PROMOTING URBAN AGRICULTURE THROUGH IMPROVED AGRICULTURAL INPUTS: A CASE OF KISEWE VEGETABLE GROWERS: CHAMAZI WARD TEMEKE MUNICIPALITY, DAR ES SALAAM- TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER IN COMMUNITY ECONOMIC DEVELOPMENT (MCED) OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Senate of the Open University of Tanzania a dissertation titled: *"Promoting Urban Agriculture Through Improved Agricultural Inputs: A Case of Kisewe Vegetable Growers: Chamazi Ward Temeke Municipality, Dar es Salaam, Tanzania"* in partial fulfillment of the requirements for the degree of masters in Community Economic Development (MCED) of the Open University of Tanzania.

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Dr: Simon Waane

(Supervisor)

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Date

COPYRIGTH

DECLARATION

I, Michael Gervas Mayabu, declare that this dissertation is my own original work and that it has not been presented to any other University for similar or any other degree award.

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Signature

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Date

DEDICATION

The work is dedicated to my beloved spouse Mrs. Agnes Goodluck who encouraged me all the time in my career, also my lovely children Macdonald, Lilian and Louis; who tolerated my absence at home during this course.

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I would also like to express my thanks to the Chamazi ward leaders, Ward Agricultural Extension officers, Ward Education Coordinator and Community Development Officer for their assistance during my studies. Special thanks should also go to the project hosting group, Kisewe vegetables growing group to whom we worked together as a team throughout the project phases. I owe much to all parties involved in this study who will find this dissertation as an outcome of their contributions. However, with all assistance I received all errors and omissions in this dissertation remain as the responsibility of the author.

ABSTRACT

This report defines Participatory Assessment Research that was conducted in Chamazi Ward Temeke Municipality. The research conducted provide information that led to establishment of project on promoting Urban Agriculture through use of Agricultural Inputs, a case of Kisewe Vegetables growing group. The objective of the assessment was to identify the real needs of the community and ways on how to solve them. To execute objective, the assessment used participatory urban appraisal whereby community members were involved from data generation to the project implementation stage. Findings from assessment showed that the community has many problems, but the main one that needs urgent intervention is Low vegetables harvested yields. The project Intervention to help kisewe vegetable growing group to produce more yields per plot. Through using agricultural inputs enable youth who was engaged in agriculture to develop economically, hence created an employment.

The general objective of the project was to promote higher productivity of Vegetables through improved Agricultural Inputs. The specific objective are to produce different types of vegetables, to introduce a new technology of producing vegetables using agricultural inputs such as Improved seeds, Organic and inorganic fertilizers and the uses of pesticides to control insectpest by February 2013; and to enhance the involvement of Community members in saving and credit by 2013.

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CHAPTER ONE

1.0 PARTICIPATORY ASSESSMENT

1.1 Introduction

This chapter presents findings of participatory assessment study carried out in Mbagala Chamazi Ward – Temeke Municipality. Participatory assessment is a method for determining the most crucial needs. It is an exercise of asking the community members what they feel as the most important needs that can be supported. The results of assessment give guides to future action and in most cases the needs that are rated most important are the ones that need urgent interventions. The results of assessment may form a basis for the project design, and implementation of the project.

The chapter discusses the following issues; community profile for Mbagala Chamazi ward, where the project was conducted. The profile provides information on vision and mission of the group, geographical location, climate, population and administrative arrangement, employment and economic activities, basic social services available in the group e.g health, housing, health facilities, and education facilities, the chapter also discusses the issues of land uses, housing, sources of water, waste management, transport and communication, financial services, and civic community organization.

The section review provides participatory assessment information on group assessment, economic assessment, environmental assessment and health assessment. The following information were provided for each assessment: Research objectives,

research questions, research design, research methods, population and sampling, research tools and techniques, test of measurement (reliability and validity), data presentation, findings, stresses, sources of stresses and assets.

1.2 Background of Temeke Municipal

Temeke Municipal Council was established on 10th November, 1999 under the Local Government (Urban) Authorities Act No. 8 sections 8 and 9 of 1982. Temeke municipal is one of municipal councils of Dar es Salaam city. Other municipalities are Kinondoni and Ilala. Temeke is the largest municipal among all municipalities of Dar es Salaam. It consist three (3) division (Mbagala, Kigamboni and Chang'ombe) and thirty (30) wards. Before Dar es Salaam City and Coast region constituted a single region known as Coast region, later on the region was further subdivided into two regions namely Coast region and Dar es Salaam region (Temeke Municipality Profile, 2012).

1.3 Community Profile for Chamazi Ward

Chamazi ward is one of the nineteen wards within the Mbagala division in Temeke Municipality. Chamazi ward has six administrative streets (Mitaa) which are Msufini, Mwembe Bamia, Rufu, Kipoza, Kisewe and Magengeni The profile provides outlook of community's, vision and mission geographical location, climate, population density and administrative arrangements, employment and economic activities, basic services, health services, education services, and characteristics of land and shelter development. The profile also provides outlook of community's source of water, waste management, transportation and communication, financial services and civic organizations.

1.3.1 Vision

Temeke municipality is governed by principles of good governance with a community which is free of poverty.

1.3.2 Mission

The ward is dedicated to the improvement of the lives of the poor in the community through the promotion of self-help.

1.3.3 Geographical Location

Temeke Municipality is located in the South of Dar es Salaam City, borders Coast Region in the south, Ilala Municipality in the north and west while in the east it stretches by the coast line of the Indian Ocean. It is one of the three Municipalities in Dar es Salaam City Council; the others are Ilala and Kinondoni. Temeke Municipality is the largest in size compared to Ilala and Kinondoni. It covers an area of 656 km² with a coastal line of 70 km length and lies between 39º12' - 39º33' East and 6º48' -7º33' South

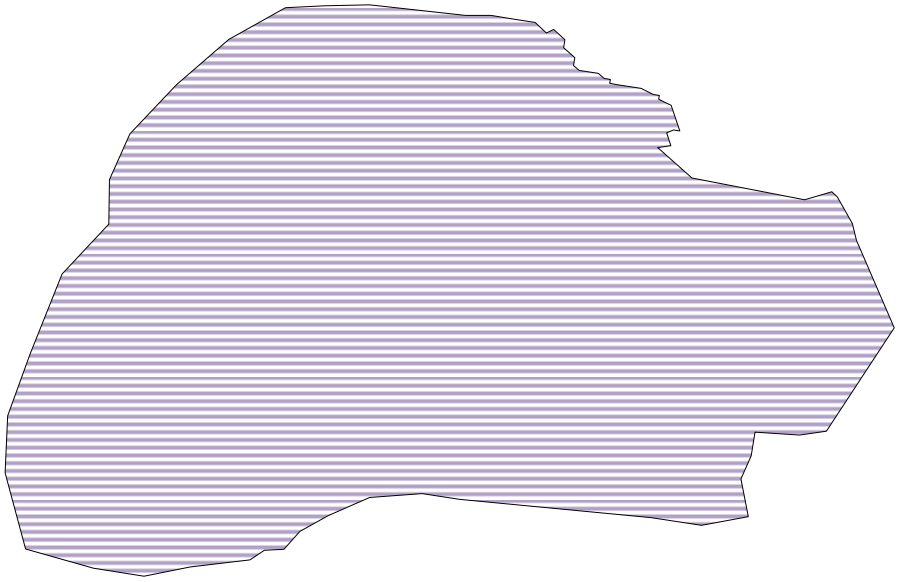

Figure 1: Chamazi Ward

Source: Temeke Municipality Profile

1.3.4 Climate

Chamazi ward experiences the same climate of coast belt, that is a modified type of equatorial climate. It is generally hot and humid throughout the year with an average temperature of 29^0C. The hottest season is from October to March while it is relatively cool between May and August with temperatures around 25^0C. There are two rain seasons: short rain from October to December and long rain season between March and May. The average annual rainfall is 1300mm. Humidity is around 96% in the mornings and 67% in the afternoons. The climate is also influenced by the Southwest monsoon winds from April to October and Northeast monsoon winds between November and March.

Table 1: Temperature and Rainfall at Temeke Municipality

Weather averages for Temeke												
Month	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**	**Jul**	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**
Average high °C (°F)	32	32	32	31	30	29	29	29	30	31	31	32
	-90	-90	-90	-88	-86	-84	-84	-84	-86	-88	-88	-90
Average low °C (°F)	24	24	23	23	22	20	18	18	19	20	22	23
	-75	-75	-73	-73	-72	-68	-64	-64	-66	-68	-72	-73
Precipitation cm (inches)	5.4	5.4	12	17.86	13.2	3.5	3	2.39	1.5	5.2	7.6	8.1
	-2.1	-2.1	-4.6	-7	-5.2	-1	-1	-0.9	-0.6	-2	-3	-3.2

Source: **Temeke Municipality Profile**

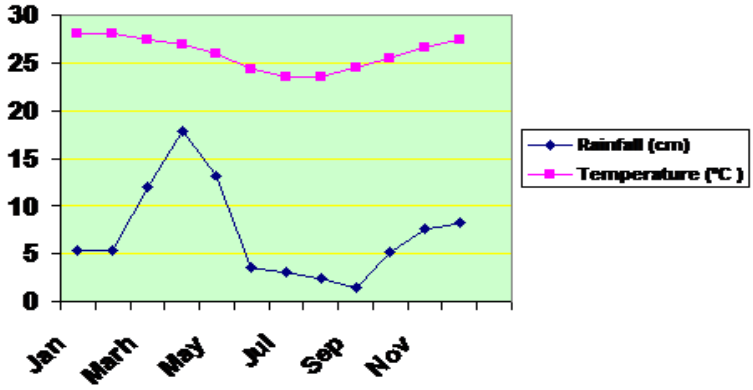

Figure 1: Temperature and Rainfall
Source: **Temeke Municipality Profile**

1.3.5 Population Density and Administrative Arrangement

(i) Population

According to the 2012 census the ward has a population of 56,001 people of which 25,367 are male and 30,634 are female.

(ii) Administrative Arrangement

The Ward is divided into six mitaa namely; Msufini, Mwembe Bamia, Kiponza, Rufu, Kisewe, and Magengeni**.** The ward executes its administrative duties through Ward Development Committee under Chairmanship of the Councilor.

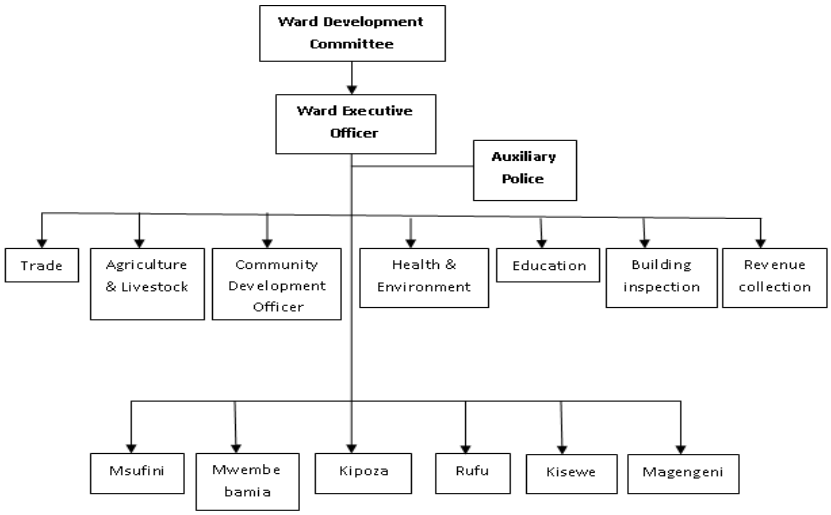

Figure 2: Administrative Structure of Local Government at Ward Level
Source: **Temeke Municipality, Profile (2013)**

1.3.6 Employment and Economic Activities

(i) Employment of the Respondents

Findings from the assessment in employment shows that, majority of the respondents are self employed. Tables 16: 56 (88.9%) are self employed and 7 (11.1%) have formal employment. Most of the population (65.1%) which is self employed is in the age group of 31-50 years. The majority (65.6%) are primary educated, and most of them (52.4%) are male and female are 47.6%, distribution of participants employment is by gender, age, and level of education. The results confirm that, female were more vulnerable to the unemployment problem, and there is a problem of formal employment. Therefore there is a need to create informal employment opportunities for youth both girls and boys and empower the existing self employed ones through knowledge sharing.

(ii) Economic Activities

According to Temeke Municipality Council Profile (2007), the majority of the residents are involved in small business, fisheries, livestock keeping and agriculture. In agriculture they are mainly concentrated in horticultural crops such as vegetables and root crop such as cassava and sweet potatoes. The practice is carried out on open spaces, around their homestead and along the roads. Vegetables are grown for family consumption and the surplus is sold for income generating. Livestock kept includes dairy cattle, poultry (broilers and layers and local chickens which are kept by most households.

General retail businesses include general merchandize, retail shops, milling machine and, hardware retail shops. Other businesses include: pharmacies, hotels and guest

houses, mobile telephone services and salon, barber shops, boutiques, charcoal selling, welders, stationeries, contractors, and recreation and liquor business like bars and social halls.

(iii) Basic Services Available

The basic services available in the ward are: education facilities, health, infrastructure, safe water, communication network, trade, and security informal sectors development, waste management, source of energy, financial services, cooperatives and civil organizations. Other services include; recreational facilities, places of worship such as churches, and mosques, and productive sector services like urban agriculture, livestock keeping, and markets.

(iv) Health Facilities

The ward is served by only two government owned dispensaries, and two voluntary counseling NGOs. The diseases which affect most of the people in the ward are malaria, pneumonia, anemia, tuberculosis and diarrhea. Diarrheas is a common disease in Chamazi ward because most of the people drink water obtained from bore holes which are at the same level with pit latrines so there is the possibility of water contaminating with toilet waste.

(v) Education Facilities

The ward is served by seven (7) primary schools (three are government schools namely are Chamazi, Mbande and Saku. Four private schools namely Wisdom, Fahari, Unique and Lilies. Also Chamazi ward has nine secondary schools; three government owned namely Chamazi, Mbande and Saku, and the private secondary

schools are Maurice, Chembande, Epiphany, Debrant, Kent and Chamazi Miff. There is also one government owned high learning institute the Dar es salaam University College of Education (DUCE) and number of nursery schools, computer and other information technology schools.

(vi) Characteristics of Land and Shelter Development

The ward basic infrastructure such as electricity, telephones, piped water, flush toilets, a network of service roads, shops, schools, and hospitals or dispensaries are developed. Unplanned areas are often congested, and usually termed “squatter settlements” with little or no basic amenities. These areas lack basic services and public utilities including piped water, access roads, storm water drainage channels and solid waste management services. Inadequate and uncoordinated infrastructure provision has caused slow pace of development in these areas.

(vii) Source of Water

The ward does experience shortage water and 90% of residents get water through bore holes that are either shallow or deep.

(viii) Waste Management

The role of ward administration official in cooperation with sub ward leaders (Mitaa) is to organize and coordinate the people in the ward on the issues of solid waste collection. The payment for solid waste collection is Tsh. 1,500 for residential areas and Tsh. 5,000 for commercial establishments like markets.

(ix) Transportation and Communication

Generally most of the Mitaa in the Chamazi ward are accessible by rough roads. The road network hierarchy can be defined as trunk roads (Central Government), the

Municipality is taking care to feeder roads (Mitaa). The transportation and communication services area mainly provided by public, private investors or individuals.

(x) Financial Services

There is one major financial service institution Savings and Credit Societies (SACCOS) and three groups of VICOBA in Chamazi ward which serve the people as credit institutions.

(xi) Civic Organizations

The civil organizations are grouped into two major categories namely Community Based Organization (CBOs such as UVIKIUTA, Yatima Group and Voluntary association).

1.4 Participatory Community Assessment

The section provides information on community assessment, economic assessment, environmental assessment and health assessment. In assessing the four sectors, the following information were provided for each assessment: Research objectives, research questions, research design, research methods, population and sampling, research tools and techniques, test of measurement (reliability and validity), data presentation, findings, stresses, sources of stresses and assets.

