

**THE IMPACT OF DONOR-FUNDED PROJECTS ON SOCIAL WELFARE
OF THE COMMUNITY: A CASE OF FOUR SITE PROJECT AT MZUMBE
UNIVERSITY**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF PROJECT
MANAGEMENT (MPM)
DEPARTMENT OF MARKETING, ENTREPRENEURSHIP AND
MANAGEMENT
OF THE OPEN UNIVERSITY OF TANZANIA**

2025

CERTIFICATION

The undersigned certify that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitle: **“The Impact of Donor-Funded Projects on Social and Economic Welfare of the Community: A Case of Four Site Project at Mzumbe University”**, in partial fulfillment of the requirements for the Degree of Master of Project Management of the Open University of Tanzania.

.....

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.....

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I, **Mara Saada Mwinyigogo**, 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 requirements for the Degree of Master of Project Management of the Open University of Tanzania.

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Signature

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Date

DEDICATION

This work is dedicated to my beloved family.

ACKNOWLEDGEMENT

My first gratitude goes to Almighty God, who showered me with His everlasting bounties and mercies. Indeed, without His Ever-loving mercies bestowed upon me, it would not have been possible to make it through. I convey my special gratitude to my supervisor Dr. France Shayo who has been working tirelessly toward shaping the proposal until this report has been written. I kindly appreciate her cordial interface as he showered upon this academic piece of writing. My greatest and most sincere appreciation should go to my lovely my family and friends especial Bertha Mwinuka, Josephat Mwijarubi and Justine Khemhe for their prayers; encouragement and emotional support have given me the strength to work hard especially when I was tired and exhausted due to this work. Lastly, I would like to thank the management of all project sites at Mzumbe University and VLIR-UOS for allowing me to collect data for this dissertation.

ABSTRACT

The study examined the impact of donor-funded projects on social welfare of the community in Morogoro Region. The study had three specific objectives: to examine the Effects of Donor Funded Projects on poverty reduction in the Morogoro Region, to examine the Effects of Donor Funded Projects on quality health care in Morogoro Region and to examine the Effects of Donor Funded Projects on quality education in Morogoro Region. The study adopted a quantitative research approach with an explanatory research design. The sample of this study was 132 respondents at Mvomero district. Data was collected through questionnaire. The quantitative data collected through questionnaires were analyzed through descriptive statistics and multiple linear regression analysis. The findings noted that donor funded projects through carpentry influenced the quality of healthcare. Also, it was found that donor-funded projects have a positive and moderate relationship on quality of healthcare. Therefore, the study recommends that donors should consider funding the construction and renovation of schools to create conducive learning environments, should enhance health care services to the community including access to clean water and sanitation facilities.

Keywords: *Donor-Funded Projects, Social Welfare, Poverty reduction, Quality education*

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Overview	1
1.2 Background of the Study	1
1.3 Statement of the Research Problem	3
1.4 Objectives of the Study	4
1.4.1 General Objective	4
1.4.2 Specific Objectives	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Scope of the Study	6
1.8 Organization of the Study	6
CHAPTER TWO	7
LITERATURE REVIEW	7

2.1	Overview	7
2.2	Conceptual Definitions.....	7
2.2.1	Donor Funded Projects.....	7
2.2.2	Poverty Reduction	7
2.2.3	Quality Health Care.....	8
2.2.4	Quality Education.....	8
2.2.5	Social Welfare	9
2.3	Theoretical Review	9
2.3.1	Marxian Theory of Poverty	10
2.3.2	Theory of Change.....	11
2.4	Empirical Review	12
2.5	Research Gap.....	20
2.6	Conceptual Framework	20
CHAPTER THREE		22
RESEARCH METHODOLOGY		22
3.1	Overview	22
3.2	Research Philosophy	22
3.3	Research Design.....	22
3.4	Research Approach	23
3.5	Area of the Study.....	24
3.6	The Population of the Study	24
3.7	Sample and Sampling Techniques	25
3.7.1	Sampling Technique.....	25
3.7.2	Sample Size	26

3.8	Data Collection Methods.....	27
3.8.1	Questionnaire	27
3.9	Validity and Reliability	28
3.9.1	Validity of Tools	28
3.9.2	Reliability of Tools.....	28
3.10	Data Analysis	29
3.11	Ethical Considerations.....	29
CHAPTER FOUR.....		31
FINDINGS AND DISCUSSION		31
4.1	Overview	31
4.2	Response rate.....	31
4.3	Demographic Characteristics of Respondents.....	33
4.4	Impact of Donor-funded Projects on Poverty Reduction	34
4.4.1	Carpentry Project and Poverty Reduction	34
4.4.2	Donor-funded Project and the Quality of Health Care.....	36
4.4.2.1	Carpentry Project and Quality of Health Care	36
4.4.3	Donor funded Project and the Quality of Education	38
4.4.3.1	Donor funded Project through Carpentry Project and Quality of Education	38
CHAPTER FIVE.....		53
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....		53
5.1	Overview	53
5.2	Summary of the Key Findings	53
5.3	Conclusions	54

5.4	Recommendations	54
5.4.1	Recommendations for Poverty Reduction	55
5.4.2	Recommendations for Quality Healthcare	55
5.4.3	Recommendations for Quality Education	56
5.5	Areas for Further Study.....	56
REFERENCES.....		58
APPENDICES		60

LIST OF TABLES

Table 3.1:	Targeted Population.....	25
Table 3.2:	Sample Size of the Study.....	27
Table 4.1:	Demographic Characteristics of Respondents.....	32
Table 4.2:	ANOVA ^a	35
Table 4.3:	Coefficients ^a	35
Table 4.4:	Model Summary	36
Table 4.5:	ANOVA ^a	37
Table 4.6:	Coefficients ^a	37
Table 4.7:	Model Summary	38
Table 4.8:	ANOVA.....	39
Table 4.9:	Coefficients ^a	40
Table 4.10:	Promote the Knowledge of Digital Technology Use	41
Table 4.11:	Enhanced Creativity and Development Initiatives	42
Table 4.12:	Enhanced the Improvement of ICT facilities	42
Table 4.13:	Improved blended Learning to Mzumbe Staffs.....	42
Table 4.14:	Improved the e-library System	43
Table 4.15:	Enhance Knowledge on Digital Use.....	44
Table 4.16:	Improved Academic Reports Preparation	44
Table 4.17:	Enabled Creativity and Sustainability on ICT uses	45
Table 4.18:	Facilitated in Problem-solving and Making Collective Decision.....	45
Table 4.19:	Link between Government, Development Partner and the Community for Financial and Technical Assistance.....	46
Table 4.20:	Assisting in Managing and Evaluating Projects for	

	Proper Implementation	46
Table 4.22:	Ensuring friendly relationship among the Community Members for Effective and Efficient Participation.....	47
Table 4.23:	Through the Project, I'm aware of Monitoring Water Sources.....	48
Table 4.24:	Through the Project, I Familiarize with Water Quality Testing.....	49
Table 4.26:	The Project enabled on Improving Presentation Skills	50
Table 4.27:	The Project deepened the Knowledge on Monitoring and Managing Water Sources	50
Table 4.28:	Participating on Project enhanced Self-confidence.....	51
Table 4.29:	Participating on Project has increased the Interest in engaging in Community Projects	52

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....	21
Figure 3.1: Targeted Population.....	25

LIST OF ABBREVIATIONS

CSOs	Civil Societies Organizations
DFP	Donor Funded Projects
FBOs	Faith-Based Organizations
IUC	Inter-University Collaboration
MU	Mzumbe University
NGOs	Non-Government Organizations
SPSS	Statistical Package for Social Science
URT	United Republic of Tanzania
VLIR-UOS	Dutch word for Belgian Inter Universities Collaboration organization
4SITE	Self Steering Sustainable Social Innovation through Training and E- Research

CHAPTER ONE

INTRODUCTION

1.1 Overview

The introductory section addressed the background of the study, problem statement, research objectives, research questions, significance of the study, and scope of the study and organization of the study.

1.2 Background of the Study

For more than five decades, developing countries have been the primary beneficiaries of Donor Funded Projects (DFP), with significant investments in key sectors such as agriculture, education, public health, and infrastructure development (Cooke et al., 2017). Across Africa, donor-funded projects have played a crucial role in fostering socio-economic development by addressing challenges such as poverty, food security, and access to education and healthcare.

In Tanzania, donor-funded initiatives have contributed to national development efforts, supporting various programs through Non-Governmental Organizations (NGOs), Faith-Based Organizations (FBOs), and Civil Society Organizations (CSOs). These projects aim to enhance the socio-economic welfare of communities, particularly in rural and underserved areas. In the Morogoro region, numerous DFP initiatives have been implemented with a focus on improving livelihoods. For instance, a study by Mlage (2014) highlighted that the overall goal of PADEP donor-funded projects is to increase farmers' income and food security through sustainable agricultural production.

Since 2013, the partnership between Flemish Universities and Mzumbe University has fostered collaboration through the Inter-University Collaboration (IUC) Project. This initiative aims to strengthen Mzumbe University's capacity to become a leading institution in Africa for demand-driven knowledge generation, application, preservation, and dissemination for socio-economic development (CSP3, 2012). The ongoing Second IUC Phase II (4SITE) collaboration seeks to further enhance Mzumbe University's role in Self-Steering Sustainable Social Innovation Through Training and E-Research (4SITE), positioning it as a center of excellence in training, research, consultancy, and outreach services in management and allied sciences by 2025 (CSP4, 2017).

