5. 16-19
6. 20 and above
7. Educational Level
8. Did not complete Primary Education
9. Completed primary education
10. Did not complete ordinary level
11. Completed Ordinary level
12. Marital status
13. Lone
14. Wedded
15. Widow
16. Separated

2. What is your major requirement as a young person? (*Please tick √ one only)*

1. Credit
2. Income generating activity
3. Set-up
4. Plot
5. clean and harmless water

3. What is your revenue per month? (*Please Tick √ one only)*

1. Above 1500,000
2. 100,000 to 1500,000
3. 50,000 to 100,000
4. 50,000 to 10,000
5. Below 10,000

4. Please hand-picked the type of income generating activity you are undertaking.

1. Selling bags
2. Clothes selling
3. Food vendor
4. Tailoring
5. Shoe making and sewing

5. What is the likely intermediation young person income? *Please Tick one only*

1. Selling bags
2. Clothes selling
3. Food vendor
4. Tailoring
5. Shoe making and sewing

**Key Informant Interview (KII)**

**Agreement**

Will you tell me if you settle to join in this survey/interview? If you around yes, it means that you have agreed to be part of the study.

Yes No

1. From your understanding and practice in the community, what are the major requirements of youth?

2. From your involvement, how can your level the income level of youth?

3. Do you have any thoughts on the source of support of youth in your community? If yes, can you please segment your thoughts?

4. Do you know the income generating activities that are being accepted out by youth in your community? If yes, please clarify.

5. What do you think are the best intermediations to improve youth income in your community?

**FOCUS GROUP DISCUSSION**

1. Name the activities you do

2. Your challenges in society

3. Opportunities available in the Village/street/town

4. Name the economic activities you like

5. Which activity do you like the most?

6. State your annual income

7. Propose a project to help them economically

8. Mention the challenges of shoe making activities

9. List your needs especially in the shoe making activities