1.5 Research Methodology

The assessment used participatory urban appraisal method as the community is characterized by urban characters. The community members were involved in both data generation to development of action. The method enabled and empowered

members of community including the poor, and the illiterate to generate and analyze data relating to their own situations. After the analysis, they came up with suggestions and community actions aimed at improving their situation in life. The method used both qualitative and quantitative approaches whereby the hard facts (quantitative) were explained by qualitative research.

1.5.1 Research Objectives

The Objectives of the assessment was:

1. To assess socioeconomic status of the Chamazi Ward Community members,
2. To identify various problems facing the community and target CBO and rank them accordingly,
3. To identify the community and CBO needs that require intervention which formed a basis for the project design, to encourage dialogue between the community, and the researcher, and to learn about the community and CBO context and operating environment.

Several questions were asked to help reveal the status quo in the community as well as to stimulate thinking with the overall aim of identifying what is working, what is not working and identify problems that the researcher in collaboration with the community and CBO members can work together to solve, by using locally available resources, with researcher's main input being technical support and advice.

1.5.2 Research Questions Formulated

The concepts were measured by asking questions such as sex, age, education level, marital status, income generating activities, level of participation, or volunteerism,

decision making, number of people per household, income per person per month, level of knowledge on entrepreneurships. The questions were prepared in Kiswahili and basing on the following major issues: to what extent has low level of education of community members contributed to the poor accessibility to economic opportunities in the society?

To what extent has age group for the community contributed to the poor accessibility to economic opportunities? To what extent has inadequate skills on income generating activities contributed to community's low living standards and to what extent has marital status contributed to the poor accessibility to economic opportunities in the community?

(i) Questionnaires

A questionnaire is a detailed list of questions arranged in a systematic manner and is designed to solicit information (data) from selected /identified respondents. Closed- and open-ended questions were used to collect data from both group members. During designing the questionnaires careful consideration was given to clarity of the questions to the given required information. The selected tool was based on accuracy, reliability of information and cost effectiveness. Time factor was considered during formulating the questions, therefore short questions were preferred so as to make sure that they would not consumes a lot of time and to avoid boredom which may limit the ability of the respondent to respond accurately and fully. Before the actual fieldwork, all the questions were pre tested to ensure that the questions and sentences would yield the intended results.

(ii) Description of Respond Types

A total of 63 questionnaires were administered to a group of respondents who gathered at the same place at the same time. A category of self administered questionnaires were used, where respondents were asked to complete the questionnaires themselves. Closed- and open-ended questions were designed. In closed ended questions, the respondent is constrained to choose from the answers provided. While in the open ended ones, the respondent was allowed to think out his/her own answer and fill in the blank spaces, and the answers attracted clarifications. Checklist to individual is where the respondents choose one or more answers depending on the instructions.

(iii) Description of the Scale

The descriptions of the scale in this survey were nominal, interval, and ordinal. In nominal scale the respondents gave information on which group they belong e.g. sex, marital status, head of the family etc. Using interval scale, the respondents explain the annual income and age by range or place intervals and in ordinal respondents explained their levels of education. Through information gathered, the reports based on each fact individually. The differential scale was used and the results were combined and reported.

1.5.3 Research Design

The research design was descriptive and cross-sectional where observation strategy and focus group discussions were used together with questionnaires, to the selected sample of the people and the secondary information from different sources at district,

ward, CBO and literature review from documentary. The descriptive and cross-sectional research design was applied in order to obtain realistic information of real standard living of community members, their problems, priorities and suggestions for improvement. The design provided the researcher with an opportunity to collect data on wide range of behaviours, to capture a great variety of interactions and openly to explore the survey topic.

1.5.4 Population and Sample Size

Both random probability and purposive sampling techniques were used in selecting the respondents. In random probability sampling, every individual were having equal chance of being included in the sample. Purposively sampling was used in selecting some key informants and at the point whereby the study was concerned with the youth only.

Table 2: Composition and Response of the Sample Size per Area Covered

S/N	Coverage Area	Target	Actual Response
1	Ward community members	85	63
2	Ward government leaders and other stakeholders	10	10
3	Community Based Organization members (2 CBO's)	40	32
	Total	**135**	**105**

Source: **CED Participatory Community Assessment Survey, (2013)**

A limited number of people to be interviewed were drawn from three groups: the Chamazi ward community members/residents, the ward and sub wards leaders and other stakeholders, and from CBOs members. The selection was done randomly and

the sample size was 85 people; 63 from the community, 10 ward leaders and stakeholders and 10 from CBO members. Sampling response rate is indicated in Table 2

1.5.5 Collection Techniques and Tools

Several different data collection methods were used during the assessment and information were collected by using both qualitative and quantitative approaches. In order to ensure the validity, clarity, simplicity, poor wording and long questions, pilot test was done by using small group of sample for the interview. The sequences of the tools were in such a way that the participatory mapping and transect walk combined with observation were the first to be used to give background information of the district, ward and CBO and gave student the overall picture of the community. This tool was also used in order to know the key features like natural resources, water, settlements, markets, and places for various economic activities, CBOs location, health services, and other social services like schools, churches, mosques, and infrastructures.

This exercise involved 85 community members. During discussion, members were asked to draw a community map on the flipchart paper, indicating the key features. During transect walk, with key informants, the map was verified and additional data were added, while other features were discussed and added when observed. Other methods included the following: questionnaires, focus group discussion, and interview (semi structured and key informative interviews), seasonal calendar, and documentary sources.

An assessment through questionnaire, transect walk combined with observation, focus group discussion, personal interviews and key informative interviews were used in order to get primary data such as community asset, housing, shelter, poverty level, education, and number of people per household, safety, quality of local leaderships, active/passive participation, volunteerism, the situation of employment, and kind of organizations/institutions that are operating in the community and their activities. Secondary data such as population demographics were collected through use of documentation like Temeke Municipality Council Profile, and Ward government document.

Seasonal calendar was used with an aim of identifying cycles of activities that takes place on a monthly or seasonal basis. These covered agricultural activities, business activities, income, festivals, health programs activities etc. The tool was to determine labour availability, good timing for communal and project activities, like carrying out urban agriculture, food shortages and variations in cash flows, while probes focused on which are periods of greatest community stress, sources of stress and how do people cope at different times of the year. Community leaders (ward leaders and CBO leaders) were asked to list community activities and resources over the months/season across- sectoral boundaries, with an aim of identifying cycles of activities that take place on a monthly or seasonal basis.

Government leaders in the ward and technical officials such as Community Development Officer, Ward Education Coordinator, Health officials, Agricultural Extension Officer and other professionals in the areas assisted in interpreting the information. The interview involved obtaining responses from direct encounter e.g.

face to face question and answer sessions. In interviews, the researcher asked questions orally and recorded the respondent's answers. During interviewing, the researcher extracted information, opinion, or beliefs from the respondents orally or verbally on the spot. Five ward government leaders, and 32 CBOs members were involved. The reason for selecting these groups was because of their knowledge ability on key community issues. A semi-structured interview was administered using a checklist to ensure coverage of areas and missing information. All interviews were conducted in Kiswahili for the benefit of the community members.

Focus group discussions (FGD*)* involved 63 people guided by the researcher. During discussions group members talked freely and spontaneously about a certain topic/issue or question. The objective of conducting FGD was to obtain in depth information on perceptions and ideas of the group. The aim of the discussion was to facilitate active sharing and promote a two way communications and transparency as key element in identifying what is working, what is not working well and areas that need to be focused on the period of study.

Apart from being a confirmatory tool, the tool was also meant to assess participation of the group members, commitment and ownership of the group activities. The exercise was carried out at ward office and involved 85 people; ten people from the ward government and thirty two (32) others from CBO. Once the meeting was arranged, group facilitator and a recorder were nominated. During focus group discussion, several gaps were identified that is unemployment for youth; lack of access to loan and credits, low income the most barriers to start a business.

1.5.6 Test Reliability and Validity

Precision and accuracy are important qualities in research. In this survey special attention was paid to two technical considerations: reliability and validity.

(i) Test of Reliability

The test of reliability is an important test of sound measurement. In abstract terms, reliability is a matter of whether a particular techniques applied repeatedly to the same object, would yield the same result each time. Thus, a measuring tool is reliable if it provides consistent results.

There were several methods that were used by the researcher to establish reliability. These were: stability, equivalence, and test–retest reliability. In stability method**,** the respondent gave the same response on more than one occasion. The stability was computed by administering a survey to the same group on two different occasions and then correlation of the scores was done from time to the next. A survey is considered reliable when the correlation is high. Example of the question with high stability, ranking of the major community need and respondents are; unemployment among youth, low level of education, and high level of poverty among community members.

In equivalence method, reliability was computed by conducting interview through giving two forms of questionnaire to the same group of people on the same day. The equivalence was determined by comparing the mean scores and standard deviations of each form of the survey and correlating the scores on each form with the scores on the other. The result showed that all forms have almost the same means and standard deviations and highly correlated.

Test – retest method: measurement of reliability was done by conducting the same interview through questionnaires more than once. A survey is considered reliable when there is no change in response. Using this method, results showed that there was the same response both times.

(ii) Test of Validity

Validity refers to the accuracy of information or its freedom from error. Test of validity was conducting by administering the questionnaires to a former CED student for verification and for casual review of how good an item or groups of items appears.

(iii) Adequacy of Validity for Survey's uses

Adequacy of validity uses was achieved through pilot testing of the questionnaire for interview, which ensured that all topics were included.

1.5.7 Data Analysis

This is the stage whereby the collected data was analyzed and interpreted for the purpose of drawing conclusions. The process began immediately after collecting the data. The analysis involved four stages; categorization where data were set up according to a particular variable, frequency distribution whereby data were classified according to scores obtained for various categories of a particular variable, measurement, and interpretation stage. In data analysis, the descriptive and statistical test was performed by using the Statistical Package for Social Scientist (SPSS) as shown in the section of findings.

1.5.8 Main Findings of Community Assessment

(i) Gender of the Respondents

This was considered to be among the important factor as it has direct influence on community economic development. Male/female ratio has something to do with the achievement of the project, in the sense that they are the source of labour force. Labour force is the major contributing factor to poverty in household's economies. Distribution of participants according to gender in this community shows that the majority are male which about 52.4% (refer to Table 3) while female were 30 (47.6%).

Table 3: Distribution of Participants According to Gender

		Frequency	Percent
Valid	Male	33	52.4
	Female	30	47.6
	Total	63	100.0

Source: CED Participatory Community Assessment (2013)

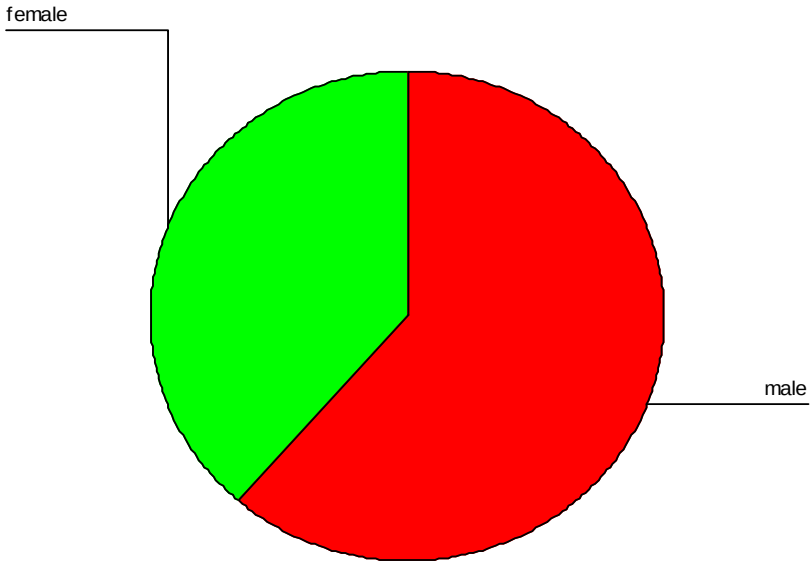

Figure 3: Distribution of participants according to Gender

Source: CED Participatory Community Assessment (2013)

The implication here is that, the labour force in the community is much higher among the male.

(ii) Education of the Respondents

The level of education was taken into consideration as it is the key strategy for poverty reduction. In Tanzania most of the youth who complete primary schools and secondary schools do not easily secure salaried employment. Most of the respondents in this community have primary and secondary education (Table 4).

Table 4: Level of Education by Gender

		Gender		Total
		Male	**Female**	**Total**
Level of education	Primary school education	16 25.4%	19 30.2%	35 55.6%
	Secondary school education	12 19.0%	7 11.1%	19 30.2%
	vocational Training	1 1.6%	3 4.8%	4 6.3%
	University graduate	3 4.8%	0 .0%	3 4.8%
	Not attended classes	1 1.6%	1 1.6%	2 3.2%
Total		**33** **52.4%**	**30** **47.6%**	**63** **100.0%**

***Source*: CED Participatory Community Assessment, (2013)**

Out of 63 respondents, 35 (55.6%) have reached the level of primary education which also show that 16 are male and other 19 are female, 19 (30.2 %) have completed secondary education, 3 (4.8 %) reached the level of university which also show that 3 people are male and there is no female who reach at the level of university. Again, most of the community members who got secondary education 12 (19.%) are male, while female are 7 (11.1%) only. The results indicate that there is a problem of salaried employment in this community and female are more vulnerable because of the low level of education (Refer to Table 4)**.**

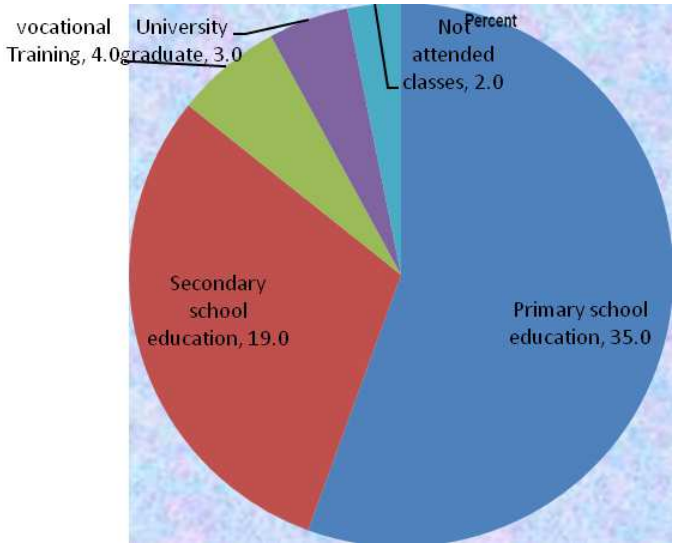

Figure 4: Level of education by Gender

Source: **CED Participatory Community Assessment (2013)**

(iii) Age of the Respondents

The age of respondent was given importance during assessment as this has direct contribution to community development. The age of the respondents in the community, ranges between 18 to 80 years (Table 3). Out of 63 respondents, 11

(17.5%), are in the age of 18-30, 44 respondents (69.8%) are in the age of 31-50, and 8 respondents (12 .7%) are in the age of 51-80. This means the community is dominated by the working age group. Labour force participation in Tanzania is much greater in the age group of 15 to 65, (The 1990/91 Labor Force Survey for Tanzania).