Ultimately, this partnership contributes to poverty reduction in Tanzania through technological and social innovations. The multi-disciplinary, demand-driven program targets both rural and urban communities vulnerable to poverty, with a primary emphasis on the Morogoro region and extensions to other parts of Tanzania. The IUC program is designed as an engine for self-steering sustainable social change, strengthening the university's capacity while fostering technological and social innovation. Specifically, the VLIR-UOS IUC collaboration with Mzumbe University aims to contribute to poverty reduction in Tanzania by promoting technological and social innovations, including good governance of natural resources, gender inclusion, entrepreneurship, and access to quality information services and training.

However, despite the extensive implementation of DFPs worldwide, various studies indicate concerns about their sustainability and long-term impact on communities.

For instance, a study by Lehmann et al. (2020) in Lebanon revealed that beneficiaries' income and savings remain insufficient, forcing them to redirect funds toward immediate basic needs such as food and water. Similarly, research by Kumari et al. (2020) in Sri Lanka highlighted persistent poverty and income disparities despite multiple donor-funded interventions. These findings suggest that while donor-funded projects are well-intentioned, many have struggled to achieve their primary objective of poverty alleviation. Given these concerns, this study seeks to assess the impact of DFPs on community socio-economic development. By analyzing the effectiveness of these projects, the study aims to provide insights into their long-term sustainability and potential areas for improvement in achieving meaningful social and economic transformation.

1.3 Statement of the Research Problem

In past decades, donor-funding projects have increased and played a significant role in enhancing the socio-economic development of the community (Shigoli, 2018). Although their funding has increased enormously, their visibility with the general public has never been higher hence they cannot clearly reach out to the vulnerable communities and fail to achieve its intended objectives (Ochieng, 2016).

Despite of the goodwill of the donor-funded projects it can revealed in some literatures and scholars who have unearthed that implementation of donor funded project are associated with deficiency in expertise and capacity, as well as reporting skills as the main challenges (Ochieng, 2021). Furthermore, the projects seemed to be uncompleted or failed in management hence once left on community's

management are failing to reach its intended goals or portraying little improvement regardless of efforts taken by donors.

In such studies other factors including objectives of the donor-funded projects and implementation strategies have not intensively revealed by other researchers and in Tanzania there are little empirical studies that have been done to examine such factors. Therefore, this research gap prompted this study to examine the socio-economic impact of donor-funded projects carried out by academic institutions, particularly Mzumbe University.

1.4 Objectives of the Study

This study has general and specific objectives

1.4.1 General Objective

The general objective of the study was to examine the impact of donor-funded projects on social welfare of the community in Morogoro Region

1.4.2 Specific Objectives

This study was guided by the following specific objectives;

- i. To examine the Effects of Donor Funded Projects on poverty reduction in the Morogoro Region
- ii. To examine the Effects of Donor Funded Projects on quality health care in Morogoro Region

- iii. To examine the Effects of Donor Funded Projects on quality education in Morogoro Region

1.5 Research Questions

- i. How do Donor Funded Projects reduce poverty in Morogoro Region?
- ii. How do Donor Funded Projects affect quality health care in Morogoro Region?
- iii. How do Donor Funded Projects affect quality education in Morogoro Region?

1.6 Significance of the Study

The study is expected to provide development agencies with the likely outcome and effects of their involvement with the community before implementation as well as know the mistakes that they should avoid. Also, the study is expected to enable the donors and the international community to get feedback about the water project they fund. The study is also expected to provide a clear perspective of foreign aid on community development and help remove the bottlenecks that affect negatively the effects of donor-funded projects in our communities.

The information gathered is expected to aid the government in making policies related to community donor-funded projects to make these initiatives more helpful in improving the social and economic welfare of the communities that these projects seek to help. The study effects of donor-funded projects on community performance will add to the existing literature on donor aid in the country. This is expected to help us have a deeper understanding of how foreign aid affects the social and economic welfare of the communities that are recipients of the same.

1.7 Scope of the Study

This study was done in Mvomero district in Morogoro region, examining the effects of donor-funded projects on the social welfare of the community and it took six months to complete.

1.8 Organization of the Study

This study covers five chapters, the first chapter comprises background information of the study, statement of the problem, objectives of the study, research questions also significance of the study and organization of the study. The second chapter consists of a definition of key terms, a theoretical literature review, an empirical literature review, a research gap and a conceptual framework. The third chapter includes research philosophy, research approach, research design and strategy, area of the study, population of the study, sample and sampling techniques, data collection methods, data collection tools, data analysis, variables and measurement procedures, validity, reliability and ethical consideration. Chapter four comprises findings and discussion and lastly, chapter five covers the summary of the main findings, conclusions, recommendations and areas for future research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

In this chapter, the researcher provides the conceptual definitions related to the study, the theoretical framework of the study, review of related studies from various authors and researchers. Also, the research and lastly the conceptual framework.

2.2 Conceptual Definitions

In this section, the researcher highlights the conceptual definition that fits the study.

2.2.1 Donor Funded Projects

A definition provided by Gibson (2013) concerning donor-funded projects is sponsorship of projects with external assistance usually provided by international aid or development agencies. The author further narrates that, the provided financial aid for projects normally is carried out to attain stated goals including poverty reduction which in turn transforms the living standard of the community.

2.2.2 Poverty Reduction

Poverty reduction refers to the process of diminishing the level of poverty within a population (Mlage, 2014). It involves implementing strategies and programs aimed at improving the economic and social conditions of individuals and communities, enabling them to meet their basic needs and improve their quality of life. Components of poverty reduction involve economic empowerment: social services improvement and equipping individuals and communities with the skills, knowledge,

and resources necessary to improve their circumstances and promoting sustainable practices that ensure long-term economic growth without depleting resources or harming the environment.

2.2.3 Quality Health Care

Quality healthcare refers to the degree to which health services provided to individuals and populations increase the likelihood of desired health outcomes (Gikanga and Wabua, 2014). It encompasses various dimensions, including Effectiveness: Services should be based on scientific knowledge and should provide the best possible outcomes for patients Safety: Healthcare should minimize the risk of harm to patients, ensuring that services are delivered safely and effectively.

2.2.4 Quality Education

According to CEO (2011), quality education refers to an inclusive and engaging learning experience that equips students with the knowledge, skills, and values necessary for personal development and active participation in society. Key components of quality education include: Relevance: The curriculum should be relevant to students' lives and future opportunities, addressing local and global challenges, inclusivity: Quality education should be accessible to all, regardless of gender, socioeconomic background, ability, or location, ensuring that every learner has the opportunity to succeed.

Effective Teaching: Educators should be well-trained, skilled, and motivated, using diverse teaching methods to engage students and cater to different learning styles and

learning outcomes: Education should focus on achieving measurable learning outcomes, such as critical thinking, problem-solving, creativity, and communication skills.

2.2.5 Social Welfare

According to Mubin et al. (2013), social welfare refers to a system of programs, services, and policies designed to provide assistance and support to individuals and communities in need. Its primary goal is to enhance the well-being of individuals, particularly those who are vulnerable or disadvantaged. Key components of social welfare include: Support Services: Providing essential services such as healthcare, education, housing, and food assistance to improve the quality of life for individuals and families. Economic Assistance: Offering financial support through programs like unemployment benefits, social security, and disability assistance to help people meet basic needs. Community Development: Promoting community engagement and development initiatives that empower individuals and enhance social cohesion. Protection and Advocacy: Safeguarding the rights and welfare of marginalized groups, including children, the elderly, and people with disabilities, and advocating for social justice and equity.

2.3 Theoretical Review

Under theoretical review, researcher portrays the theoretical approaches that seek to shed more light on analyzing the concepts and explain the theories that will be used in the study. Concerning the presence of DFP as among of development partners fostering the development in majority of developing counties it has received many

attentions from development researchers and academicians (Gikanga et al. 2014). Most of the DFPs intends to reduce poverty, improving health status, providing quality education and improving agricultural and livestock production. Therefore, in covering all these subjects of DFP as explained above, the researcher will articulate two theories of the theory of poverty and theory of change in explaining the subject. There are a set of economic poverty theories developed by different philosophers. In this study, the researcher used the Marxian theory of poverty and theory of change.

2.3.1 Marxian Theory of Poverty

This is a theory based on the fact that poverty comes about as a result of the situation a poor person finds himself or herself in. The poor person is therefore a victim of circumstances resulting from several factors, critical of which is the production system. Karl Marx points out that the entrepreneurial practices of the owners of means of production (capitalists) to move away from labour to capital-intensive means of production to boost production and increase profits lead to massive unemployment. Capital-intensive production forces the capitalist to retrench workers to increase profitability.

Marxist and other radical theorists argued that poverty is the result of structural failures that lead to the creation of class and social needs. Additionally, Gordon et.al (1982:1) identify these structural failures as racial and gender discrimination and nepotism resulting in deprivation of certain groups of peoples' opportunities for jobs, education and social assistance. Albrecht and Milford (2001) contribute to this theory by pointing out that massive restructuring of economic systems leads to increased

economic and social marginalization of an entire group of people. Such groups end up poorer due to the lack of access to opportunities. The Marxist theory recommends poverty alleviation through improved structures of production and increased education and training to those rendered irrelevant by technological improvement to adapt through change of environment to change of profession. Education also ensures that the retrenched persons embrace change and adapt (Winch, 1987:32-35).

The theory also advocates for a kind of government welfare program to aid those who are unable to reengineer themselves through education so that they can access basic requirement for upkeep such as food rations, health program and subsidies (Coser, 1969; Harvey & Reed, 1992). Therefore, this theory is relevant to the study on impact of DFP on community's socio-economic development as it is concerning with the community's production and property ownership that is related with intense use of capital (labor) for improving community's welfare.