Table 5: Distribution of Participants by Age

Age groups	Frequency	Percentage
18 -30 years	11	17.5
31-50 years	44	69.8
51-80 years	8	12.7
Total	**63**	**100.0**

***Source*: CED Participatory Community Assessment (2013)**

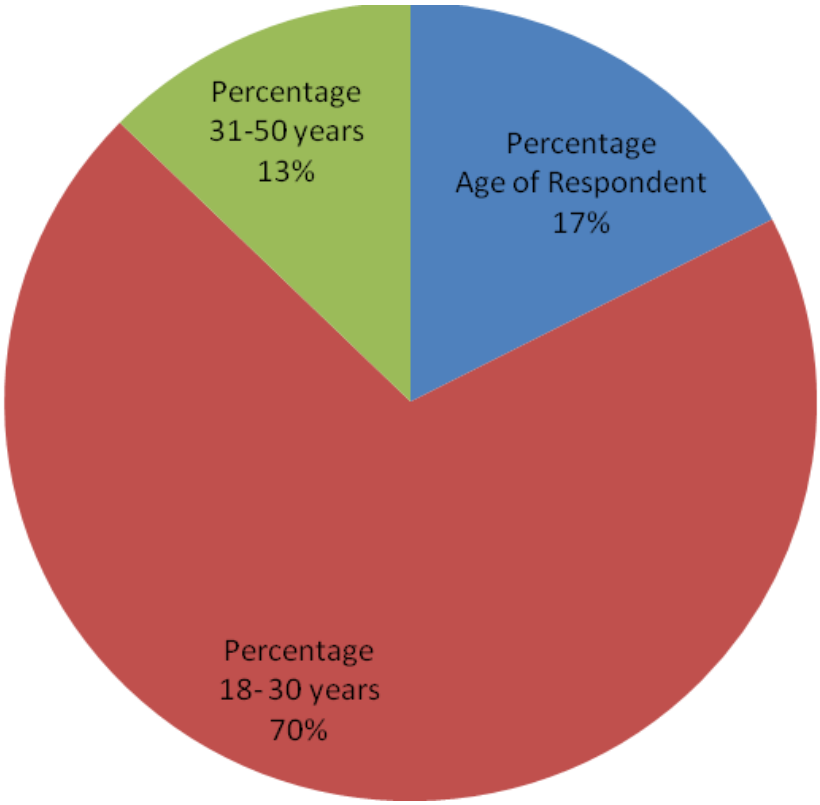

Figure 5: Age of the Respondents

***Source*: CED Participatory Community Assessment (2013)**

(iv) Marital Status of Respondents

This was considered among the important factor as it has an impact on economic development. Out of 63 peoples involved in vegetables production 41 (65.1%) are single, as shown in Table 5 followed by 13 (20.6%) are married . About 7 (11.1) are widow and 2 (3.2 %) are divorced. The results show that those who are single are involved in vegetable production as their employment opportunity.

Table 6: Distribution of Participants' Marital Status

		Frequency	Valid Percent
Valid	Single	41	65.1
	Married	13	20.6
	Widow	7	11.1
	Divorced	2	3.2
	Total	63	100.0

Source: **CED Participatory Community Assessment, (2013)**

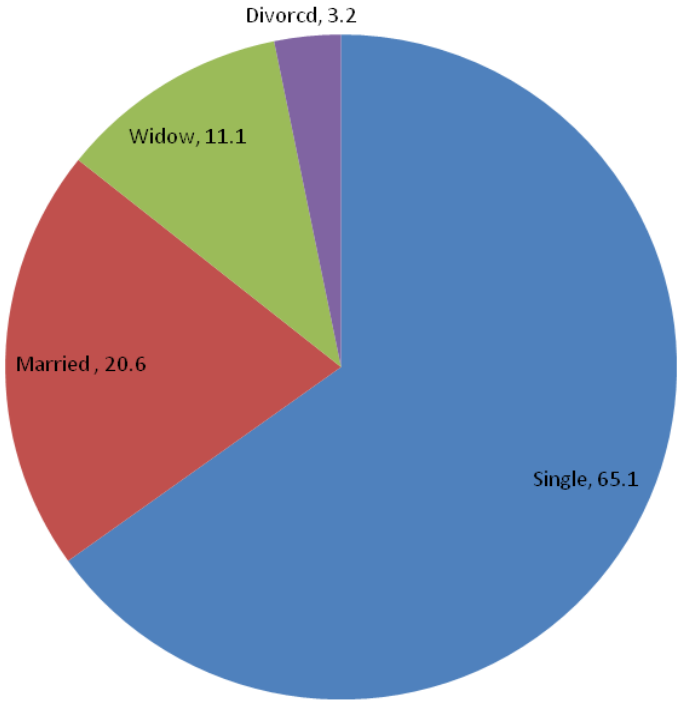

Figure 6: Distribution of Participants' Marital Status

***Source*: CED Participatory Community Assessment (2013)**

(v) Decision Making/Gender Relations

Most decisions are made at the household level and are mainly done by the heads of those households as shown in Table 6. Men who are 26 (41.3%) respondent decide for family matters followed by women who are 16 (25.4%) in decision making. 1(1.6%) respondents are youths about 3 (4.8 %) respondents do not know anything, while 17 (27%) respondents said both men women are responsible in decision making for family matters.

Decision made affects all aspects of life including access and control of resources including income are all male domain. Women daily activity profile, as well as semi-structure interviews, confirmed that men and women perform the majority of the economic activities in the community. As indicated in Table 8 women are increasingly becoming decision makers for the family, about 17 (27%) as compared with 16 (25.4%) Table 7, because men are running away from their responsibilities due to various reasons in the family.

Table 7: Distribution of Participants According to who is the Most Responsible for Decision Making in the Community

		Frequency	Percent
Valid	Men	26	41.3
	Women	16	25.4
	Youth	1	1.6
	I don't know	3	4.8
	Both men and women	17	27.0
	Total	63	100.0

***Source*: CED Participatory Community Assessment, (2013)**

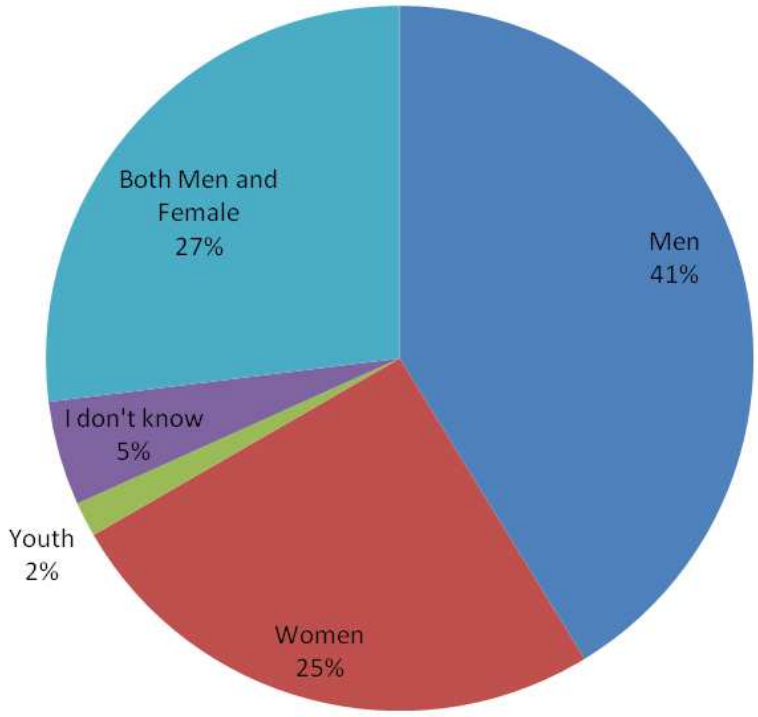

Figure 7: Responsible in Decision Making

***Source*: CED Participatory Community Assessment, (2013)**

Table 8: The Head of Household

		Frequency	Valid Percent
Valid	Father	44	69.8
	Mother	17	27.0
	Child	2	3.2
	Total	63	100.0

***Source*: CED Participatory Community Assessment, (2013)**

(vi) Quality of Local Leaderships

These were explored at three levels of the ward leadership, sub ward and CBOs leaders. Through interviews and discussions, interviewers responded that, the ward, sub ward and CBO leaderships is fine. About the CBO what can be learned from the

few hours of interaction with them is that members have faith/ trust in their leaders. The leaders have managed to organize the group from formation stage, to their current stage, and are still going on.

(vii) Number of People per Household

Since the number of people in the family contributes to increase or decrease in poverty, the researcher considered it as among the information to be collected. Findings show that 60.3 percent of households have 3-5 people. 23.8% of households have 6-10 people in their family and 15.9% have 1-2 people per household. The results confirm that the community is not heavily populated. Those households with less number face less poverty intensity and food insecurity.

Table 9: Distribution of Number of Peoples per Household

		Frequency	Valid Percent
Valid	1 to 2 Members	10	15.9
	3 to 5 Members	38	60.3
	6 -10 Members	15	23.8
	Total	**63**	**100.0**

***Source*: CED Participatory Community Assessment, (2013)**

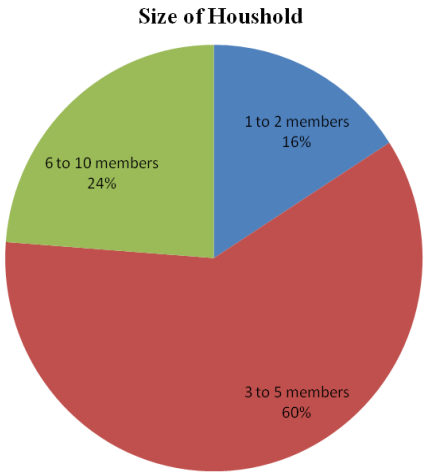

Figure 8: Number of People in the Family
***Source*: CED Participatory Community Assessment, (2013)**

1.5.9 Main Findings of Economic Assessment

(i) Economic Activities of the Respondents

As it is shown in Tables 10 the majority of the respondents 11 (17.5%) are involved in farming and livestock keeping, 19(30.1%) respondent are engaged in business activities include such as whole sale and retail shops, milling machines, hardware shops, pharmacies, restaurants and guest houses, mobile telephone services, salon, barber shops, boutiques, butchers, charcoal sellers, mama lishe, welders, stationeries, contractors, recreational business, and social halls. The population which is involved in vegetables production is 33 (52.4%). Most of the population (55.6%) which is doing both businesses, farming and keeping livestock ,is primary educated, and the majority of them (45.7%) are male and 54.3% are female (Table 10).

Agriculture is mainly horticultural crops such as vegetables, flowers and ornamental trees. The practice is carried on open spaces, around their homestead and along the roads. Vegetables are grown for family food and the surplus for income generating. Flowers and ornamental trees are grown totally for income generating. Livestock practice includes dairy cattle, poultry (broilers and layers and local chickens which are kept by most households.

Table 10: Distribution of Participants According to Economic Activities

Activity	Frequency	Valid percent
Livestock keeping	11	17.5
Vegetable growing	33	52.4
Business activities	19	30.1
Total	**63**	**100**

Source: **CED Participatory Community Assessment, (2013)**

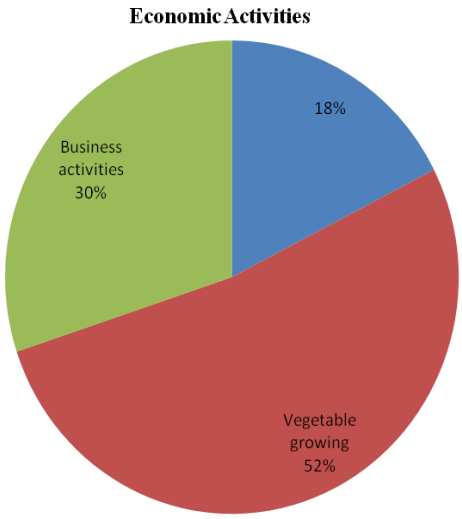

Figure 9: Economic Activities

***Source*: CED Participatory Community Assessment, (2013)**

Table 11: Distribution of Participants' Economic Activities by Level of Education and Gender

		Gender		
		Male	Female	Total
Primary school education	Count	16	17	33
	% of Total	28.1%	29.8%	57.9%
Secondary school education	Count	10	7	17
	% of Total	17.5%	12.3%	29.8%
vocational Training	Count	1	3	4
	% of Total	1.8%	5.3%	7.0%
University graduate	Count	2	0	2
	% of Total	3.5%	.0%	3.5%
Not attended classes	Count	1	0	1
	% of Total	1.8%	.0%	1.8%
Count		30	27	57
% of Total		52.6%	47.4%	100.0%
Secondary school education	Count	1		1
	% of Total	100.0%		100.0%
Count		1		1
% of Total		100.0%		100.0%

***Source*: CED Participatory Community Assessment, (2013)**

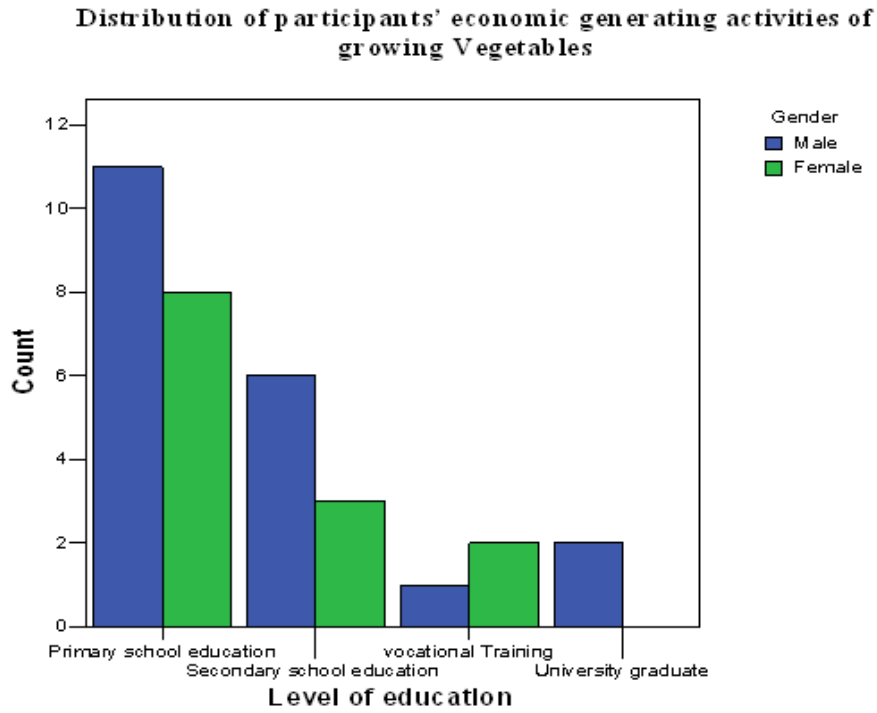

Figure 10: Vegetables Growing Economic Activities by Level of Education

***Source*: CED Participatory Community Assessment, (2013)**

Table 12: Distribution of Participants' Economic Activities of Keeping Livestock by Level of Education and Gender

		Gender		
		Male	Female	Total
Primary school education	Count	1	2	3
	% of Total	20.0%	40.0%	60.0%
University graduate	Count	1	0	1
	% of Total	20.0%	.0%	20.0%
Not attended classes	Count	0	1	1
	% of Total	.0%	20.0%	20.0%
Count		2	3	5
% of Total		40.0%	60.0%	100.0%

***Source:* CED Participatory Community Assessment, (2013)**

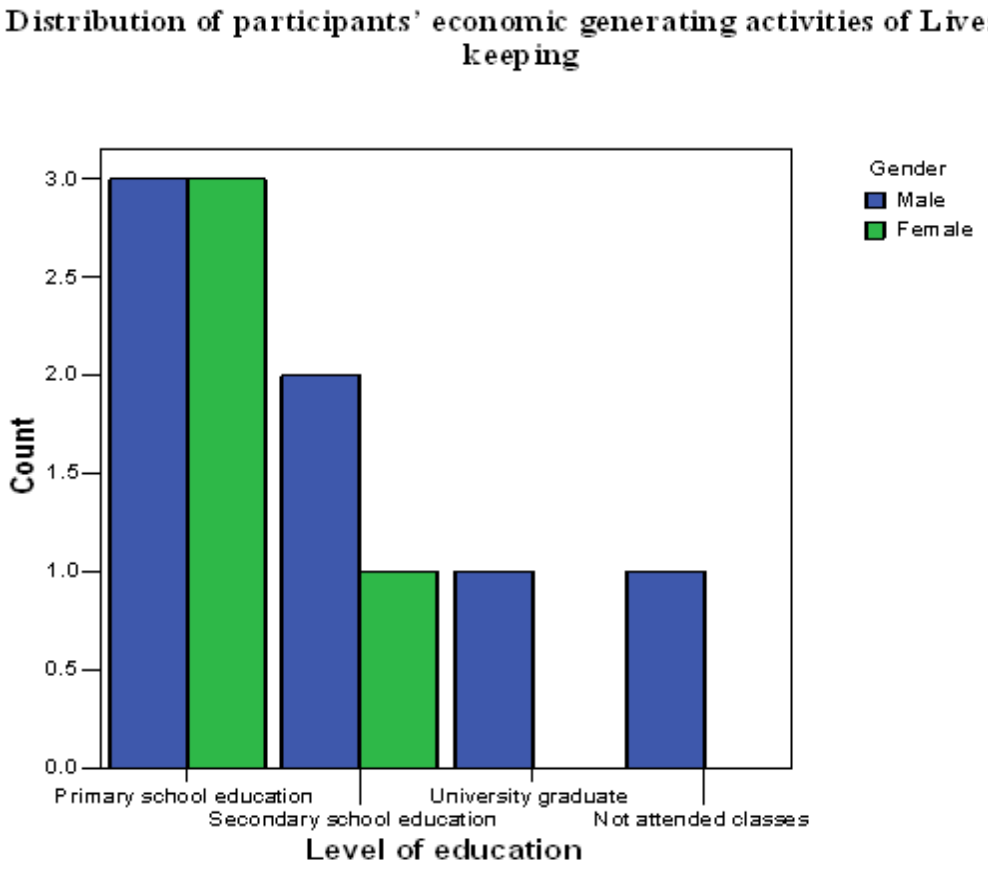

Figure 11: Livestock Economic Activities by Level of Education

Source: **CED Participatory Community Assessment, (2013)**

Table 13: Distribution of participants' economic generating activities of business

		Gender		
		Male	Female	Total
Primary school education	Count	5	2	7
	% of Total	29.4%	11.8%	41.2%
Secondary school education	Count	4	1	5
	% of Total	23.5%	5.9%	29.4%
vocational Training	Count	1	2	3
	% of Total	5.9%	11.8%	17.6%
University graduate	Count	2	0	2
	% of Total	11.8%	.0%	11.8%
Count		12	5	17
% of Total		70.6%	29.4%	100.0%

Source: **CED Participatory Community Assessment (2013)**

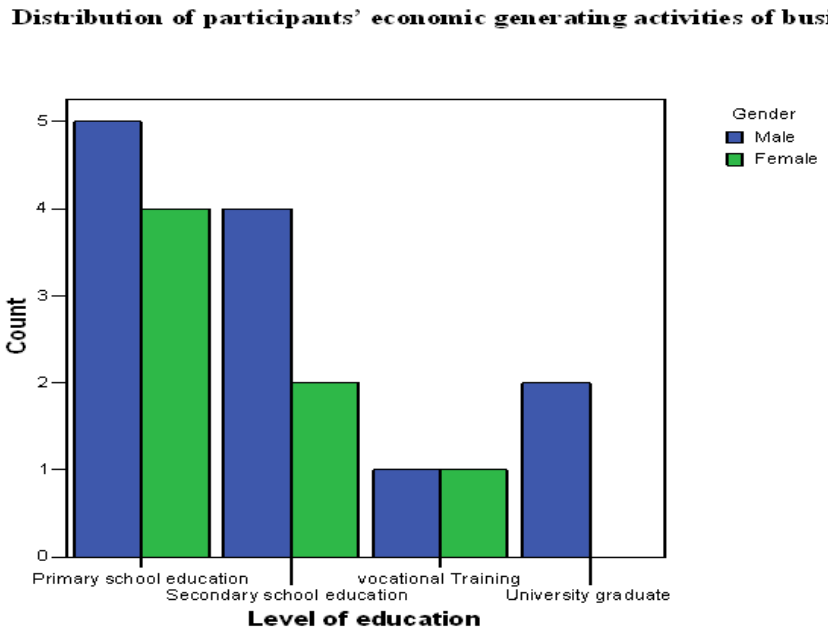

Figure 12: Business Economic Activities by Level of Education

Source: **CED Participatory Community Assessment, (2013)**

(ii) Income of the Respondent

Table 14 indicates the income per month of the respondents, for the largest population (40.3%), their income lies above Tsh. 100,000 and those who got Tshs. 51,000 up to 99,000 are 38.7 %. Those who receive Tsh. 30,000 up to 50,000 are 13 (21 %). According to distribution of income per person those community members who are fully engaged in vegetables production earn above Tsh. 100,000 per month. They sustain their lives and reduce poverty within their family.

Table 14: Distribution of Participants According to Income per Person per Month

		Frequency	Valid Percent
Valid	Shs.30,000- 50,000	13	21.0
	Shs.51,000-99,000	24	38.7
	Above 100,000	25	40.3
	Total	62	100.0

Source**: CED Participatory Community Assessment, (2013)**

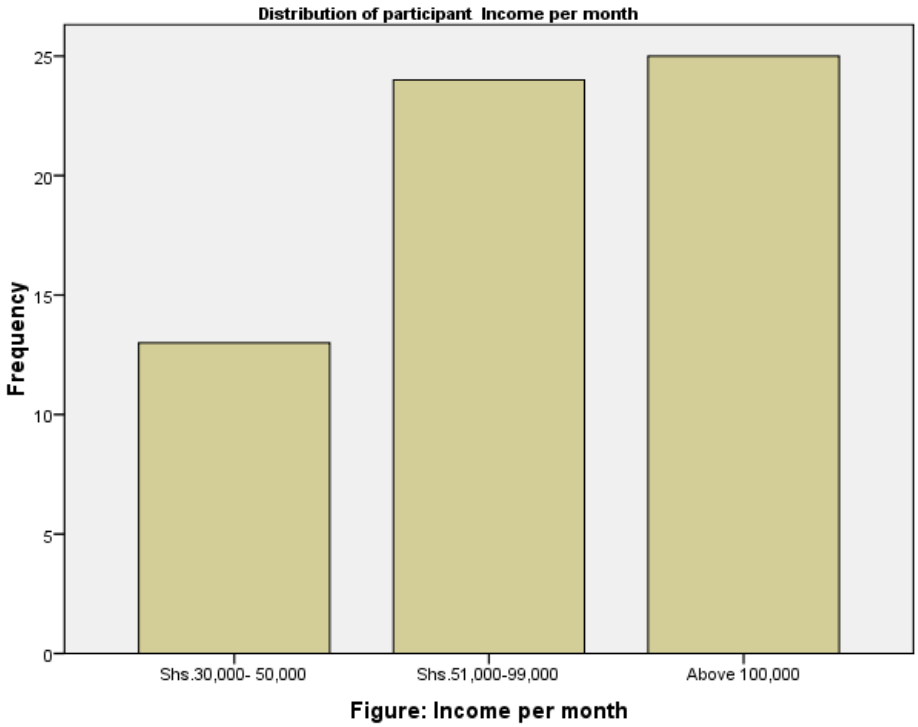

Figure 13: Distribution of Income per Person per Month

Source: **CED Participatory Community Assessment, (2013)**

Table 15: Distribution of Participants According to Income per Person per Month by Level of Education

			Gender		
			Male	**Female**	**Total**
What is your income per month?	Shs.30,000- 50,000	Count	5	8	13
			15.2%	27.6%	21.0%
		% of Total	8.1%	12.9%	21.0%
	Shs.51,000-99,000	Count	11	13	24
			33.3%	44.8%	38.7%
		% of Total	17.7%	21.0%	38.7%
	Above 100,000	Count	17	8	25
			68.0%	32.0%	100.0%
			51.5%	27.6%	40.3%
		% of Total	27.4%	12.9%	40.3%

Source: **CED Participatory Community Assessment, (2013)**

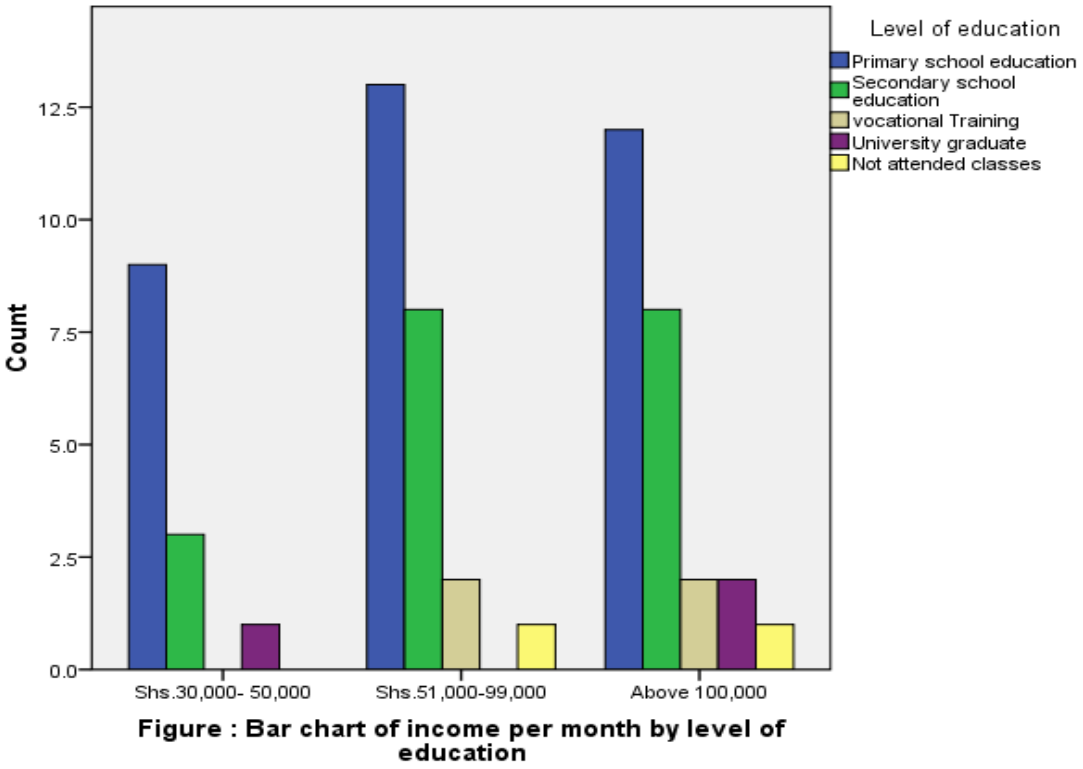

Figure 14: Income per Person per Month by Level of Education

Source: **CED Participatory Community Assessment, (2013)**

(iii) Involvement in Income Generating Groups of the Respondents

Through interviews and group discussions, large populations of the community members are not members of income generating groups. Lack of capital, lack of awareness and lack of access to loans and credits were mentioned as the major causes which contribute to poor involvement in income generating groups. Therefore there is a need to create awareness on involvement in income generating groups, develop trainings on access to loans and credits, and to empower the community members through capacity building.

(iv) Employment of the Respondents

Findings from the assessment in employment shows that, majority of the respondents are self-employed (Tables 16). 56 (88.9%) are self-employed and 7 (11.1%) have

formal employment. Most of the population (65.1%) which is self employed is in the age group of 31 -50 years.

Table 16: Distribution of Employment Status

	Employment status	Frequency	Valid Percent
Valid	Employed in formal sector	7	11.1
	Self -Employed	56	88.9
	Total	63	100.0

Source: **CED Participatory Community Assessment, (2013)**

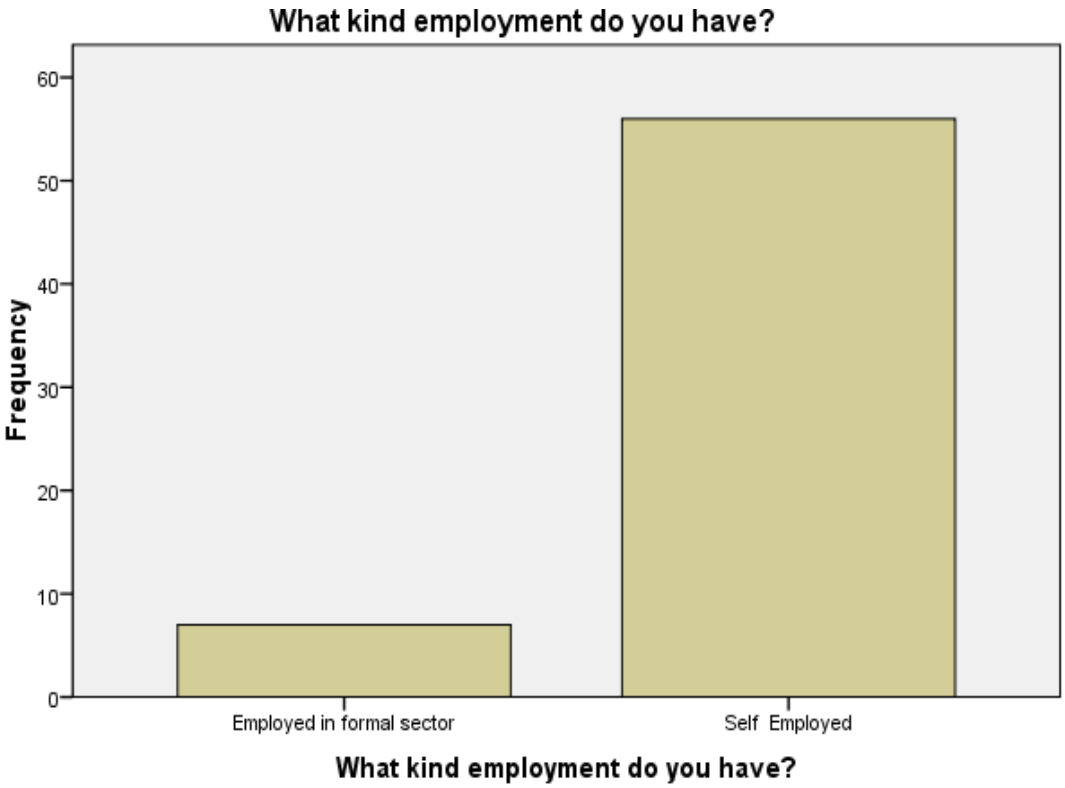

Figure 15: Distribution of Employment Status

Source: **CED Participatory Community Assessment, (2013)**

The majority (65.6%) are primary educated, and most of them (52.4%) are male and female are 47.6%). The results confirm that, female were more vulnerable to the unemployment problem, and there is a problem of formal employment. Therefore

there is a need to create informal employment opportunities for youth both girls and boys and empower the existing self-employed ones through knowledge sharing.