2.3.2 Theory of Change

A term theory of change can be used to describe how a given set of intervention (s) activities are expected to deliver specific development changes, drawing from causal analysis to achieve the intended goal of the intervention (Rodgers, 2014). It was introduced in 1990s to help evaluators with challenges faced during the evaluation of social development complex programs including poorly articulated assumptions, a lack of clarity about how change processes unfolded, and insufficient attention being given to the sequence of changes necessary for long-term goals to be reached (O'Flynn, 2012). Theory of Change has been vital in measuring changes from all

levels of organization, program or project as it is seen as an on-going process of discussion-based analysis and learning that produces powerful insights to support program design, strategy, implementation, evaluation and impact assessment, communicated through diagrams and narratives which are updated at regular intervals” (Vogel 2012).

Because sometimes community goals are ambiguous and difficult to attain so the underlying theory of change is relevant and important to the study because it helps in effectively identifying the cause of the problem that restrict the progress of the project hence provides solutions on which approach to be adopted to address problem. Additionally, a theory of change provides a framework for learning both within and between programming cycles. By articulating the causes of a development challenge, making assumptions explicit on how the proposed strategy is expected to yield results, and testing these assumptions against evidence—including what has worked well, or not, in the past the theory of change helps ensure a sound logic for achieving change.

2.4 Empirical Review

Gachui (2017) conducted a study on the effect of donor funding on the success of community development projects in Kenya: A case of donor-funded water projects in Embu county. The study aimed to investigate the effects of grants by donors on the success of community development projects. The total population of the study was 1853 then 330 respondents were chosen using a two-stage sampling procedure to answer the structured questionnaire. The multiple regression analysis was used to test

the results and the findings revealed that all independent variables had a positive and significant effect on the level of success of community development projects. A unit increase in donor grants would lead to a 0.324 increase in the success of community development projects; a unit increase in training and development would lead to a 0.216 increase in the success of community development projects and a unit increase in stakeholder involvement would lead to a 0.462 increase in the success of community development projects. The ANOVA test had a p-value of 0.00 which showed that the overall fitted model was significant. The square was 0.834, indicating that 83.4% of the variability in the level of success of community development projects can be explained by variations in donor grants, training and development, and stakeholder involvement.

Muluh et al. (2019) examined Challenges and Prospects of Sustaining Donor-Funded Projects in Rural Cameroon. In their study, they analyzed the Investment Fund for Communal and Agricultural Micro-projects (FIMAC I) determinants, challenges and prospects of sustaining DFP projects in rural areas. A sample of 150 beneficiaries was drawn from the 20 farming groups in North West Region using a simple random sampling method and was collected using a questionnaire and interview. The binary logistics regression finding unveiled that, there is a significant social change for FIMAC I beneficiaries in terms of income for myriad socio-economic factors including family size, gender, education and status of the beneficiary. Moreover, the project's beneficiaries were constrained in obtaining loans due to unclear processes for loan applications and lack of collateral.

(Busiinge, 2010) performed research on assessing the Impact of donor-Aided Projects through NGOs on the social and economic welfare of the rural poor in the Rwenzori Sub region of Uganda by using several qualitative methods and techniques to collect and analyze data. The Focus Group Discussion, Key Informant Interview, and Observation were applied in collecting data. The analyzed data observed that a small proportion of 5 out of 15 beneficiaries was socially and economically benefited from the donor-funded project; also, it unveiled that a larger number of 10 out of 15 beneficiaries were struggling in attaining socio-economic benefits due to the poor project structure that favoured NGO and the donors.

Also, the findings revealed that the majority of beneficiaries were not benefiting from the project due to improper identification of community needs and limited individual capabilities. The study concluded that the donor-funded projects only accelerate the donor dependency syndrome and a consumption mentality among their beneficiaries also beneficiaries claimed the projects were purely dependent and tagged to the NGO and the donors and not to their beneficiaries or government. Moreover, the revealed recommendation entails that local NGOs need to disengage and sort out donors that could support organically generated projects/programs and these programs should be able to strengthen local entrepreneurship capacity and economic tenacity.

A study conducted by Mujungu (2015) on the socio-economic impacts of donor-funded projects on beneficiaries – the case of the Babati cluster in world vision Tanzania adopted a mixed research design to collect questionnaires and interviews

from 180 respondents that were sampled through quota sampling. The obtained results showed that the WVT project has social and economic welfare to the community as 31.3% of beneficiaries agreed it has increased their income, 18.1% has been improving their knowledge, 8.1% agreed to improve productivity, 7.5% agreed to have access to social services such as school, hospitals and water, 6.3% have been able to take their children to school and 3.1% have been able to build good houses and improved household economy. Although, 2.5% of respondents argued that donor-funded projects leave the community with dependency syndrome. Additionally, the constraints facing WVT implementation of the project include 14.4% lack of knowledge, 9.4% drought, 8.1% poor community cooperation, 5.6% low commitment of the community, and 3.8% poor cultural practices. In the study, it was recommended that the government should keep on providing the conducive environment with good policies that enable DFP to operate in the country and fully attain its realized goals.

A study carried out by Mmuriungi et al. (2015) examined the socio-economic welfare of the rural communities in Kenya. The study adopted a descriptive research design, and the results unveiled that engaging stakeholders in the planning and implementation of the project has a great influence on achieving better results and it's nearly impossible to achieve project outcomes without involving stakeholders in the project processes. The researchers noted that beneficiaries were trained several times on different aspects to enhance their competence which was necessary for effective project implementation and solving of problems. Also, capacity building was necessary to achieve the goals of the community. Regarding the funding of

projects, research results pointed out clearly that financial resources are very important in any project and funding should be availed to a point where the projects can sustain themselves.

Mlage (2014) carried out a study on the sustainability of donor-funded community development projects in Tanzania a case of farmer's groups in Morogoro district. The study collected data from 80 farmer groups, 4 extension agents and 10 key informants through the use of the interview. The data were analyzed through descriptive statistics and content analysis. The findings revealed that the majority of respondents about 75% from four visited villages expressed that there was concurrence from stakeholders on their respective projects which signifies community participation; also there was a vision creation and developed roadmap strategies for attaining created vision for sub-projects in which it entails sustainability.

Additionally, the DFP developed project sustainability indicators to measure progress and an important thing was the incorporation of projects into local policy. Moreover, concerning stakeholders' participation, the study revealed that there was the commitment from national authorities, providing national policies that explain PPP, considering women's participation and project committee in managing and making financial decisions. The study concluded that to have sustainable projects from DFP there should be continual analysis and adoption of new approaches also to investing in local leadership for community involvement.

Moreover, Ochieng (2016) examined the factors influencing the implementation of donor funded projects in Kenya a case study of NGO in Kibra, Nairobi County. The study highlighted on the influence of the level of funding, the influence of involvement of target groups, the influence of Monitoring and Evaluation, and the influence of participation of project staff on the implementation of donor funded projects in Kibra. A descriptive survey design was used to collect data. The targeted population was project members of staff and target groups of donor funded NGO in Kibra. Stratified random sampling technique was used to sample 99 respondents for the study.

Five Focus Groups Discussions with target groups was also held across Kibra's five wards. The Focus Group Discussions targeted 10 respondents in each of the wards. The data was collected through questionnaires administered to the concerned parties. Secondary data was also collected from documented records and internet searches. The data collected was edited and coded. Quantitative and qualitative techniques were used to analyze the data. In determining the influence of the level of funding on the implementation of donor funded projects in Kibra the study established that inadequate and insufficient resources can impede the implementation of donor funded projects. In determining the influence of involvement of target groups in the implementation of donor funded projects, the study's findings are that the target groups' level of involvement to be to a small extent.

In assessing the influence of monitoring and evaluation on the implementation of donor funded projects, the study established that inappropriate monitoring and

evaluation also influences the implementation of donor funded projects. The study ascertained that adequacy of technical skills or lack thereof plays a key role in the development of appropriate results-based project implementation strategies. The study recommended that there is need to encourage more involvement of target groups in the project planning and implementation in order to increase the probability of sustaining the projects since there will be little resistance from the target groups.

Tanga and Mundau (2014) performed a study on assessing the impact of donor-funded community empowerment project on poverty alleviation in Zimbabwe. The study adopted triangulation method of both qualitative and quantitative designs. Quantitative data were collected through a questionnaire that were collected using simple random sampling technique and qualitative data were collected using in-depth interview using purposive sampling. The study engaged 52 beneficiaries from two communities NGOs and two project managers. The findings unveiled that the 71% of beneficiaries agreed that the project has been useful in improving their income status, 88% acknowledge the importance of project in meeting their daily needs, and 54% of respondents were capacitated in making independent decisions by the project members. The study recommends that, there should be improvement in local partnership with municipal authorities as it is vital in ensuring sustainable projects in order to foster community empowerment.

Another study performed by Mubin et al. (2013) on measuring the socio-economic impact of sustainable livelihoods of Barani Areas Project in Pakistan. The study

adopted comprehensive impact evaluation methodology and results unveiled that there are positive results performed by DFP in the area as children access to education increased at rate of 2.6 per children, also there was increasing of drinking safe water from 0.6% to 5.1%. Additionally, majority of households increased their possession of assets including fridges, washing machines, air conditioners, televisions, mobile phones, computers and iron.

Shigoli (2018) carried out a study on the factors that influence the strategic implementation of donor funded projects in Non-Governmental Organizations in Kenya, with a focus on the International Rescue Committee-Kenya. The research was descriptive with a target population of 146 individuals. A stratified random sample of 30% of the population participated in the study, with a sample size of 44 respondents comprising of staff who work both directly and indirectly to implement the projects. Primary data was collected using questionnaires that had closed end questions. Both descriptive and inferential statistics were used to analyze quantitative data using SPSS. Results showed that most respondents confirmed that team performance results in successful project implementation, with 78.8% agreeing to a statement in view of this.