Table 17: Distribution of Participants' Employment by Gender

		Gender		Total
		Male	Female	
Employed in formal sector	Count	2	5	7
	% of Total	3.2%	7.9%	11.1%
Self Employed	Count	31	25	56
	% of Total	49.2%	39.7%	88.9%
Total	Count	33	30	63
	% of Total	52.4%	47.6%	100.0%

Source: **CED Participatory Community Assessment 2013**

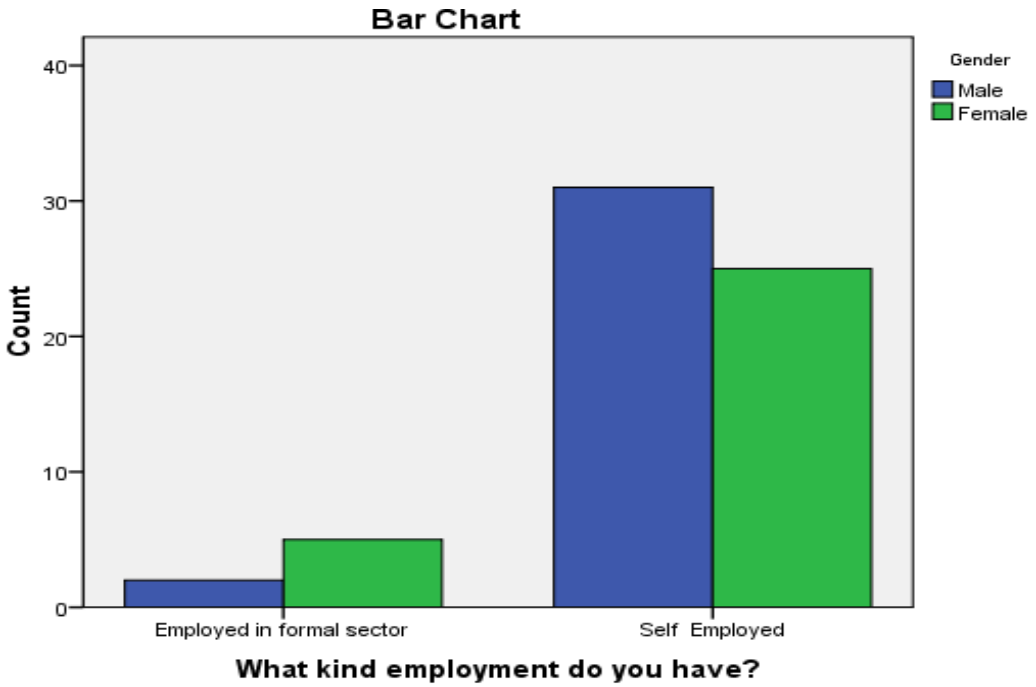

Figure 16: Distribution of Participants' Employment by Gender

Source: **CED Participatory Community Assessment, (2013)**

Table 18: Distribution of Participants' Employment by Age

Type of employment		Age of Respondent			Total
		18 -30 years	31-50 years	51-80 years	
Employed in formal sector	Count	1	4	2	7
	% of Total	1.6%	6.3%	3.2%	11.1%
Self Employed	Count	10	41	5	56
	% of Total	15.9%	65.1%	7.9%	88.9%
Total	Count	11	45	7	63
	% of Total	17.5%	71.4%	11.1%	100.0%

Source: **CED Participatory Community Assessment, (2013)**

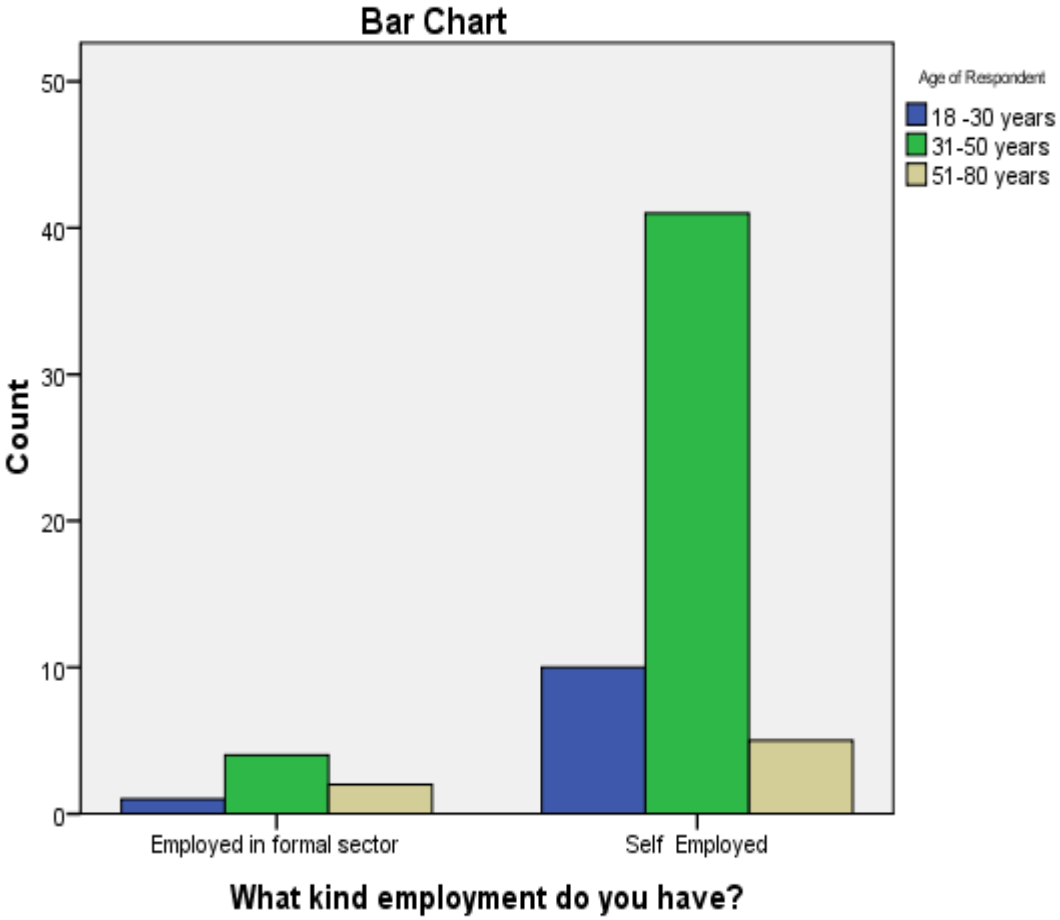

Figure 17: Distribution of Participants' Employment by Age

Source: **CED Participatory Community Assessment, (2013)**

Table 19: Distribution of Participants' Employment by Level of Education

		Level of education					Total
		Primary school education	Secondary school education	vocational Training	University graduate	Not attended classes	
Employed in formal sector	Count	3	4	0	0	0	7
	% of Total	4.8%	6.3%	.0%	.0%	.0%	11.1%
Self Employed	Count	32	15	4	3	2	56
	% of Total	50.8%	23.8%	6.3%	4.8%	3.2%	88.9%
Total	Count	35	19	4	3	2	63
	% of Total	55.6%	30.2%	6.3%	4.8%	3.2%	100.0%

Source: **CED Participatory Community Assessment, (2013)**

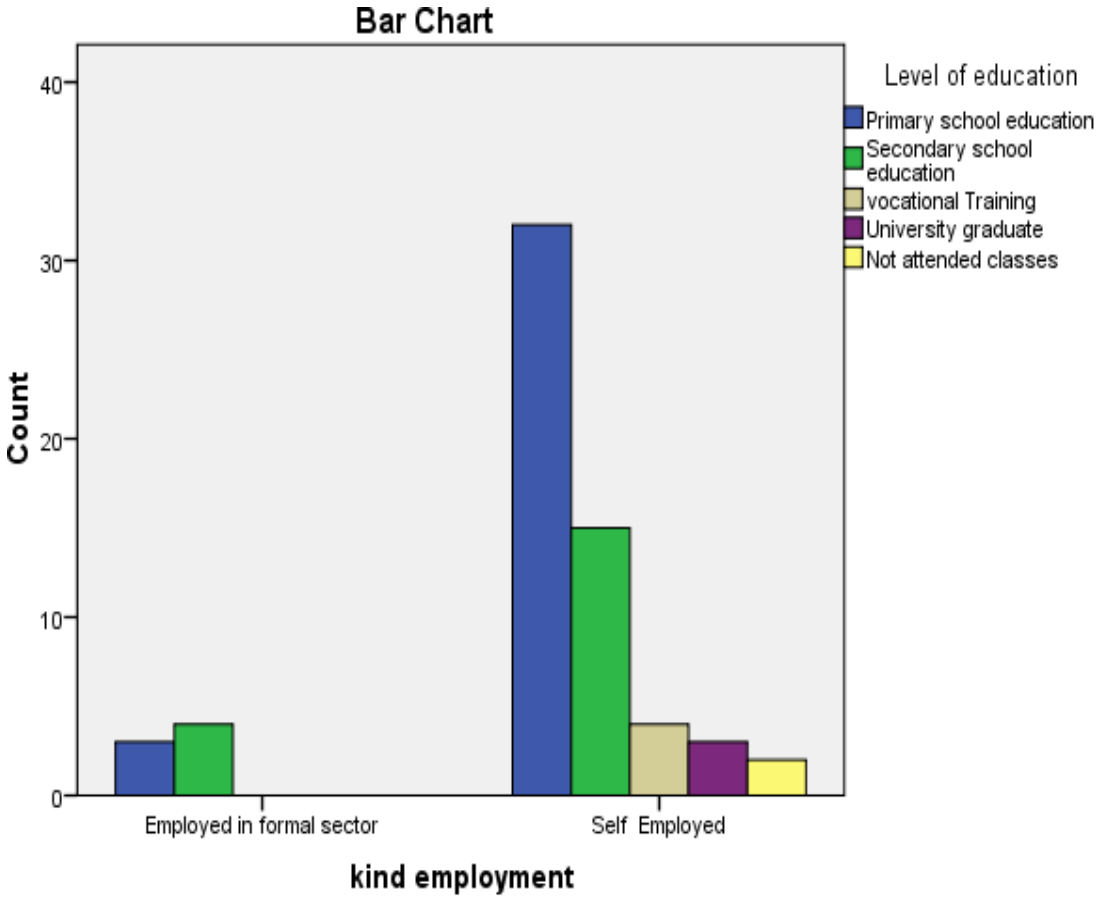

Figure 18: Distribution of Employment by Level of Education

Source: **CED Participatory Community Assessment, (2013)**

(v) Economic Stresses, Source of Stresses and Solutions

Regarding economic stresses, the assessment discovered that, there are many things which are not working well in the community, but for the purpose of intervention the following stresses were recognized as the major priority as shown in the table.

Table 20: The Summative of Economic Stresses, Source of Stresses and Solutions

Economic Stresses	Source of Stresses	How to Contain
1. High level of poverty	- Poor income	- Reduce level of poverty at household level through creation of income generation activities
2. Problem of formal or salaried employment	-unskilled due to low level of education	-Create informal employment opportunities.
3. Large population of the community members is not involved in any of income generating groups.	- Lack of capital, lack of awareness and lack of access to loans and credits	- Empower and assure the community members to access to loans and credits through providing training and awareness sessions on loans and credits -Encourage and mobilize community members for establishment and management of loans and credits societies.
4. Most of the economic activities are operated by males.	- Lack of skills and insufficient education.	-Motivate women to access vocation education -

Source: **CED Participatory Community Assessment, (2013)**

(vi) Economic Assets

Economic assets that can help to alleviate stresses in the ward are the existence of self – employed spirit. Majority of the population (54.4%) are self-employed. In this sense the creation of more informal employment opportunities in the community will get positive reception. Other assets that can reduce stresses in the community are the presences of income generating groups like SACCOS. These play an important role in terms of providing loans for development activities.

(vii) Community Asset

The local assets which can help to alleviate stresses are; existence of self-help and self-reliance and motivation at individual, household and at community levels. This is the strong driving force that can keep things moving in the community.

Other community assets that can keep the community together are existence of working age group of 31- -50 years of age and voluntary groups formed and operating in the ward with a variety of activities. These can bring people together with a common understanding and a shared vision and can form a base for social capital. Addition to that being not populated community per household; this can also help the community to face less poverty intensity and food insecurity.

The community religious based group. Police posts, primary schools, secondary schools, one university, number of computer and other information technology schools, and the market also are community and social assets as they provide a number of services in the community. These informal and formal groups can play a

very important role in the lives of the people in the ward as they can form a base of resources and labour exchanges and reciprocity.

(viii) Economic Assessment

(ix) Objectives of Economic assessment

Objectives of the economic assessment were to identify community economic stress, community economic assets, and opportunities to be explored to contain the stress. Also it was aimed at identification of social economic status of the community.

(x) Research Design

The assessment used descriptive and diagnostic research designs. The descriptive and diagnostic research design was applied in order to acquire knowledge as well as to find immediate solution of the problem or treatment of the causes. Data were collected on the basis of the formulated questions.

(xi) Research Methodology

The assessment also used Participatory Urban Appraisal as it indicated in community assessment. This is the same as Participatory Rural Appraisal except that it is urban oriented. All community members of all age include the vulnerable members (e.g. disabled, orphans, gender groups, poor people and local government personnel took part in generation of data.

(xii) Data Collection Techniques and Tools Used

During economic assessment the following methods and techniques were used:

Questionnaire was used to get information on income per person, income generating groups, percent of population engaged in business, formal and informal employment

(salaried and unsalaried employment), and key employment opportunities. Focus group discussion method was also used whereby a group of 10 people consisted of different representatives within the community were involved.

The exercise was carried out for intention of obtaining in depth information on perceptions and ideas of the group. A focus group discussion aims to be more than a question–answer session like interrogation. This technique allows discussions on the selected data using other techniques were cross checked. During focus group discussion, several community economic stress and sources of stresses were identified and recorded. Also the opportunities to contain stress or source of stresses were recorded as economic assets. Either, the stresses of the community and means of solving them were ranked accordingly.

Literature review/documentary review method was also used to get other secondary information such as productive sectors in the community like urban agriculture and livestock, participatory research approach, poverty alleviation, and youth and urban agriculture. This method was also used for research reference and for situational analysis prediction. Records review and documents like Temeke Municipality Council profile, books, theoretical and empirical papers, bulletins, journals, annual reports, monitoring and evaluation reports were reviewed to get information.

Table 21: Comparison of Vegetables Before and after use of Fertilizers per Plot of Same Size

Statistics

	Weight of Amaranthus vegetables produced per plot when using fertilizers (Kgs)	Weight of Amaranthus vegetables produced per plot when not using fertilizers(Kgs)	Weight of Chinese vegetables produced per plot when using fertilizers (Kgs)	Weight of Chinese vegetables produced per plot when not using fertilizers(Kgs)	Weight of Pumpkins leaves vegetables produced per plot when using fertilizers	Weight of Pumpkins leaves produced per plot when not using fertilizers (Kgs)	Weight of Sweet pepper vegetables produced per plot when using fertilizers (Kgs)	Weight of Sweet pepper vegetables produced per plot when not using fertilizers (Kgs)
Minimum	80	55	80	50.00	75	50.00	65	50
Maximum	169	90	120	70.00	110	70.00	110	75

Source: **CED Participatory Community Assessment, (2013)**

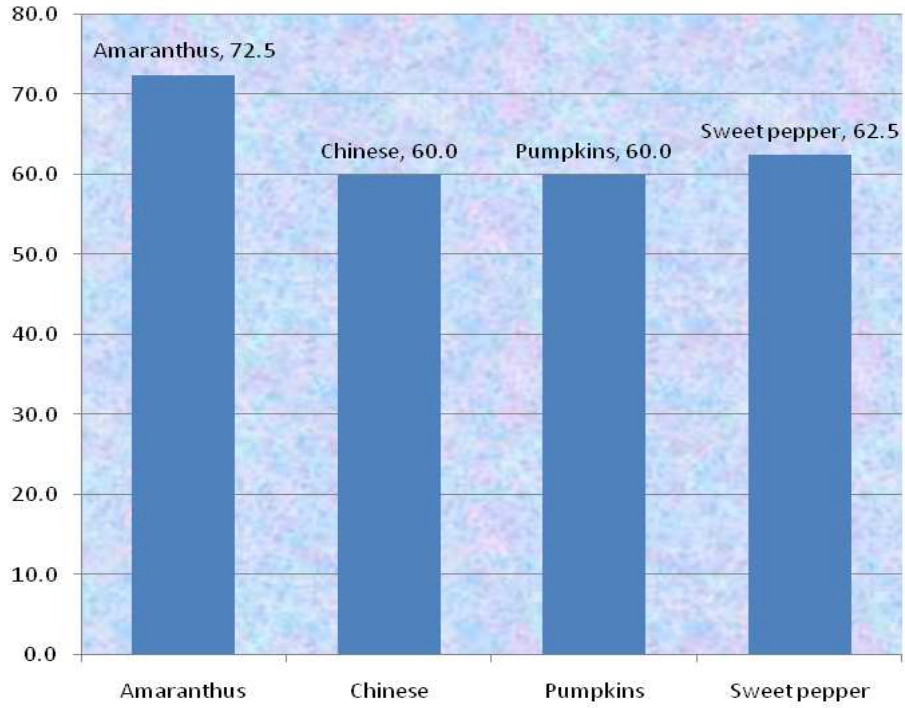

Figure 19: Average Weight of Vegetables per Plot without use of Fertilizers in Kgs

Source: **CED Participatory Community Assessment, (2013)**

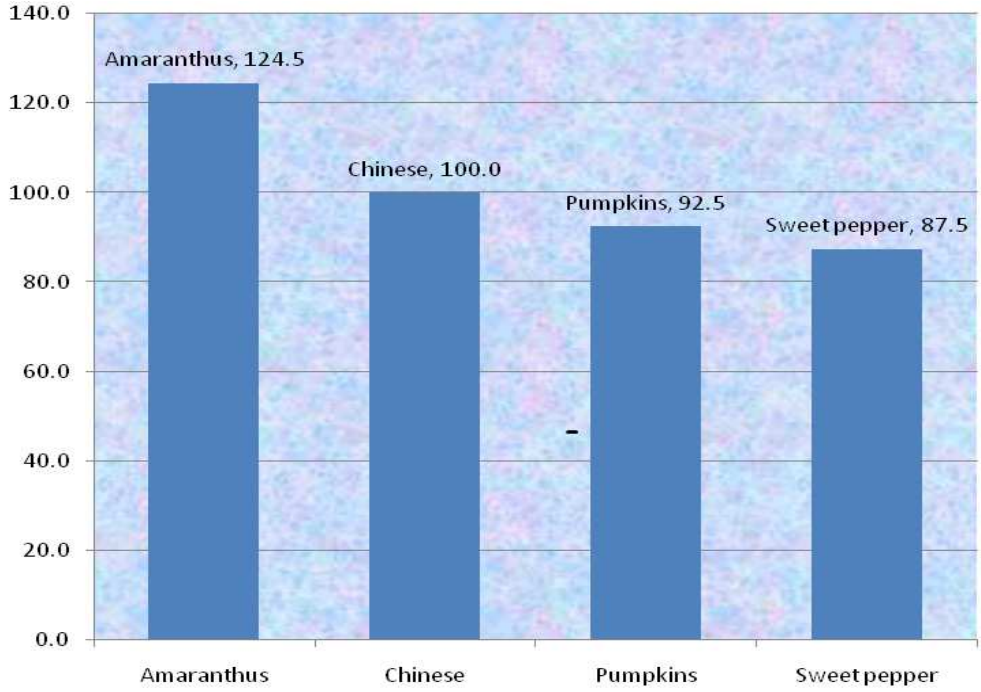

Figure 20: Average Weight of Vegetables per Plot after use of Fertilizers in Kgs.