Furthermore, it was depicted that project process implementation is influenced by organizational culture with 66.7% of the respondents agreeing with this view and that availability of adequate resources influence strategy implementation with 72.7% of the respondents strongly agreeing to the statement. The regression analysis showed that the management factors, systemic factors and organizational resources explained

55% of the strategy implementation in IRC-Kenya. Organizational resources were found to be significant in the strategic implementation of the organization's project ($p < 0.05$), while management and systematic factors were not ($p > 0.05$). the study concluded that the organization has applied effective management practices that support the implementation of its projects, it has systems in place that strengthen its strategy implementation, and it has adequate resources to support its strategies. The study recommended that the organization maintain its management and leadership practices to continue to inspire and motivate its employees and identify ways to improve these even more.

2.5 Research Gap

Regarding the reviewed literature narrated above, the evidence demonstrated that there are several studies that focused the similar matter on the influence of DFP on socio-economic issues and sustainability of DFP that are performed through the non-government organizations, faith based organizations and civil society organizations however there is little discussion that has been reviewed to assess impact of socio-economic impact of DFP that are institutionalized by the academic institutions like what Mzumbe University do. Thus, the researcher intends to assess the socio-economic impact of DFP that are conducted by public academic institutions in Tanzania reflecting what Mzumbe university do.

2.6 Conceptual Framework

According to Mugenda & Mugenda (2003), a conceptual framework is a hypothesized model identifying the concepts under study and the relationship among

them. The conceptual framework illustrates dependent, independent, and intervening variables in the study. The socio-economic welfare of the beneficiaries will be the dependent variable and the independent variables are donor funding to projects. Thus, this demonstrates that the improvement in socio-economic welfare among the Morogoro community of Morogoro district directly depends on the availability of donor funding. However, their improvement in social and economic welfare can also depend on several other intervening variables, namely; the objectives of the donors financing particular projects, the policy environment, and the beneficiary attitude towards donor-aided projects. The following is a diagrammatic illustration of possible donor funding influences on the community's social and economic welfare.

Independent Variable

Dependent variables

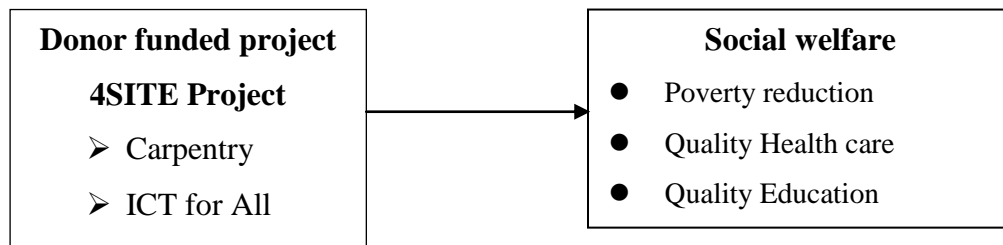


Figure 2.1: Conceptual Framework

Source: Researcher (2025)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

This section presents the research philosophy, research design, research approach, area of the study and population of the study. It also looks at sample size and sampling techniques, data collection methods, data collection tools, reliability and validity of research tools, variable measurements, data analysis and research ethics.

3.2 Research Philosophy

This study was grounded from the positivism research philosophy. This philosophy was used because the study is going to concentrate to the quantitative data collection and interpretation in an objective manner. In other words, the reality and inferences of this study was established from quantitative data following the nature of specific objectives. All the objectives demand causal-effective relationship between the identified variables. The findings of this study depended on realities from observable and quantifiable statistical analysis in which the researcher detached from the respondents.

3.3 Research Design

Research design is defined as the master plan that assists the researcher in obtaining answers to research questions (Saunders et al., 2009). In conducting this research, the study adopted a descriptive research design. The descriptive research design is considered to be appropriate for the study because according to Hair *et al.* (2014) the descriptive research design is concerned with describing, recording, analyzing and

reporting conditions that exist or existed. The descriptive research design enabled the researcher to collect, analyze and report data on the impact of donor-funded project hosted at Universities on social economic welfare of the community. The reason behind for researcher to select this research design was to collect a plenty information from large number of participants that would enable in understanding the impact of DFP on social and economic welfare of the community; also, the design enabled researcher to analyze the relationship between donor-funded projects and socio-economic welfare.

3.4 Research Approach

A research approach refers to the overarching strategy or plan that guides a research study (Saunders et al., 2015). It encompasses the methods and techniques used to gather and analyze data, and it typically aligns with the research objectives and questions. There are several key types of research approaches: Qualitative Approach: Focuses on understanding experiences, behaviors, and social phenomena through non-numerical data. It often involves methods like interviews, focus groups, and observations.

Quantitative Approach: Involves the collection and analysis of numerical data to identify patterns, test hypotheses, and make predictions. Common methods include surveys and experiments. Mixed Methods Approach: Combines qualitative and quantitative techniques to provide a more comprehensive understanding of a research question. Based on positivism philosophy, this study employed a quantitative method approach.

3.5 Area of the Study

This study was carried out based on donor-funded projects (4SITE) Program which has four Projects under VLIR-UOS at Mzumbe University at Mvomero district, in Morogoro. As laid out on Inter-University Collaboration donors program structure. Researcher focused on the area because the project has been taken for almost six years from the project planning up to the mid of execution. Furthermore, the project has engaged Mzumbe University as the biggest and longest project partners and the University has direct community involvement. Purposely the researcher selected the Mvomero district because is where the 4SITE program is implementing the project in the District where different informants was available to provide answers to the researcher in portraying how DFP projects improve the community development in the MVOMERO community. Thus, the researcher targets to engage respondents such as beneficiaries, local leaders, district officers and Mzumbe University staff.

3.6 The Population of the Study

Cooper and Schindler (2005) define a population as the total collection of elements about which the researcher wishes to make some inferences. The target population for this study was the 4 SITE Project team members, Mzumbe staff who are non-4SITE team members which is hosted at Mzumbe University, and beneficiaries such as beekeepers, carpenters, Mvomero Primary schools teachers and households. The project /programme serves among many other beneficiaries, two bee-keeping groups (Nia Moja and Kwelikwiji), Carpenters, and Mvomero Primary school teachers under the Rural Entrepreneurship Development Project at Mvomero district in Morogoro region, community development officers and civic community leaders

all making a total of 197 people. Table 3.1 shows the targeted population of the study.

Table 3.1: Targeted Population

S/N	Respondents	Number
1	Mzumbe University staffs	100
2	Carpenters	35
3	Civic community leaders	8
4	Primary and secondary teachers	45
5	Community development officers	9
Total number		197

Source: VLIR/UOS IUC 4SITE PROJECT (2022).

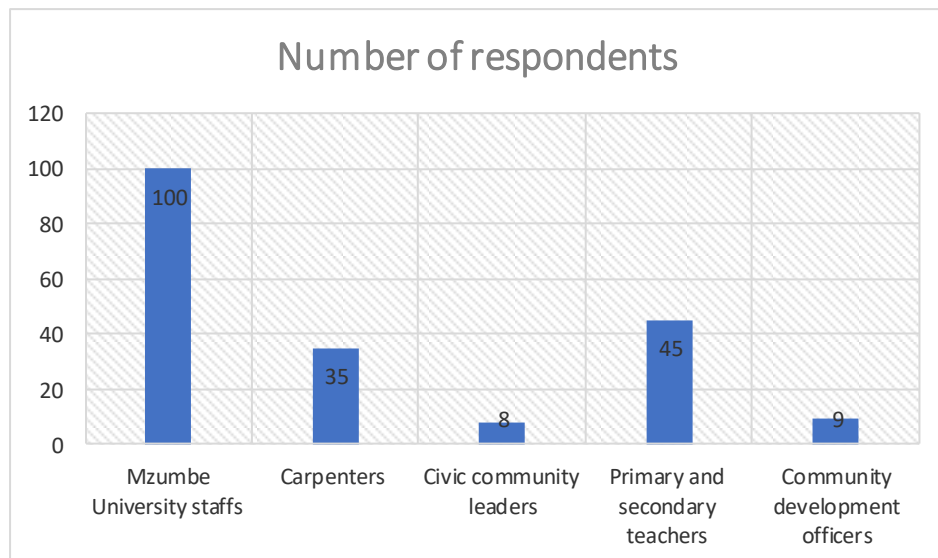


Figure 3.1: Targeted Population

Source: VLIR/UOS IUC 4SITE PROJECT (2022).

3.7 Sample and Sampling Techniques

3.7.1 Sampling Technique

Sampling refers to the systematic procedure that entails the careful selection of a reasonably number of informants in the study from a large group of population and

the researcher is expecting to collect useful information that leads to making judgment on behalf of a large population (Hair et al., 2014). In this study, stratified random sampling was used because the population was not homogeneous. Within stratum simple random sampling was used to select 132 respondents. Additionally, researcher believes that the selected informants possess the required experience regarding the services provided by the 4SITE project.

3.7.2 Sample Size

According to Kothari (2006), the sample size is the number of sampling units that are to be included in a sample. The sample size is a crucial component in carrying out a research study as it helps in suggesting a proper sample from the larger population. Sample size determination is the technique of selecting the right figure of respondents to be involved in a sample. Therefore, the sample of 132 respondents participated in the study from the selected participants in Mvomero district. This sample size was determined by using Yamane (1967), as follows;

$$n = N / 1 + N(e)^2$$

$$n = 197 / 1 + 197(0.05)^2$$

$$n = 197 / 1 + 197 (0.0025)$$

$$n = 197 / 1.4925$$

$$n = 131.9 = 132$$

Where n= Sample size, N= Total population, e = Standard error (1-10%), 1= Constant Substituting the formula above n= 132. Hence a sample of 132 respondents was selected from the entire population.