Source: **CED Participatory Community Assessment, (2013)**

(xiii) Research Tools and Techniques used on Economic Assessment

In this assessment, focus group discussion, observation, transect walk tools were used to identify environment stresses in the community. Observation tool was used to enable the participants to study source of water, kinds of shelter, settlement and population. Transect walk and group discussion tools were used to study the events that are not open to observation and to verify the information reviewed from secondary data.

(xiv) Ranking /Scoring of the Problem

After identifying the problems, members of the community were asked to rank the problems in order of priority that need immediate intervention. The community members together with the researcher came to understand each other's ranking criteria and appreciated other members' points of view about a particular issue. From the four assessments the critical problems that were agreed by all community and CBOs members was as shown in Table 22 below.

Table 22: The Needs Ranking- Organizational Development Tools

NEEDS RANKING- ORGANIZATIONAL DEVELOPMENT TOOLS

Types of Needs	Scores	Ranking of Needs
Low yields of vegetables due to inadequate use of Agric. Inputs	28	1
Unemployment to large group of youth	17	2
Uncoordinated infrastructure	8	3
Inefficient education and health	6	4
Inability to access credits and loans	4	5

Source: **CED Participatory Community Assessment, (2013)**

1.6 Chapter Conclusion

On this chapter efforts were made to identify the problems based on the findings and results of the participatory assessment. As well, the chapter outlined the solutions to address the stated problems.

CHAPTER TWO

2.0 PROBLEM IDENTIFICATION

2.1 Introduction

The objective of this chapter is to identify specific areas for intervention, and to focus and provide direction for the project. Problem identification was done basing on the findings and results of the participatory assessment carried out in Chamazi Ward. It also provides a problem statement formulated after identifying the most pressing needs that require urgent intervention. Furthermore, the chapter describes the target community and stakeholders that might have a stake in the project. In addition it points out the project goals, objectives, and it describes Kisewe vegetable growing group as a host organization.

2.2 Problem Statement

A problem statement addresses the issue of producing various types of vegetables in low yields because of not using improved seeds, use of both organic and inorganic fertilizers as well as little knowledge on how to use these agriculture inputs to produce different types of vegetables. According to the research which I did in Chamazi ward 69.8 % are the young people aged between 31-50 yrs; about 71.4% of peoples of Chamazi ward are self employed (Community Participatory Assessment, 2013). The survey found out that the unemployment resulted from their low level of education and the little chances in formal or government employment.

According to the 2012 Population and Housing Census, Temeke municipality had a population of 1,136,881 people where by 669,056 are male and 699,825 were female. There are several factors which contributed to the increase of unemployment among

community members especially youth in Chamazi ward. Most of the community population has low level of education. According to the results of participatory assessment, about 41.2% have completed primary schools education.

Low incomes at household and individual levels also have some effects on employment. Even those who managed to pass their examination, sometimes fail to proceed with their education because their families are poor. According to participatory assessment, 38.1 % of the population, their incomes lies between Tsh. 51,000 and 99,000 per month. The average amount earned per month per household reflected poverty. Distribution of participant by gender and level of education confirms that, the community is dominated by primary schools graduates and mostly male (24.4%) while female are 11.8% only. The survey results have also shown that, the problem of unemployment is the highest amongst the age group of 31 - 50 years of age.

The migration of people from rural to urban areas means a heavy burden on those who are old enough to produce food and increases the burden of urban public services and social infrastructure and results in imbalances in allocation of labour, hence a rapid growth of the urban informal sectors and increasing incidences of hazardous employment for the youth. Lack of employment forces young people to engage themselves in high risks behaviour such as using drugs, committing crimes, and prostitution.

Most unfortunately, however, these basic principles failed to produce the expected results. On the contrary, Tanzania has been faced with a multitude of schools leavers

fleeing to big cities, increasing the already existing problem of unemployment. Easy as it may seem to attribute this ineffectiveness of education in Tanzania to the formal educational system, let us not forget that these primary schools graduates of today could be the modern farmers of the future. Finally according to distribution of income per person per month the results suggest that, for those community member who are fully engaged in vegetables production they can earn income of above Tsh.100,000.00 per month, they sustain their living within the community and eventually reduce poverty within their family.

2.3 How to Address the Problems

Though there were four problems that were ranked by members, Low production per unit of area caused by lack of used agriculture inputs such as improved seeds, fertilizers such basal fertilizers and top dressing fertilizers and agricultural chemicals which are used to control pests and diseases, was recognized as the serious one. During discussion, it was agreed that, solving the problem of unemployment, it means you are reducing the level of poverty. Therefore all 32 farmers agreed to solve the problem of low yield. At the end the researcher together with community members came up with the following recommendations:

Obtaining maximum yields of vegetables will be through urban agriculture as income generating activities, especially for youth both boys, and girls and empower the existing self-employed ones through knowledge sharing. Through findings youth farmers are the most affected group to the unemployment problem.

Urban agriculture has potential in addressing the problem of employment, poverty and food security in the community. Urban agriculture can generate employment

both for youth and women in this community. The commercialization of urban agriculture, fostered by improved market systems and other institutional innovations, greatly expands urban employment opportunities", Joachim van Braun (1995).

Thinking on urban agriculture employment links, places employment into the context of an antipoverty and food security strategy. Development – oriented strategies for poverty reduction are the interest of CED. Such strategies function both by creating assets that benefit the poor. In that sense, urban agriculture is an asset that can potentially creates employment, generates income for the poor urban population very quickly and can be used as a tool for reducing poverty and food insecurity. "It is widely accepted that, productive and remunerative employment is fundamental to overcoming food entitlement failure among the poor," (Dreze and Sen, 1989). Achieving a high level of employment preferably full employment is virtually a universal goal among policy makers, while employment expansion figured centrally among the concerns of early development theories, (Lewis, 1995; Fei and Rains, 1964).

Regarding the problem of inability to some of the community members to access credits and loans due to lack of awareness and collateral; Community members agreed that there is a need for awareness creation through training on savings and credit in order to sensitize the community members to join SACCOS. The need for more education and health facilities; During discussions the community members commented that, as a community it is impossible to construct a health centre, a dispensary, or schools since there is poor volunteerism among the community

members. Instead it was suggested that the leaders should look for government assistance, and as a community, they are ready to provide labour.

2.4 Target Community

The project is targeting Chamazi ward, specifically the unemployed within the age of group of 15 – 35 years who are practicing in urban agriculture in Chamazi Ward. The project is expecting more than 20 youth to benefit. Generally the project aims at encouraging youth to engage themselves in urban agriculture as informal employment and as a source of income. As the project initiated by the members themselves, the community will participate in the project activities like attending trainings, monitoring and evaluating the project activities. On side of empowerment, the community will be empowered through food security, employment, and of course knowledge of producing vegetables using containers.

2.5 The Stake Holders Environment

The project draws together various stake holders with ward roles, responsibilities and interests. These include the district and ward governments, private sectors, Non-Governmental Organizations, Parastatals Organizations and individuals at household levels. The roles of the various actors in the implementation of the project and the institutional frame work for their coordination is shown in the Table 21.

2.6 The Current Condition of the Chamazi Ward community

The community can be described as poor if their people earn less than one US Dollar a day (Participatory assessment).

Table 23: Institutional Framework and their Roles

Name of stakeholder	Status	Roles
Temeke Municipality	Local Government	Has fundamental responsibilities relating to the access to and use of land. The municipal facilitates sites accessibility for urban agriculture investment. Also provides businesses regulations in the municipality. -Implementing agency. - Is active in supporting the project.
Chamazi Ward	Local Government	-Involved in mobilizing the community members especially youth to engage in urban agriculture. -Executing agency for implementing the project. -Involved in production of horticultural crops.
Kisewe vegetable growing Group	Local	- Responsible for delivering agricultural services.
District Agricultural Extension Officer.	Local	-Helps to keep community members working in the urban agriculture healthy and productive by providing counseling services on HIV/AIDS.
Private sectors e.g. Banks	Local and international	
Individual House holds	Local and foreigners	-To provide market

Source: **CED Participatory Community Assessment, (2013)**

The income of 47.4% of the population Chamazi ward lies between Tshs 30,000 and 50,000 per month, which is considered not sufficient to sustain their living. The average amount earned per month per household reflected poverty. Low income is a result of many and often mutually reinforcing factors including lack of formal or salaried employment due to low level of education among the community members as well as employment in formal sector take only 5% of employment in Tanzania government and According to Participatory Community Assessment, most of the community population has low level of education. The majority (55.6%) have primary education, 30.2% reached secondary level, and only 4.8% reached a

university level. Therefore the majority population has no sufficient education and skills to enable them to get salaried employment. The survey results have also shown that the youth are more vulnerable to the unemployment problem. The problem of unemployment is highest (65.1%) amongst the age group of 31 - 50 years Therefore some measures have to be taken by providing informal employment opportunities through introduction of urban agriculture using container technology as source of income.

2.7 The Goal of the Project

The overall goal of the project was to provide self employment to the majority of the people aged between 15 - 35 years.

2.8 Project Objectives

General objective of project was to promote higher productivity of urban agriculture through improved agricultural inputs. In order to achieve the project's objective, the organization strives at ensuring that youths acquire the appropriate knowledge on producing vegetables using containers, entrepreneur skills, and savings and credits services. The progress of project activities towards achievements will be verified through monitoring plan which indicates: indicators, source of information, tools used to gather information, time frame and the responsibility personnel.

The specific project objectives are:

1. T**o** introduce a new technology of producing vegetable using both organic and inorganic fertilizer for Kisewe vegetables growing group by 2013;
2. To train 63 farmers on vegetable production by February 2013;

3. To produce different types of vegetables such as amaranthus, Chinese, pumpkins and sweet pepper from low yield production to higher level of production of 4.8 Ha by 2013; and
4. To increase the involvement of community members to join in saving and credit services from 5 to more than 50 VICOBA/SACCOS by 2013.

Performance criteria for monitoring and evaluation of the project activities see Annex 1*: Intervention Logical Framework for Monitoring and Evaluation*

The funds for operating costs effectively come from members contribution.

2.8.1 Host organization – Kisewe Vegetables Growing Group

Kisewe vegetables growing group is a community based organization located at Chamazi ward. The group has 63 members with the age ranging from 15 – 35years. Those who complete primary education are 35(55.6%), about 19(30.2%) attend up to secondary education and 3 (4.8%) attend up to University level. The group has leadership comprises of Chairman, Secretary and Treasurer. The group originated voluntarily. It was an initiative of youths who were unable to get salaried employment after completing primary and secondary education. Their intention was to join their effort for their benefit in order to achieve the intended objectives; which are: To introduce a new technology vegetables using improved inputs such as artificial fertilizers, improve economic and social well-being among the group members; to avoid idleness among youth; to increase the involvement of community members in saving and credit services from 5 to more than 50 VICOBA/SACCOS.

2.8.2 Group Capacities

The group has a leadership who have agreed to conduct regular meetings to discuss issues and progress on their own. Members have faith/ trust in their leaders. The leaders have managed to organize the group from formation stage, to the current stage. The group has drilled water to irrigate their vegetables and member save their money in VICOBA/SACCOS. In order to continue with their activities to go on, they use their own funds which come from their contribution. They buy and transport fertilizers to their site together.

2.8.3 Gaps Identified (Weakness)

The first gap identified is low yields of vegetables produced caused by low nutrient in the soil and lack of water for irrigation, especially during the dry period. During the rainy season the vegetables are highly affected by diseases caused by excessive rain. The price of vegetables is low, because the production of vegetables is higher.

2.8.4 Identified Potential Risks

During institutional assessment the following potential risks were identified. In order to achieve participation in group work, the assessment has discovered that an open discussion with beneficiaries is a fundamental factor. The fundamental philosophy of participation is that active participation by the people in the group project development is essential for effective performance. Project development is a continuous and cooperative activity, involving beneficiaries from planning to implementation stage. Through this, problems are easily identified, objectives are set forth, and the action is taken to reach the objectives. Boyle (1965), describes project

planning as a process through which representations of the people are intensely involved.

2.8.5 Project Activities

The content of the project originated from participatory planning process. Therefore, the group participated fully from planning the project, review, and approval of the plan. After take-off, the group participated fully through labour contribution, taking care of activities like preparation of nurseries for seed sowing, manure, management of seedlings/plants, selling of vegetables, and keeping records.

2.8.6 Researcher's Role and Responsibility

The researcher made sure that the participation of group members from the planning to implementation was active. The researcher also organized the trainings and supervision to make sure that the intended knowledge was acquired. The other role was to link the CBO with development partners who are willing to support youths and urban agriculture. The researcher also did monitoring, supervision, evaluating, and write quarterly, monthly, and final report in collaboration with group members.

2.8.7 Chapter Conclusion

In this chapter efforts were made to identify the problems based on the findings and results of the participatory assessment. As well, the chapter outlined the solutions and plans to address the stated problems.

CHAPTER THREE

3.0 LITERATURE REVIEW

3.1 Introduction

This chapter presents an overview of theoretical, empirical, and policy issues on urban agriculture and youth's participation in development programs. The objective of this chapter is to present information on similar work done by others, and use that information gained in implementing the intended vegetables growing project in Chamazi. Theoretical literature review describes a similar project which have been undertaken and reported by different authors, while empirical review shows how other related projects in various areas were implemented in different countries.

The chapter also reviews the national and international policies which link with the intended project and will apply historical review as the problems; theme in the research field and the findings has been identified. The chapter covers the following topics: definition of youth, international perspective of youth, youth and Millennium Development Goals (MDGs), status of youth in Tanzania, National Youth Development Policies, and other policies, youth and urban agriculture definition of urban agriculture, and the role of urban agriculture.