Table 3.2: Sample Size of the Study

S/N	Respondents	Number	Sampling Technique	Data collection Methods
1	Mzumbe University staffs	52	Simple random sampling	Questionnaire
2	Beekeepers	19	Simple random sampling	Questionnaire
3	Carpenters	17	Simple random sampling	Questionnaire
4	Civic community leaders	6	Simple random sampling	Questionnaire
5	Primary and secondary teachers	32	Simple random sampling	Questionnaire
6	Community development officers	6	Simple random sampling	Questionnaire
Total number		132		

Source: Researcher by using Yamane Formula and proportionate formula (2025)

3.8 Data Collection Methods

Antonius (2003) briefly states that data is information that is collected in a systematic way and organized and recorded to enable the reader to interpret the information correctly. This study applied primary sources of data collection method. In this study the primary data was collected through structured questionnaire and interview.

3.8.1 Questionnaire

Questionnaire is defined as the formal framework comprised with a number of prepared questions which are then scaled into a range of points to generate primary data in research (Hair et al. 2014). The researcher developed questionnaire to collect data from respondents. The researcher set a structured questionnaire to collect data from the project beneficiaries to examine the impact of donor-funded projects on social and economic welfare of the community. Two types of questions were asked. Closed ended questions assessed demographic characteristics of the respondents.

Moreover, five point likert scale statements were used to assess perceptions of respondents regarding the specific objectives. In administering the questionnaire, researcher worked together with a team of enumerators who was trained in conducting research and did a pre-test data collection. The pre-test helped researcher to understand the enumerators' level of understanding in administering questionnaire tool and to improve where there was the misuse. During the entire process of data collection, a researcher was in the field in ensuring enumerators work on time and ensuring quality data collection (see table 3.1)

3.9 Validity and Reliability

The researcher considered both reliability and validity of research tools

3.9.1 Validity of Tools

Validity refers to how well the constructs of the study are measured in accordance with the study Phelan and Wren (2005). In measuring the validity of the study researcher developed a set of questionnaires that are related to the study objectives and was shared with various academicians and researchers in the field of project management including the supervisor who assessed the validity and for questionnaire.

3.9.2 Reliability of Tools

Reliability is the extent to which data collection methods yield consistent results (Kothari, 2014). Prior to running a regression analysis, the researcher performed the following tests, reliability test. This is usually performed to avoid false results.

Reliability of the data collection instrument evaluated through Cronbach's Alpha which measures the internal consistency. Cronbach's Alpha value was used to verify the reliability of the construct. The Cronbach's alpha of 0.7 or greater denotes acceptable internal consistency (Saunders et al., 2019).

3.10 Data Analysis

According to Marshall and Rossman (1999), data analysis is the process of bringing order, structure and interpretation to the mass of collected data quantitative data was analyzed. For quantitative data that was collected through the questionnaire on answering the socioeconomic impact of DFP, the researcher coded and captured in the computer using Statistical Package for Social Science (SPSS Version 20) to generate descriptive statistics such as frequencies and percentages. Also, the linear regression model was used to assert the relationship between the independent variable donor-funded project and the dependent variable socioeconomic welfare of the community.

3.11 Ethical Considerations

Collecting data from people raises ethical concerns. These include taking care to avoid harming people, having regard for their privacy, respecting them as individuals and not subjecting them to unnecessary research (Mellville and Wayne, 2001). Thus, in ensuring the study is consistent with the ethics issues in carrying out the study, the researcher considered the following ethical considerations; Researcher obtained the permission letter from The Open University of Tanzania (OUT) postgraduate studies for introduction during the research activity which was shared/shown to responded

during data collection and submitted/shared to Mvomero district and Mzumbe University, in addition the research requested respondent to participate in data collection freely and research during data collection process assured the respondents that the provided information was treated confidentially and used for academic purposes and not otherwise.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Overview

The study sets out to examine the impact of donor-funded projects on social and economic welfare of the community, with reference to 4SITE Project at Mzumbe University. Thus, in this chapter researcher presented the findings, interpretation and discussion of the study's results as per the research questions, from the data that was collected from the respondents. The first section presents findings related to general information from the respondents, and the subsequent sections present the analyzed results on the impact of project on poverty reduction, the impact of project on the quality of health care, the impact of project on the quality of education and the impact of project on agriculture & beekeeping.

4.2 Response rate

A response rate of 86.36% was achieved in this research with 114 respondents having completed and returned the questionnaires, out of the sample of 132 respondents who were liable to fill questionnaires. Mugenda and Mugenda (2003) consider a response rate of 70% and over as excellent, thus making the collected data adequate for analysis and reporting. Table 4.1 presents a summary of the response.

Table 4.1: Demographic Characteristics of Respondents

		HH		MU		PT		LL		CM	
		FR EQ	PER C	FR EQ	PER C	FR EQ	PER C	FRE Q	PER C	FR EQ	PE RC
SEX	Male	11	43%	26	60%	10	46.7 %	3	60%	3	40%
	Female	18	57%	30	40%	18	53.3 %	4	40%	9	60%
AGE	18 – 25 years	3	10%	1	2%	0	0%	0	0%	5	50%
	26 – 35 years	13	43%	21	42%	15	50%	0	0%	3	30%
	36 – 45 years	8	27%	19	38%	10	33.3 %	3	60%	2	20%
	46 – 55 years	6	20%	7	14%	3	10%	1	20%	0	0%
	56 years and above	0	0%	2	4%	2	6.7 %	1	20	0	0%
EDUC ATIO N	Primary	18	60%	0	0%	0	0%	3	60	0	0%
	Second ary	12	40%	0	0%	0	0%	1	20	3	30%
	Certific ate	0	0%	1	2%	9	30	0	0	1	10%
	Diplom a	0	0%	3	6%	15	50%	0	0	6	60%
	Underg raduate	0	0%	27	54%	5	17%	1	20	0	0%
	Postgra duate	0	0%	19	38%	1	3%	0	0	0	0%
Engag ement in project	1 – 3 years			2	4%			0		4	40%
	4 – 7 years			21	42%			5	100	3	30%
	8 years and above			27	54%			0	0	3	30%

Source: Data analysis (2025)

4.3 Demographic Characteristics of Respondents

From the above analyzed table it demonstrated that male participants in the study were 53 (40%) compared to 79 (60%) female. Furthermore, participants aged between 18 to 25 were 9 (7.2 %), 26 to 35 were 52 (41.6%), 36 to 45 were 42 (33.6%), 46 to 55 were 17 (13.6%) and 56 years and above were 5 (4%). Moreover, basing on education of the participants it revealed that 21 (16.8%) of participants were in primary level, 16 (12.8%) were in secondary level, 11 (8.8%) holds certificate, 24 (19.2%) holds Diploma, 33 (26.4%) holds undergraduate and 20 (16%) holds postgraduate.

The results from Table 4.1 show that minimum beneficiaries' age ranged from 18 years to 35 years while the maximum age was above 50 years. The results show that majority of beneficiaries had age between 36 years to 50 years (42.5%). However, for staff respondents minimum age was 24 years and maximum were 47 years. On the beneficiaries' age group, it implies that active age to work is benefiting from WVT projects. Hence it is expected that socio-economic impacts changes will be realized through the right community segment.

The results from Table 4.1 show that majority beneficiaries' education level was primary education (83.8%) followed by secondary education (13.8%), while college certificate and degree from university comprised minority at 1.3% each. This implies that majority who benefit to experience impacts of DFPs in local areas are primary education level and above; and since there was no one not went to school then this implies that most of the beneficiaries are able to interpret the instructions from

knowledge they get from WVT project interventions. The findings presented in the table 4.1 above show that 43% of the respondents have less than six months in being at the project, while 46% the respondents have said had an experience of 1 to 2 years of being at the project. Also 11% of the respondents had an experience of 1 to 2 years. The results shows that majority of the respondents have no good experience of being experience of the project. Also, it has been found that the project was established in 2012, therefore it has lasted for twelve years with three phases (Phase one, Phase 2 and Phase out) but even it good be one year yet its sustainability can be researched (Yassin , 2020))

4.4 Impact of Donor-funded Projects on Poverty Reduction

The respondents carpenters were asked to demonstrate how the project had impacted towards poverty reduction in their households. The findings presented in table 4.2 below indicated how it impacted towards poverty reduction.

4.4.1 Carpentry Project and Poverty Reduction

As demonstrated in Table 4.2 the carpentry project had an influence on the poverty reduction. The independent variable of carpentry was included in the model and revealed positive and strong relationship on poverty reduction with R value (.797) 79.7%. The R square demonstrated (.636) 63.6% entailing that that there is variation in factors influencing poverty reduction and other remaining 36.4% are the factors that were not included in the model.

Table 4.2: ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	73.744	3	24.581	6.981	.005 ^b
	Residual	42.256	12	3.521		
	Total	116.000	15			

a. Dependent Variable: POVERTY REDUCTION

b. Predictors: (Constant), CARPRO3, CARPRO2, CARPRO1

Source: Data analysis (2025)

Additionally, the ANOVA analysis demonstrated that generally the regression analysis was considered significant as the influence of carpeting was statistically significantly related to poverty reduction with F-Statistics value of 6.981 at significant level 0.005. This indicates that influence of carpeting project was statistically significant on poverty reduction.

Table 4.3: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.189	4.076		1.519	.155
	CARPRO1	.186	.842	.059	.221	.829
	CARPRO2	1.687	1.136	.382	1.485	.163
	CARPRO3	1.781	.514	.660	3.465	.005

a. Dependent Variable: POVERTY REDUCTION

Source: Data Analysis (2025)

$$Y = 6.189 + (2.432 \text{ pollination} + .257 \text{ balancing ecosystem} - 1.257 \text{ buying tools}) + \epsilon.$$

From the obtained findings it unveiled that change in pollination of agriculture crops would results in increasing the chance for poverty reduction at 2.432, a change in

balancing ecosystem would results in increasing the chance for poverty reduction at .257 and change in buying important tools would results in decreasing the chance poverty reduction at -1.257. Additionally, study findings revealed that pollination (sig= .348) was statistically insignificant, balancing ecosystem (sig= .916) was statistically insignificant and buying important tools (sig= .345) was statistically insignificant.

4.4.2 Donor-funded Project and the Quality of Health Care

This was the second research objective of the study which aimed to assess the influence of the-donor funded project on the quality of health care of households. Prior in achieving the results of the study, relevant data were obtained through questionnaires which were administered to respondents. In due regard, the responses obtained are present as follows

4.4.2.1 Carpentry Project and Quality of Health Care

Table 4.4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.503 ^a	.253	.067	1.28268

a. Predictors: (Constant), CARPRO3, CARPRO2, CARPRO1

Source: Data analysis (2025)

The linear regression model revealed the donor funded project through carpentry had an influence on the quality of healthcare. The independent variable of donor-funded project through carpentry was included in the model and revealed a positive and moderate relationship on the quality of healthcare with R-value (.503). The R square

demonstrated (.253) implying that there is variation in factors influencing the quality of health care and the remaining 74.7% are the factors that were not included in the model.

Table 4.5: ANOVA ^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.694	3	2.231	1.356	.303 ^b
	Residual	19.743	12	1.645		
	Total	26.438	15			

a. Dependent Variable: QUALITY HEALTHCARE

b. Predictors: (Constant), CARPRO3, CARPRO2, CARPRO1

Source: Data analysis (2025)

Additionally, it was revealed in ANOVA analysis, the findings signify that generally the regression analysis was considered insignificant as the influence of carpenter project was statistically insignificantly related to quality of health care with F-Statistics value of 1.356 at significant level .303. This indicates that influence of donor funded projects through carpentry project was statistically insignificant on the quality of health care.

Table 4.6: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	11.520	2.786		4.135	.001
	CARPRO1	.764	.576	.509	1.328	.209
	CARPRO2	-.637	.777	-.302	-.821	.428
	CARPRO3	.294	.351	.228	.837	.419

a. Dependent Variable: QUALITYHEALTHCARE

Source: Data analysis (2025)

$$Y = 11.520 + (.764 \text{ carpeting tools} - .637 \text{ new carpeting skills} + .294 \text{ environment conservation}) + \varepsilon.$$

From the findings it was demonstrated that change in buying important carpentry tools would results in change in quality of health care at .764, a change in obtaining new carpentry skills would results in change in quality of health care at -.637 and change in environmental conservation would results in change in quality of health care at .294. Furthermore, study findings revealed that carpeting tools (sig= .209) was statistically insignificant, new carpeting skills (sig= .428) was statistically insignificant and environmental conservation (sig= .419) was statistically insignificant. Therefore, the findings unveiled that buying important tools for carpeting and environmental conservation was positively but statistically insignificant in influencing the quality of health care of households whilst obtaining new skills for carpeting was negative and statistically insignificant influencing the quality of health care of households.

4.4.3 Donor funded Project and the Quality of Education

4.4.3.1 Donor funded Project through Carpentry Project and Quality of Education

Table 4.7: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.688 ^a	.474	.342	1.38518

a. Predictors: (Constant), CARPRO3, CARPRO2, CARPRO1

Source: Data analysis (2025)

As demonstrated in model summary the carpentry project had an influence on the quality of education. The independent variable of carpentry was included in the model and revealed positive and moderate relationship on quality of education with R value (.688) 68.8%. The R square demonstrated (.474) 47.4% implying that there is variation in factors influencing quality of education and other remaining 52.6% are the factors that were not included in the model.

Table 4.8: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.725	3	6.908	3.601	.046 ^b
	Residual	23.025	12	1.919		
	Total	43.750	15			
a. Dependent Variable: QUALITY OF EDUCATION						
b. Predictors: (Constant), CARPRO3, CARPRO2, CARPRO1						

Source: Data analysis (2025)

Furthermore, as unveiled in ANOVA analysis, the findings signify that generally the regression analysis was considered significant as the influence of carpentry was statistically significantly related to the quality of education with an F-Statistics value of 3.601 at a significant level .046. This indicates that the influence of carpentry project was statistically significant on the quality of education.

Table 4.9: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.409	3.008		4.125	.001
	CARPRO1	1.104	.622	.572	1.775	.101
	CARPRO2	-.433	.839	-.159	-.516	.615
	CARPRO3	.601	.379	.362	1.583	.139

a. Dependent Variable: QUALITY OF EDUCATION

Source: Data analysis (2025)

$Y = 12.409 + (1.104 \text{ carpentry tools} - .433 \text{ new carpentry skills} + .601 \text{ environment conservation}) + \varepsilon$.

From the findings, it was demonstrated that a change in buying important carpentry tools would results in change in quality of education at 1.104, a change in obtaining new carpentry skills would results in change in quality of education at -.433 and change in environmental conservation would results in change in quality of education at .601. Moreover, study findings revealed that carpeting tools (sig= .101) was statistically insignificant, new carpeting skills (sig= .615) was statistically insignificant and environmental conservation (sig= .139) was statistically insignificant.

Therefore, the findings unveiled that buying important tools for carpeting and environmental conservation was positively but statistically insignificant in influencing the quality of education of households whilst obtaining new skills for carpeting was negative and statistically insignificant in influencing the quality of

education of households. Prior to that, the researcher engaged other important stakeholders in the project which included Mzumbe University staffs, primary teachers, local leaders and community monitors to examine how donor donor-funded project have impacted on performing their activities the analyzed findings were successfully presented in the respective tables below.

Mzumbe University Staffs

Table 4.10: Promote the Knowledge of Digital Technology Use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	8.0	8.0	8.0
	Agree	15	30.0	30.0	38.0
	Strongly Agree	31	62.0	62.0	100.0
	Total	50	100.0	100.0	

Source: Researcher's analysis, 2025

The table 4.10 above portrays that 31 (62%) were strongly agreed that ICT project enhanced the promotion of knowledge of digital technology use, 15 (30%) agreed and 4 (8%) were neutral. This notifies that majority of the respondents shows the appreciation towards the presence of the project as it enabled them in obtaining sufficient knowledge on using digital technology which indicates that the project has major impact in the ICT and technology to the community and Mzumbe University at large.

Table 4.11: Enhanced Creativity and Development Initiatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	8.0	8.0	8.0
	Agree	21	42.0	42.0	50.0
	Strongly Agree	25	50.0	50.0	100.0
	Total	50	100.0	100.0	

Source: Researcher's analysis, 2025

As demonstrated in Table 4.11 above, 25 (50%) of the respondents strongly agreed, 21 (42%) agreed and 4 (8%) were neutral concerning the ICT project on enhancing creativity and development initiatives. The findings implies that through the project they have been able to increase their creativity.

Table 4.12: Enhanced the Improvement of ICT facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	10	20.0	20.0	20.0
	Strongly Agree	40	80.0	80.0	100.0
	Total	50	100.0	100.0	

Source: Data analysis (2025)

It was portrayed that 40 (80%) were strongly agreed and 10 (20%) of the respondents agreed with the improvement of ICT facilities due to presence of ICT for All project. It is clearly evident that through the project.

Table 4.13: Improved blended Learning to Mzumbe Staffs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	2.0	2.0	2.0
	Agree	23	46.0	46.0	48.0
	Strongly Agree	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Source: Data analysis (2025)

Moreover, the results unveiled that 26 (52%) of the respondents were strongly agreeing, 23 (46%) of the respondents were agreeing and 1(2%) of the respondent were neutral that the project has improved the blended learning to Mzumbe staffs. From the results it can be noted that the project to the large extent has enhanced the blended system of learning and this has enabled majority of Mzumbe staffs to acquire new knowledge and skills that are relevant on performing their activities.

Table 4.14: Improved the e-library System

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	10.0	10.0	10.0
	Agree	13	26.0	26.0	36.0
	Strongly Agree	32	64.0	64.0	100.0
	Total	50	100.0	100.0	

Source: Data analysis (2025)

The study findings revealed that 32 (64%) of the respondents strongly agreed that the project has improved the e-library system, 13 (26%) of the respondents agreed and 5 (10%) of the respondents were neutral on improved e-library system. This is an indication that the highest number of respondents agreed on improved e-library is that the project has met its intended objectives on using digital for improving knowledge of Mzumbe staffs and thus the increasing number of e-library users is a clear indication of the importance of the project.

Primary Teachers

Table 4.15: Enhance Knowledge on Digital Use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	3.3	3.3	3.3
	Agree	4	13.3	13.3	16.7
	Strongly Agree	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

Source: Data analysis analysis (2025)

According to the results, 25 (84%) of the respondents unveiled that the project has enhanced the knowledge on digital technology use, 4 (13%) of the respondents agreed and 1 (3%) of the respondent was neutral. From the empirical findings, it can narrated that with effective implementation of the project majority of primary teachers have been able to use various digital programs that supported them on acquiring relevant knowledge and skills.

Table 4.16: Improved Academic Reports Preparation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	10.0	10.0	10.0
	Strongly Agree	27	90.0	90.0	100.0
	Total	30	100.0	100.0	

Source: Data analysis (2025)

The findings unveil that majority of teachers agreed on the importance of ICT project because the project enabled them and facilitated in the way of doing their activities for instance in arranging for results and academic reports whereby teachers use little time and it saves costs in preparing results and general reports.