3.2 Theoretical Literature Review

3.2.1 Definitions of Key Concepts

(a) Definition of Youth

Universally, there is no agreed age definition of youth. There are various definitions of youth relating to different policies and legislations. In Tanzania youth are defined

as young men and women from the age group of 15 to 35. The United Nations has defined youth as young men and women between the age of 15 and 24 while the Commonwealth Youth Program (CYP) has adopted the age category of 16 to 29. In Malaysia youth refers to persons of 15 to 40 years, (United Republic of Tanzania). The legal definition of youth in Tanzania varies according to specific purpose such as marriage (the law of marriage Act of 1971 allows a young person of 15 years to get married), voting rights, employment and criminal issues.

The existing policies and legislations defining a young contradict each other and affect the development of sustainable youth development programs. For example the Law of Marriage Act of 1971 which provide for young person to get married contradicts the adolescent and reproductive health strategies which discourage early marriages especially for young girls. There is a need to harmonize the definition of youth in Tanzania so that different programs for youth empowerment can be developed systematically to meet the need of youth.

(a) What is Urban Agriculture?

Urban agriculture is an industry located within intra urban or on the fringe (peri-urban) of a town, city or a metropolis which grows and raises, processes, and distributes a diversity of food and non food products, using or reusing largely human and natural resources, products, and services found in and around that urban area, and in the turn supplying human and material resources, products and services largely to that urban area, (Mougeot, (1994).

An industry as defined by UNDP is that activity that produce, process and markets food and fuel, largely in response to the daily demand of consumers within a town, or

city or metropolis on land and water dispersed throughout the urban and peri – urban area, applying intensive production methods, using and reusing natural resources and urban wastes, to yield a diversity of crops and livestock.

Furthermore, urban agriculture is sometimes explained as a complex system encompassing a spectrum of interests, from a traditional core of activities associated with the production, processing, marketing, distribution and consumption, to a multiplicity of other benefits and services that are less widely acknowledged and documented. These include recreation and leisure; economic vitality and business entrepreneurship, individual health and well-being; community health and well-being; land scalping beautification; environmental restoration and remediation"

In Tanzania and other African countries, urban agriculture can be described as all forms of agricultural production in or directly adjacent to the city, which mainly provide urban markets with food products for sale to consumers or for consumption by the city dwelling growers themselves. The diversity of the products can be food crops, fruit and vegetable horticulture, animal husbandry, and ornamental plants. The productions are mostly carried out in open spaces and around homes (home gardens). Leafy vegetables like mchicha (Amaranthus ssp.), sweet potatoes leaves, pumpkin leaves and cassava leaves are the main crops on urban spaces, (Jacobi, 1997). Home gardens provide small quantities of fruits, vegetables, pot herbs, spices, and ornamental plants, (Verheij, 1982). The Urban Agriculture Program at Municipal Development Partnership of SADC countries (2001) defines urban agriculture as an activity of growing plants and the raising of animals for food and other uses within

urban and peri-urban areas, and related activities such as the production and delivery of inputs, and the processing and marketing of products. To meet part of the food needs of poor urban dwellers, Sawio (1990) defined urban agriculture as “crop growing and livestock keeping in both intra-urban open spaces and peri-urban areas.

(i) Origin of Urban Agriculture

According to Mougeout (1994), the practice of producing food in cities dates back to Incaic in south America, Aztec and Mayan cities in Asian continent, early Javanese and Indus settlements, and towns of the Tigris and Euphrates. In our era, more advanced urban agriculture is typically found in Asian cities, where policy –makers and planners have for sometimes accepted and promoted food production as a critical urban function.

Since the late 1970s, urban agriculture has been expanding in many parts of the developing world. Several factors come into play; rapid urbanization, ineffective agricultural policies, crippled food distribution systems, withdrawal of subsidies, and reduction of wages, inflation, unemployment, tax urban regulations, civil strife and droughts.

(ii) Types of Urban Farming

There are many categories of urban farming which are classified as urban farming; commercial urban farming, community gardening and back yard gardening. Commercial urban farming (marketing gardening) is defined as small farms that are close to the suburbs. Community gardening is large plots of land that have been divided into smaller plots for each households use. These plots can be owned by a

municipality, an institution, a community group, a land trust or private ownership. Generally each gardener keeps the production for him or herself, or for the family. Urban backyard gardens are plots around homes, including balconies, decks and roof tops, and walls. High yields can be raised even in the simplest of containers. Basically the home gardening was and is still meant to improve the nutrition and the quality of life of the family.

The Municipal Development Program on Urban Agriculture in SADC region identifies the following forms of urban agriculture which include; on-plot farming around the residential plot and off-plot which takes place on open spaces within the built up areas. Camillus J. Sawio, (1990), in his study “Who Are the Farmers of Dar es Salaam”, identified six categories of urban farming: crops and livestock keepers, livestock keepers only, farm workers who are not landowners, crop growers only, land owners leasing and landowners who do not farm.

Potential location of urban horticulture include houses and courtyards, parks, open spaces for public access, flat roofs, balconies, walls, containers of all sorts, greenhouses, wetlands, terraces and slopes. Aquacultures are the systems that focus on the culture of fish and other water organisms, or the cultivation of water plants such as seaweed. Hydro culture or hydroponics is small scale vegetables growing on a medium that does not contain any soil; usually it is only water with minerals. Animal husbandry is a system of keeping animals. Agro forestry has to do with tree breeding. Non – food has to do with ornamental plants, flowers, herbs, spices, and fibre crops and minimal processing products is about the production of plant parts or animal products that mostly need a little processing to give them added value.

(iii) Why Urban Agriculture has Grown in Importance

Apart from contributing to household food security; urban agriculture has a wide role in sustaining urban population in terms of poverty alleviation and contribution to the urban economic activities through processing and marketing of the produce. In addition, urban agriculture is now an established strategy for sustaining livelihoods of urban populations. It directly provides food and indirectly generates household cash income through saving on food expenditure, employment and selling of surplus production.

There is also ample of evidences here and broad that, the potential of urban agriculture for food security and poverty reduction is real. For example 90% of leafy vegetables consumed in Dar es Salaam, Tanzania are grown in the city's farms and home gardens, Stevenson *et al*. (1996). The United Nations Development Program estimates that, while 15 percent of food worldwide is grown in cities, the opportunity exists to significantly increase in this percentage" (Smit, Ratta and Nasra, 1996).

Another example of a powerful shift towards urban agriculture worldwide, especially in response to economic crises, is found in Russian. Food production on large–scale rural farms fell by 40 percent when the Soviet Union disbanded, making the cost of food on the new, free market very expensive. Many Russian since then have been allowed to use idle and provisional land in urban areas to create a new production and distribution system. The use of land produced 30 percent of the total food grown in the country and 80 percent of the vegetables, (United Nations Sustainable Development Success Stories, Volume 4).

Singapore has 10,000 urban farmers who produce 80 percent of the poultry and 25 percent of vegetables consumed, (Smit, Ratta, and Nasra, 1996).

(iv) The Role of Urban Agriculture to Youth

In recent years there has been an increase in number of youths without wage employment in urban areas resulted from low level of education and large number of migrants to cities. This population does not have enough qualifications and skills to enable them to get formal employment.

Urban agriculture can be effective area for the development of small business for youth. It helps youth to avoid idleness, prevent them from using drugs and committing crimes.

A Philadelphia police officer noted that, crime decreased from 40 to 4 incidents per month after a program of gardening was started. Similarly, on Dear Born Street, San Francisco, CA, the crime rate dropped to 26 percent after one year of gardening program, Hergesheimer (1998).

Urban agriculture is the solution of youth's problems. Gardening has been found to be the most effective solution to the youth problem. According to Hargesheirmer, it is much more effective than sports. Records have shown that, after students are involved in gardening, their school attendance, morale and grades improves (Gray and Kappan, (1996). Gray and Kappan also observed that, gang activity decreases sharply in neighborhoods where youth are engaged in gardening. The observation

was also shared by Dr. R. Wampler in: “No Matter How Loud I shout – A year in Judge Dorn’s Juvenile Court” who commented that, “Intervention and prevention before the kids are caught up in the justice system is much less costly in human lives and dollars”. Judge Whiteaker shared this concept and said that “I have never had a kid involved in 4-H club in juvenile court”.

Again, apart from creating jobs only for youth, urban agriculture can also play role in cultivation of character and citizenship as well as assisting urban youth acquire desirable standards of farming, instilling in young minds a useful work experience and develop good attitudes for personal achievement. Cited example is the powerful food company known as Food from the Hood (FFTH). It is an American’s first student managed natural food products company. FFTH was created on Octobers 1992 in response to the Los Angeles uprising what started as a classroom project. The students began to market their line of salad dressing with the help from local businesses. According to Mougeot, (1994), to date FFTH has awarded over U$ Dollars 140,000 in college scholarships to student managers. Urban agriculture can also be used to teach youth the importance of scientific agriculture and their relation to total economy. With such potential, youth are able to choose a way to earn a living,

Good as it is in solving the problem of employment; city governments of Tanzania must recognize the potential of urban agriculture to youth and accord it the status given to other industries and economic activities in the city. Urban agricultural groups can be organized in community centers, schools and neighborhoods.

3.2.2 Youth and Theories of Unemployment

(i) International Perspective of Youth

The perspective of youths by international organizations is that, youths are key participants in decision-making and development, and their work should be acknowledged and strengthened. Many of them are already making contributions to the world development. UN (2004) stated that, building the capacity and creating sustained partnerships with young people are crucial strategies to achieve development objectives that have not been fully realized by the international community".

In one of the UN documents (World Youth Report, 2003), it is recommended that, governments must enact laws that foster the creation of community driven projects with youths living in poverty and support current youth- led entrepreneurial initiatives in urban communities. Each country should be in consultation with its youth communities, establish a process to promote dialogues between the youth's community and government at all levels. Moreover, they should establish mechanisms that permit youth access to information and provide them with the opportunity to present their perspectives on the government decisions, (UN, 2002).

The United Nations, from time to time has continuously called for increased participation of youth in all relevant levels of world development and levels of decision making process because it affects their lives of today and their lives in futures. Their intellectual contribution and their ability to mobilize support resources to bring unique perspectives need to be taken into account. Whether these are structured organizations or informal groups, they provide forum where young people

can organize for action to meet community needs and experience group processes. UN (2003) revealed that, young people of age group between 15 and 24 are about 1.2 billion of the human capital, and many of them are already making contribution to the world development.

(ii) Youth and Millennium Development Goals (MDGs)

The objective of Millennium Development Goals is resolving the problem of poverty. The goals offer a multi definition of poverty, one that encompassed not only income but also access to food, basic education and literacy, education opportunities for boys and girls, as well as access to health care and good sanitation. However, most of MDGs indirectly relate to young. The total population of the world is 6,396 million while that of young is 1,663 million. The UN World Youth Report (2003) provides the quantitative estimates of young people in extreme poverty ranges from 38 million; the middle range estimates of youth poverty is 238 million surviving on less than a $ a day.

According to an ILO (2002) document, young people are as leaders of social and environmental enterprises, with youth–led efforts addressing social needs on a local level and provide incentives for replication in similar communities. But they do not appear to have a prominent place in the MDGs as they are only mentioned in one or two places. However, Richard Curtain on close scrutiny, he identified six goals as directly referring to as young people. Details are shown in Table 26. The prominence of young people in the MDGs is further confirmed by the specification of the targets and indicators. Young people are explicitly the focus in relation to six targets and indicators, for specifically refer to 15 to 24 years old (Curtin, 2002).

Table 24: Millennium Development Goals, Targets and Indicators that Relate to or potentially Relate to Farmers

MDG	TARGET	INDICATORS
Goal one: Eradicate extreme poverty and hunger.	**Target one:** Halve, between 2005 and 2015, the proportion of people whose income is less than 1$ a day.	Proportion of population Below 1$ per day
	Target two: Halve, between 2005 and 2015, the proportion of people who suffer from hunger.	Prevalence of underweight children
Goal two: Achieve universal primary education	**Target three:** Ensure that, by the year 2015, children everywhere boys and girls alike will be able to read and write.	Literacy rate of 15-24 years old.
Goal three: Promote gender equality and empower women	**Target four:** Eliminate gender disparity in primary and secondary education.	Ratio of girls and boys in primary, secondary and tertiary education.
Goal four: Improve maternal health	**Target five:** Reduce ¾ between 2005 and 2015 the maternal mortality rate.	Maternal mortality ratio
Goal five: Combat HIV/AIS, malaria and other diseases	**Target six:** Have halted by 2015 and begin to reverse the spread of HIV, AIDS	HIV prevalence among 15-24 years old.
Goal six: Develop a global partnership for development	**Target seven:** In cooperation with developing countries, develop and implement strategies for decent and productive work for youth	Unemployment rate of 15-24 years old.

Source: **UN Youth Report, (2001)**

Young people are effective manpower. Governments and other stakeholders can work with them to identify needs in the community, design and implement development projects. To ensure young people are able to contribute effectively in economic development, their issues should be included fully in the MDGs. Under support of MDGs, young people can be productive and active community members. Soobitsky (1971) noted that, youths led projects whether they emphasize social or economic development are often affected by lack of skills, experience, technology, socialism diversion of interest, recognition, community organizational changes, complexity of organizations, networks and connections with additional power centers within the communities. These need to be considered in the development of youth groups. Additional to that, internal forces such as availability of resources and commitment of people involved in the project are crucial points to be looked upon.

(iii) The Status of Youth in Tanzania

The global, social, economic and political environment has influenced the youth status in Tanzania and determined their welfare and well-being. Since youth development is a crosscutting issue, various macro-sectoral policies have contributed to the existing status.

(a) Population

According to the 2002 Population and Housing Census, the population of Tanzania mainland was 33.58 million people. The total number of youth between 15 and 35 was 11,770,532 or 35% of the population. Among them 5,552,294 are boys (which is 47.17 percent) and 6,218,238 are girls (which is 52.83 percent), National Youth Development Policy, (2007).

(b) **Employment Situation**

Tanzania's labour force has been growing steadily since early 1960's at an annual average rate of between 2.8 and 5.8 percent. According to the 2001/01, Integrated Labour Force Survey (ILFS), the labour force was estimated to be 17.9 million people of whom about 65 percent were young people between the age group of 15 and 35. The survey results have revealed that unemployment for the whole country was 12.9 per cent and almost half of the unemployed were living in urban areas. Dar es Salaam alone had 46.5 percent of its labour force unemployed and other urban areas had 25.5 percent of their labour force unemployed. Unemployed in the rural areas was 8.4 percent.

The survey results have also shown that the youth were more vulnerable to the unemployment. The problem of unemployment is the highest amongst the age group below 35 years of age. As a result of insufficient labour market services and differences in regional development, rural-urban migration especially for the youth has been the main feature of labour migration in Tanzania. The proportion of population living in urban areas increased from 5 percent in 1967 to 13 percent in 1978 and from 21 percent in 1988 to 23.06 percent in 2002", (Integrated Labor Force Survey, 2000/2001).

The migration of people from rural to urban areas increases the burden of urban public services and social infrastructure and results in imbalances in allocation of labour, hence a rapid growth of the urban informal sector and increasing incidences of hazardous employment for the youth.

The Government is supporting private sector investment so that job creation and opportunities can be increased. It is reported in the Poverty Reduction Strategy third profess report that in the year 2002, the Tanzania Investment Center approved 311 private sector investment projects in the manufacturing sector, which had a potential of employing 33,132 people. Employment creation is also promoted through: entrepreneurship skills training, empowerment of youth, education, gender and equity and sustainability programs. The pattern of employment, underemployment and unemployment in Tanzania suggest the need to have an integrated employment oriented development framework in the key areas of agriculture and urban employment. Other key areas are information, labour intensive works, mining sector, natural resources and tourism infrastructure development, education and training and services.

The focus areas of the new policy will be on agriculture and informal sector as an interim measure. Condition in informal employment will be improved systematically and be addressed within the context of comprehensive strategy for poverty reduction.