Table 4.17: Enabled Creativity and Sustainability on ICT uses

		Frequency	Percent	Valid Percent	Cumulative Percent
	Agree	5	16.7	16.7	16.7
Valid	Strongly Agree	25	83.3	83.3	100.0
	Total	30	100.0	100.0	

Source: Data analysis (2025)

Additionally, the analyzed results showed that majority of teachers agreed on the importance of ICT project as 5 (16.7%) of respondents agreed on enhancing creativity and sustainability on ICT uses and 25 (83.3%) of the respondents strongly agree on the use of ICT.

Local leaders

Table 4.18: Facilitated in Problem-solving and Making Collective Decision

		Frequency	Percent	Valid Percent	Cumulative Percent
	Disagree	1	20.0	20.0	20.0
	Neutral	1	20.0	20.0	40.0
Valid	Agree	1	20.0	20.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

Source: Data analysis (2025)

From the results it shows that 1 (20%) of the respondents disagree that the project facilitated in problem-solving and making collective decision, 1 (20%) of the respondents were neutral, 1 (20%) of the respondents agreed and 2 (40%) of the respondents were strongly agreed that the project facilitated in problem-solving and making collective decisions. This notifies that 60% agree that community involvement in decision making is the key for any project to succeed and with neutrality and disagreement of 40% means other project should involve more community in decision making start with the project write up to its implementation.

Table 4.19: Link between Government, Development Partner and the Community for Financial and Technical Assistance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	20.0	20.0	20.0
	Disagree	2	40.0	40.0	60.0
	Neutral	1	20.0	20.0	80.0
	Strongly Agree	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

Source: Data analysis (2025)

Moreover, the results demonstrated that 1 (20%) of the respondents strongly disagreed that there is a link between government, development partner and the community for financial and technical assistance, 2 (40%) of the respondents disagreed, 1 (20%) respondent was neutral, 1 (20%) of the respondent was strongly agree.

Table 4.20: Assisting in Managing and Evaluating Projects for Proper Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	20.0	20.0	20.0
	Neutral	3	60.0	60.0	80.0
	Strongly Agree	1	20.0	20.0	100.0
	Total	5	100.0	100.0	

Source: Data analysis (2025)

Additionally, the findings unveiled that, 3 (60%) of the respondents were neutral, 1 (20%) disagreed and 1 (20%) was strongly agree that donor funded projects has assisted them in managing and evaluating projects for proper implementation. This finding notifies that, there is slow progress to many of the local leaders on adopting M&E in implementing these projects hence most of the DFP projects lack

adoptability from the local community because of little involvement from the grassroots where the projects are conducted.

Table 4.21: Enabled in Coordinating and Managing Community Projects in ensuring that Results are achieved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	20.0	20.0	20.0
	Agree	2	40.0	40.0	60.0
	Strongly Agree	2	40.0	40.0	100.0
	Total	5	100.0	100.0	

Source: Data analysis (2025)

On the other hand, the analyzed findings portrayed that 4 (80%) of the respondents were agreeing that these DFP projects has enabled them in coordinating and managing community projects that are results oriented and 1 (20%) of the respondents was neutral that the DFP projects didn't support on coordinating and managing community projects. The findings implies that often these local leaders re directly engaged with the projects and community thus through DFP local leaders have enhanced their capacity of coordinating and managing various projects which in some extents have been able to obtain good results.

Table 4.22: Ensuring friendly relationship among the Community Members for Effective and Efficient Participation

		Frequency	Percent
Valid	Neutral	1	20.0
	Agree	1	20.0
	Strongly Agree	3	60.0
	Total	5	100.0

Source: Data analysis (2025)

More so, the researcher intended to understand whether DFP projects have ensured friendly relationship and participation among community members and the findings demonstrated that 3 (60%) of them were strongly agree, 1 (20%) was agreed and 1 (20%) was neutral hence the results showed that through DFP community members do collaborate and participate in community projects. This means that when there are projects that meets the needs of the community it is easy for community members to collaborate and participate effectively on ensuring the projects are well implemented for the needs of the whole community and thus it is important for donors to provide projects that meets the needs of the community.

Community Monitors

Table 4.23: Through the Project, I'm aware of Monitoring Water Sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10.0	10.0	10.0
	Neutral	3	30.0	30.0	40.0
	Agree	3	30.0	30.0	70.0
	Strongly Agree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Source: Data analysis (2025)

Furthermore, the findings unveiled that 6 (60%) of the respondents were agreeing that the projects have enabled them to be aware of monitoring water services whilst 3 (30%) of the respondents were neutral and 1 (10%) of the respondent was disagreeing.

Table 4.24: Through the Project, I Familiarize with Water Quality Testing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10.0	10.0	10.0
	Neutral	4	40.0	40.0	50.0
	Agree	3	30.0	30.0	80.0
	Strongly Agree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Source: Data analysis (2025)

Additionally, the findings revealed that 3 (30%) of the respondents were agree, 2 (20%) were strongly agree, 4 (40%) were neutral and 1 (10%) was disagree that the project has assisted on familiarizing with water quality testing. This shows that there is improvement for participants on the project but still there is a need for more improvement that is needed for the beneficiaries to improve their knowledge on testing water quality.

Table 4.25: The Project enabled on Strengthening of Leadership Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	50.0	50.0	50.0
	Agree	4	40.0	40.0	90.0
	Strongly Agree	1	10.0	10.0	100.0
	Total	10	100.0	100.0	

Source: Data analysis (2025)

Furthermore, the obtained results demonstrated that 5 (50%) of the respondents were neutral, 4 (40%) of the respondents agreed and 1(10%) of the respondent was strongly agreed that through the project they have strengthened their leadership skills. This notifies that leadership skills as important component serves as foundation for effective performance in accomplishing the activities. Through the project, it enabled them to acquire various leadership skills including

communication, decision-making, team-building and problem-solving which is essential instrument in providing positive working environment that encourages collaboration, trust, and open communication.

Table 4.26: The Project enabled on Improving Presentation Skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	10.0	10.0	10.0
	Agree	6	60.0	60.0	70.0
	Strongly Agree	3	30.0	30.0	100.0
	Total	10	100.0	100.0	

Source: Data analysis (2025)

On the other hand, the researcher was keen to understand whether the project has enabled them on improving their presentation skills and the analyzed results showed that 1 (10%) of the respondent was neutral, 6 (60%) were agreed and 3 (30%) of the respondents were strongly agreed with the statement. The findings implies that through the project, participants manage to convey message and information from one person to another. Through project participants become more proficient in articulating thoughts and ideas to other people in office.

Table 4.27: The Project deepened the Knowledge on Monitoring and Managing Water Sources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	10.0	10.0	10.0
	Neutral	1	10.0	10.0	20.0
	Agree	6	60.0	60.0	80.0
	Strongly Agree	2	20.0	20.0	100.0
	Total	10	100.0	100.0	

Source: Data analysis (2025)

Moreover, the results portrayed that 1 (10%) of the respondent disagreed, 1 (10%) of the respondent was neutral, 6 (60%) of the respondents were agreed and 2 (20%) of the respondents were strongly agreed that the project has deepened their knowledge on monitoring and managing water sources that are available in their area. The obtained results implies that knowledge on planning, developing and managing water resources has been useful to participants as they manage water resources in obtaining reliable clean water.

Table 4.28: Participating on Project enhanced Self-confidence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	30.0	30.0	30.0
	Agree	2	20.0	20.0	50.0
	Strongly Agree	5	50.0	50.0	100.0
	Total	10	100.0	100.0	

Source: Data analysis (2025)

Also, the results unveiled that 3 (30%) of the respondents were neutral, 2 (20%) of the respondents agreed and 5 (50%) of the respondents were strongly agreed that effective participating on the project has enhanced their self-confidence. The results notifies that the project has enabled them in boosting their self-esteem in which it enhanced communication skills in communicating on various information hence improved decision-making process towards increasing productivity.

Table 4.29: Participating on Project has increased the Interest in engaging in Community Projects

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Neutral	1	10.0	10.0	10.0
Agree	3	30.0	30.0	40.0
Strongly Agree	6	60.0	60.0	100.0
Total	10	100.0	100.0	

Source: Data analysis (2025)

In addition, the results revealed that 1 (10%) of the respondent was neutral, 3 (30%) of the respondents were agreed and 6 (60%) of the respondents were strongly agreed that the project has improved their participation and interest on engaging in the community projects.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter concludes the study by offering a summary of the key findings, as well as the conclusion and recommendations based on the specific objectives of the study. The chapter also has suggested areas for further study.

5.2 Summary of the Key Findings

The general objective of the study was to examine the impact of donor-funded projects on social and economic welfare of the community.

Objective one of the study examined the Effects of Donor Funded Projects on poverty reduction in the Morogoro Region. The linear regression model revealed that the donor funded project through carpentry had an influence on the quality of healthcare. The independent variable of donor funded project through carpentry was included in the model and revealed positive and moderate relationship on quality of healthcare with R value (.503). The R square demonstrated (.253) implying that there is variation in factors influencing quality of health care and other remaining 74.7% are the factors that were not included in the model.

Objective two of the study examined the Effects of Donor Funded Projects on quality health care in Morogoro Region. The linear regression model revealed the donor-funded project through carpentry had an influence on the quality of healthcare. The independent variable of donor funded project through carpentry was included in the

model and revealed positive and moderate relationship on quality of healthcare with R value (.503).

Objective three of the study investigated the Effects of Donor Funded Projects on quality education in Morogoro Region. The independent variable of carpentry was included in the model and revealed positive and moderate relationship on quality of education with R value (.688) 68.8%.

5.3 Conclusions

According to the findings, it was observed that donor funded projects continues to play a significant role on improving socio-economic development of the community in which the DFP improves the living standard of majority households. It was further concluded that the donor funded project had an influence had an influence on the quality of healthcare. Lastly it was concluded that donor Funded Projects has impact on quality education in Morogoro Region.

5.4 Recommendations

The following are recommendations from the study. In order to have sustainable donor funded projects that meets the community needs, the researcher recommends that development partners should provide sufficient capacity building to local community on how to handle their projects even after donors left so as to have sustainable projects. Furthermore, the government should work closely with development partners and local government by establishing a unit that shall be responsible in coordinating and monitoring performance of local community

activities that are initiated by development partners in order to avoid the fall of the projects.

5.4.1 Recommendations for Poverty Reduction

It was recommended that the stakeholders should implement donor-funded projects that specifically address economic empowerment through skills training, microfinance, and entrepreneurship support for low-income households. Promote initiatives that encourage agricultural diversification and sustainable practices to enhance food security and increase income sources for households. Develop and expand social safety net programs funded by donors to support the most vulnerable populations during economic shocks. In addition, for carpenters the government should provide more education on timber harvesting and harmonize regulations if not simplify them together.

5.4.2 Recommendations for Quality Healthcare

The government should prioritize funding for upgrading healthcare infrastructure, including clinics and hospitals, to ensure they are equipped to provide quality services. The government should invest in training healthcare providers to improve service delivery and patient care, ensuring that they are equipped with the necessary skills and knowledge. Moreover, encourage donor-funded projects that focus on community health education, prevention programs, and health promotion to enhance overall community health. Ensure that donor-funded projects include provisions for the supply of essential medicines and medical supplies to improve healthcare service quality.

5.4.3 Recommendations for Quality Education

Recommendations for quality education, it is recommended that donors should consider funding the construction and renovation of schools to create conducive learning environments, including access to clean water and sanitation facilities. Support the development of relevant curricula that align with local needs and prepare students for the job market. Invest in ongoing professional development for teachers to enhance teaching quality and incorporate innovative teaching. Moreover, stakeholders are advised to promote programs that ensure access to education for marginalized and vulnerable groups, including girls and children with disability.

Also donors are recommended to foster community engagement in educational projects to enhance ownership and accountability, encouraging local participation in school management and decision-making. The government should realize that in rural school ICT education is important and room/space should be provided for ICT related equipment in government rural school so as to provide sufficient equipment such as computers in order to have enough practice for both students and teachers.

5.5 Areas for Further Study

This study examined the impact of donor-funded projects on the social and economic welfare of the community was limited to Mvomero district only. Other studies can be conducted from different perspectives as follows: Other studies can be conducted to investigate the long-term effects of specific donor-funded projects on poverty reduction, healthcare, and education outcomes to understand sustainability and lasting changes in the community.

Another researcher can conduct comparative studies between regions or communities with varying levels of donor support to identify best practices and lessons learned that could inform future projects. Moreover, another study can explore the role of community involvement in the design and implementation of donor-funded projects and how it influences project outcomes and sustainability.

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APPENDICES

APPENDIX I: QUESTIONNAIRE

Introduction

My name is Mara-Sada Mwinyigogo a student at Open University of Tanzania pursuing a Master's of Project Management. This questionnaire seeks to gather data that will be applied in the study of the *impact of donor-funded projects in universities on social and economic welfare of the community: a case of 4site project at Mzumbe University*. You have been chosen to help in providing the necessary data, since your perspectives are viewed as significant in this research study. I kindly request you to respond to the questions in the questionnaire as honestly as possible as per the guidelines indicated. Note that your answers to this questionnaire will be used for purposes of research only. All data given will be treated with extreme confidentiality.

PART A: BACKGROUND INFORMATION

Please indicate with a (✓) your correct answer

1. Please indicate your Gender:

- (i) Male ()
- (ii) Female ()

2. Please indicate your Age:

- (i) 18 – 25 years ()
- (ii) 26 – 35 years ()
- (iii) 36 – 45 years ()
- (iv) 46 – 55 years ()
- (v) 56 - above years ()

3. What is your Education Level:

- (i) Certificates ()
- (ii) Diploma ()
- (iii) Undergraduate ()
- (iv) Post-graduate ()

4. For how long have you been engaged with these projects?

- (i) 1 – 3 years ()
- (ii) 4 -7 years ()
- (iii) 8 years and above ()

PART B: IMPACT OF DONOR-FUNDED PROJECT ON SOCIAL-ECONOMIC WELFARE OF THE COMMUNITY

Kindly indicate how the impact of donor-funded projects in universities on social and economic welfare of the community has impacted the beneficiaries social and economic impact in the community. Kindly put a tick to the appropriate answer in indicating your opinion based on 5-point Likert scale. 5- Strongly agree 4-agree, 3- Neutral, 2- disagree, 1-strongly disagree.

QUESTIONNAIRE GUIDE: HOUSEHOLDS

Assess how the project impacts poverty reduction	5	4	3	2	1
Buy assets and clothing, and construct houses.					
The project has improved my income status					
Through the project, I have managed to possess more assets (Cow, goat, motorcycle, bicycle, brick house)					
Through the project, I have an assurance of food adequacy					
Through the project, I have increased my productivity					

Assess how the project impacts the quality of health care	5	4	3	2	1
I have been able to pay for my hospital charges when required					
I have managed to buy medicines when I'm sick					
I have managed to take care of health status of my family					

Assess how the project impacts the quality of education	5	4	3	2	1
I pay for tuition fees, meals and accommodation for my children at various levels of education.					
The revenue from the project helps to pay for education expenses.					
I spend revenue from selling products to pay school fees for my children					
Through the project, I have managed to buy school clothes, pencils, pen and bags for my children					

Statement	5	4	3	2	1
Impact of carpenters project					
The project has been useful on buying important tools for carpentry					
The project has been useful in generating new skills for carpentry					
The project has been useful for environmental conservation					

QUESTIONNAIRE GUIDE: MZUMBE UNIVERSITY (ICT, BLENDED LEARNING)

Statement	5	4	3	2	1
Impact of ICT for All					
Promotion of knowledge on digital technology use					
The project has enabled the creativity and development initiatives					
The project enabled the improvement of ICT facilities at the University					
The project has improved blended learning to Mzumbe staffs					
The project has improved the e-library system					

QUESTIONNAIRE GUIDE: PRIMARY TEACHERS

Statement	5	4	3	2	1
Impact of ICT for All					
Promotion of knowledge on digital technology use					
The project enhanced in improving working conditions and preparing academic reports					
Enabled creativity and sustainability in using ICT					

QUESTIONNAIRE GUIDE: LOCAL LEADERS

Statement	5	4	3	2	1
Impact of Project to Local Leaders					
The project facilitated in problem-solving and making collective decision on various issues of project affecting community					
Acting as link between government, development partner and the community for financial and technical assistance					
Assisting in managing and evaluating projects for proper implementation					
Enabled in coordinating and managing community projects in ensuring that results are achieved					
Ensuring friendly relationship among the community members for effective and efficient participation in projects					

QUESTIONNAIRE GUIDE: COMMUNITY MONITORS

Statement	5	4	3	2	1
Impact of Project to Community Monitors					
Through the project, I'm aware of monitoring water sources					
Through the project, I familiarize with water quality testing					
The project enabled on strengthening leadership skills					
The project enabled on improving presentation skills					
The project deepened the knowledge on monitoring and managing water sources					
Participating on project enhanced a self-confidence					
Participating on project has increased the interest in engaging in community projects					

THANK YOU FOR YOUR PARTICIPATION

Research clearance Letter



Ref. No OUT/ PG201986819

03th March 2023

Regional Administrative Secretary,
Morogoro Region,
P.O Box 650,
MOROGORO.

Dear Regional Administrative Secretary,

RE: RESEARCH CLEARANCE FOR MS. MARA SADA MWINYIGOGO, REG NO: PG201986819

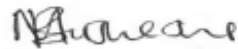
2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. Mara Sada Mwinyigogo, Reg. No: PG201986819** pursuing **Master of Project Management (MPM)**. We here by grant this clearance to conduct a research titled **"The Impact of Donor-funded Projects in Universities on Social and Economic Welfare of the Community: A Case of 4site Project at Mzumbe University"**. She will collect her data at Mzumbe University and Kwilikwiji in Morogoro Region from 6th March to 6th April 2023.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA



Prof. Magreth S. Bushesha

For: VICE CHANCELLOR



**MU IUC PARTNER PROGRAMME
(PP) – Phase II**

**Self-Steering Sustainable Social
Innovation Through Training and
E-Research (4SITE)**



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VLIR-UOS@4SITE
P. O. Box 1,
Mzumbe,
TANZANIA.
Date: May 13th 2023

Ref. No: MU/ 4SITE /INT/HO/032

Dear

Ms. Mara Saada Mwinyogogo

RE: PERMISSION TO CONDUCT DISSERTATION AND DATA COLLECTION

2. Reference is made to the above heading. Following your request to conduct dissertation and collect data for your dissertation titled "Impact of DONOR Funded Project on Social Welfare: A Case Study of 4SITE Project at Mzumbe, Morogoro", we have reviewed your application and are pleased to grant you permission to proceed.

3. You are hereby authorized to carry out your research activities within the 4SITE project area located in Mzumbe, Morogoro. However, this permission is granted under the following conditions:

- a. Submission of a copy of the data collection tools you intend to use.
- b. Ensuring that all research activities are conducted ethically and in collaboration with relevant project stakeholders.
- c. Submission of one copy of your completed dissertation to this office to the conclusion of your study.

4. We wish you all the best in this important academic endeavor and remain available for any support you may need.

Dr. Albogast K. Musabila
The Local Programme Coordinator for
MU Institutional University Cooperation
(MU IUC) Programme

MZUMBE UNIVERSITY
P. O. Box 1, MZUMBE
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Cc: DHRA, DF, Programme Manager MU-VLIR-
UOS

PL1, PL2, PL3, PL4, and Programme Members