(c) Economic Situation

In Tanzania, many youth are engaged in sectors of agriculture, fishing mining, animal husbandry and small-scale industries like carpentry and black smith, petty businesses like selling second-hand clothes, fruits and various foodstuffs. Despite the fact these youth are self-employed they face a lot of problems in implementing their activities. Such problems include the lack of working capital, equipment and technical knowhow or necessary skills, (The United Republic of Tanzania (URT) and

the Ministry of Labour, Employment and Youth Development: National Youth Development Policy of 2007).

(d) Culture

Through modern technology and media some foreign cultures have adversely affected the once established cultural practices. These new cultures have negatively affected the youth who have now lost their identity. Changes in economic and social aspects as well as globalization have changed people's lifestyle and brought about economic hardships. On the other hand, responsible parenthood in communities has disintegrated and youth upbringing has been left in the hands of teachers and institutions dealing with youth development, (The United Republic of Tanzania (URT) and the Ministry of Labor, Employment and Youth Development: National Youth Development Policy of 2007).

(e) Education

Human capital development, particularly education and training is a critical ingredient for a country sustainable socio-economic development and poverty eradication. Since the mid 1980s, access, quality and efficiency of education programs and infrastructure, almost at all levels, have been on the decline. (The United Republic of Tanzania (URT) and the Ministry of Labor, Employment and Youth Development: National Youth Development Policy of 2007).

(f) Health

Health is another concern for the youth in Tanzania. A national will have healthy youth if its programs on early child development have created an opportunity for the

growth of a health society. Analysis of data from 2002 population census and more recent survey data point to a reduction in mortality with a particular sharp drop in the most few years.

Infant mortality fell from 137 to 95 per 1,000 live births, and under five mortality rates from 231 to 162 per 1,000 live births. The trend generated by the preliminary 2004/05 Demographic and Health survey (DHs) data is particularly optimistic. Much of this decline is likely to be the result of improved malaria control – both use of preventive mosquitoes nets and improved curative care through a more effective drug treatment, (URT – Poverty and Human Development Report (2005).

According to (URT) and the Ministry of Labor, Employment and Youth Development: National Youth Development Policy of 2007, the real situation shows that youth encounter many health problems related to physical, mental, maternal and reproductive health. These include:

(i) Escalation of sexually transmitted infectious diseases including HIV/AIDS
(ii) Malnutrition which causes amongst other things blood deficiencies (anemia) and low birth weight.
(iii) The use of drugs and substance abuse which causes mental instability and delinquency.
(iv) Female genital mutilation to young women and children
(v) Early marriages and pregnancies
(vi) In-appropriate use of leisure time and sports for health development.
(vii) Inadequate youth friendly health services and information.

These problems can be addressed through youth empowerment programs with a gender dimension.

3.3 Empirical Review

A number of activities have been initiated in regard to implementing urban agriculture. Among others, the International Development Research Centre (IRDC) initiated a search of urban agriculture literature from the Urban Agriculture Resources Centre in 1984.

In the later 1980s, UNICEF implemented various projects and IDRC funded four studies in Kenya, Uganda and Tanzania. By 1988, the UN University's Food – Energy Nexus program, had published a series of research reports in selected – regions, countries and cities.

According to Mougeot (1995), related research was carried out by the cities and Ecology Project of Man and Biosphere/UNESCO. Building on this, the UNDP, Urban Agriculture Network surveyed 21 countries in 1991-92 and convened interested agencies of effectively promote urban agriculture development including waste water farming and hydroponics. Following the promotion, globally, about 200 millions urban dwellers are now farmers, providing food and income to about 700 million people.

In Tanzania, urban agriculture has evolved in response to changes in the micro-economic environment of the 1970s and 1980s characterized by poor economic

performance Lupanga, and Mvena, the Urban Agriculture Research Project, sponsored by IDRC, investigated the nature and origin of food production activities within 6 urban centers and their peripheries in Tanzania in 1983. The project covered a sample of 1,800 respondents. The findings revealed that urban agriculture is a strategy to deal with the lack of paid employment and low income among the majority of the employed ones. Through their agricultural activities, the urban poor can gain additional income and provide food for self-sufficiency. Furthermore, (Mougeot, 2000), found out that urban and peri-urban agriculture, incorporating production and livestock keeping, has become part of the food security system in the urban areas of most countries in Eastern and Southern Africa. It has been incorporated into urban expansion plans for Dar-es-Salaam, Dodoma in Tanzania, and Maputo in Mozambique.

Since 1980s, the total area under urban agriculture (crop production) in Tanzania is about 33,872 hectares (over 500 ha under vegetable crops). In Dar es Salaam alone by 1980, about 44 percent of low-income earners had farms, and in 1987, 70 percent of households engaged in some urban farming, Mougeot, (1994). According to Dongus Stefan, (2000), almost 650 hectares of the urban areas of Dar es Salaam are currently used for vegetable production on open spaces, offering employment for over 4,000 people. From these 650 ha, 12% are privately owned land, 48% are institutionally and 40% publicly owned. Based on data collected by Dongus, the average plot size cultivated by one farmer is 700 – 950 square meters on irrigated open spaces. For rain fed open spaces, the average plot size is considerably higher (4000 – 5000 square meters). Also during the 1980s, a great percent of urban

households engaged in food production in cities of East African countries including six Kenyan cities that produced a total of 57% with other city-specific figures ranging from 32.6 to 70 percent for Kisangani, Kampala, Lusaka, and Dar es Salaam, (Mougeot, 1995).

Urban agriculture in Dar es Salaam includes rearing of livestock (mainly chicken and cattle), cultivation of fruit and ornamental trees, but most obviously vegetable production. Vegetable production in urban areas of the city takes place in home gardens or on open spaces. Most of the vegetables produced in home gardens are for home consumption, and only small amount is sold. Vegetable produced on open space are mostly market oriented, and very often the only source of income. Livestock keeping in urban areas grew steadily between 1985 and 1989. Poultry rearing grew from 510,789 to 793,441 chicken, piggery farming 8,601 to 15,658, goats from 2,617 to 6,218, and dairy cattle 4,200 to 8,517 (Mosha, 1991).

3.4 Policy Review

3.4.1 The National Youth Development Policy of 1996

The Government developed the National Youth Development Policy in 1996. The implementation of this policy has faced various national and global challenges. New national and global issues have emerged which include changing life styles, new cultures, new values and orientations. This situation has created the need for review of the policy, and developing the new vision, mission and strategies for youth development. In this millennium of science and technology, young men and women are the greatest asset for the present and future. They represent the driving force

behind social economic and political reforms in the sphere of rapid global changes. Our society's progress is determined among other things by how much we involve them in building the future. It is important therefore to prepare these young people as leaders, decision-makers, entrepreneurs, parents and guardians because they have vital role to play in the social economic development of the nation. The new policy therefore provides direction to youth, partners and other stakeholder on youth development issues.

(i) The National Youth Development Policy of 2007

The National Youth Development Policy of 2007 focuses on youth development issues which include: economic empowerment, environment, employment promotion, youth participation, HIV and AIDS, gender, arts and culture, sports adolescent reproductive health and family issues. As said earlier youth development is a cross cutting issue, which require multi sectoral approach for effective implementation. The empowerment of young people involves the concerted efforts of a number of key stakeholders including the government, civil society, private sector, community based organizations, families and young people themselves. The National Youth Development Policy will therefore depend on successful mainstreaming of the youth development issues in the Ministries' policies and other stakeholders development programmes. The overall goal of this policy is to achieve its vision and mission.

(a) Vision and Mission of the Policy

The vision of the policy is to have empowered, well-motivated and responsible youth capable of participating effectively in social, political and economic development of

the society. Its mission is to create an enabling environment for youth empowerment and enhancement of employment opportunities and security.

(b) Objective of the Policy

The overall objective is to empower, facilitate and guide youth and other stakeholders in the implementation of youth development issue. Specific objectives are:

(i) To facilitate youth to acquire skills and competence for employment.

(ii) To facilitate youths to accept responsibilities so as to be able to practice good values, ethics and good conduct.

(iii) To create conducive environment for youth participation in decision-making.

(iv) To enhance establishment and utilization of youth friendly social services.

(c) Some NYDP Policy's Issues and Statements which Relate to Employment

(i) Resources which Create Economic Empowerment for Youth Development

Young people who according to the Integrated Labor Force Survey (2001), constitute about percent 65 percent of the total labour force require economic enfranchisement and equitable access to resources that provide a solid economic and material base for their development. One of the resources is land. Young people have limited access to land ownership. Customary practices discriminate young girls to own and even to inherit land. There is limitation on equity of resource allocation, capital accessibility for youth development, which affects their effective participation in economic activities. Young people also lack skills on marketing and production of quality products

(ii) Policy Statement

For URT, (2007), there shall be a promotion of equitable access to land and other resource allocations. Emphasis shall be put on rural youth and gender equity as stipulated in the Small and Medium Enterprises Policy, Rural Development Strategy and Women and Gender Development policy.

(iii) Youth and Informal Sector

Most of the youth especially in the urban areas are involved in the informal sector. The youth have not been graduating into formal sector activities because of poor technologies, low productivity, poor working conditions and poor linkages with the formal sector. As a result, this has perpetually continued to increase income poverty amongst the youth. Those who are in the rural areas face difficult working environment which led to most of them to migrate to the urban areas hoping to have a better life. Poor infrastructures, inadequate social services have contributed to this problem. This trend has increased social crimes and youth uncertainty in urban areas.

(iv) Policy Statement

There shall be measures to promote the informal sector as stipulated in the National Employment Policy, Small and Medium Enterprises Policy and other sectoral policies. The government in collaboration with private sector shall create conducive environment for youth to settle in rural areas through improvement of social services, infrastructure and promote rural development as it is stipulated in policy of Rural Development Strategy and Agriculture Development Policy, (URT, 2007).

(v) Youth and Employment Opportunities

Most of the youth who completed primary schools, secondary schools and institutions of higher learning do not easily secure employment in the civil service, Parastatals organizations and other economic sector. Most of these however, find it difficult to work in the informal sector because of various factors such as insecurity, lack of capital, lack of work premises, work implements and other working facilities. The private sector prefers to employ skilled and experienced labour force. Hence a large group of youth continues to remain unemployment, a situation which facilitates in increasing rate of crimes and other social evils.

(vi) Policy Statements

The government in collaboration with the private sector shall create an enabling environment for establishment of employment opportunities as stipulated in National Employment Policy, Rural Development Strategy and Agricultural Development Policy. The government in collaboration with private organizations, civil societies, youth organizations and business community shall promote the culture of entrepreneurship by creating enabling environment for youth enterprise development, (URT, 2007).

(vii) Financial Services Delivery for Poverty Reduction

There are various financial and credit schemes to empower young women and men to undertake self-employment. Nevertheless these schemes are not coordinated, not consolidated, scattered, not sustainable and therefore not effective in supporting self-employment activities for the youth. Ideally these funds are supposed to build capacities with a view of offering support and assist generation of incomes and self-

employment amongst different categories vulnerable groups including youth. However many youth lack initial capital and capacity to qualify to acquire loans from financing institutions.

(viii) Policy Statement

There shall be a mechanism to solicit funds which will enhance adequate coordination with a view of having sustainable funds, to support youth in their income generating activities. Also there shall be a mechanism to promote the establishment of youth friendly credit support services and empower youth on credit management, (URT, 2007).

(ix) Involvement of Youth in Agriculture and Animal Husbandry

Agriculture and animal husbandry is the largest employer. However, there is inadequate infrastructure to capture the participation of youth's labour force. As a result, many young men and women are not attracted to join this sector, hence end up migrating to the urban areas where they remain either unemployed or underemployed. Moreover, the few young people who participate in livestock keeping do not own them. They are mainly involved in grazing with limited access to livestock products.

(x) Policy Statements

There shall be a mechanism to develop and promote labor intensive infrastructure as stipulated in the other sector policies such as the Rural Development Strategy (RDS) and the Agricultural Sector Development Strategy (ASDS). Also the government in

collaboration with other stakeholders shall provide good environment conditions for youth to participate effectively in agriculture, (URT, 2007).

(xi) Other Policies That Link With Youths Issues

In addressing employment creation the government of Tanzania has formulated several policies. Among them is Small and Medium Enterprise Development (SMEs) Policy of 2003. The SMEs play a crucial role in employment creation and income generation for disadvantaged groups including youths. The policy focuses at encouraging disadvantaged groups' participation in SME activities through facilitating the SME services providers to design special programmes for disadvantaged groups, and identifying factors that inhibit disadvantaged groups from going into business and design programmes which will address those factors.

3.5 Agricultural Policy Review

Most urban agriculture still remains largely unrecognized and unassisted if not outlawed or harassed, even in years of food shortage. But more governments are creating agencies to manage this activity and encourage it. Between 1975 and 1985 governments in sixteen Asian, six African and Latin American countries supported such initiatives in a variety of ways, Through such initiatives, in the mid-1990s, few local authorities and central governments in Eastern and Southern African countries recognized urban agriculture as a legitimate land use.

With increasing poverty in the urban areas, city planners and national policy makers now recognize the central role of urban and peri-urban agriculture in the wider urban economy. It is now generally recognized urban and peri-urban agriculture apart from

contributing to household food security; it has a wide role in sustaining urban population in terms of poverty alleviation, problem of employments among youth, and contribution to the urban economic activities through processing and marketing of the produce. Most governments and local authorities now support urban agriculture and are seeking ways with which to facilitate sustainable, safe and profitable production (Mougeot, 2000).

In Tanzania, the Agricultural and Livestock Policy of 1997, highly scores the importance of urban agriculture in economic development and food security. The policy states that, agriculture is not a principal function of towns but when properly organized urban agriculture has the potential to provide employment, income and is a supplementary source of food supply. The government's policy statement on urban agriculture is that, the government will continue to regulate the conduct of urban agriculture and will ensure that it does not disrupt planned urban development.

The Poverty Reduction Strategy Paper (PSRP), which was approved in 2000 gives high priority to agriculture and rural development, and targets poverty reduction as the central of the national development. Subsequently, the Rural Development Strategy (RDS) and Agricultural Sector Development Strategy (ASDS), both completed in 2001, have redefined the government's approach in these areas. Likewise, the Agricultural Sector Development Programs (ASDP) in helping Community Based Organizations (CBOs, is encouraging the development of these organization through supporting and other sources of SME development. Again, ASDP in relation with the Ministry of Labour, Youth and Sports, aims at

empowering the youths to undertake rural jobs, start agribusiness and becoming farming entrepreneurs, hence contribute to reduce rural urban – migration.

Looking globally, UNICEF is reviewing its own project experience for future policy directions. Major UN programs (e.g. Healthy Cities of WHO and Sustainable Cities of UNCHS/UNDP/WP); now provide operational framework for urban agriculture research to guide better management. Since early 1993 IDRC (International Development Research Centers), Urban Environment Management Program, focus on water – waste agriculture linkages in cities. In mid-1993, various agencies and Northern and Southern countries specialists met at IDRC in Ottawa to identify key information needs and collaboration mechanisms.

3.6 Chapter conclusion

This chapter reviewed the theoretical and empirical literature that is relevant to understanding the problems of unemployment among the youth. Urban agriculture may be used to encourage youth employment and poverty reduction but also it can be used to reduce drug abuse and crime. In addition, it reviewed the past and existing policies and strategies such as Mkukuta, Mkurabita and Millenium development goals that prove the intervention by the government and other stakeholders to address the problem of unemployment among youth.

CHAPTER FOUR

4.0 IMPLEMENTATION OF THE PROJECT

4.1 Introduction

This chapter is about planning and implementation of the project. The chapter provides original plan and the actual implementation of the projects. It includes the major tasks and activities undertaken, resources needed and used as well as responsible personnel in each activity. It also reports what was accomplished and what was not and why. Generally, this chapter is a summary of what so far have been done in terms of intended project objectives. The project guidelines which closely follow the principles of participatory Rural Appraisal (PRA) approach, the content of the project was originated from participatory planning process involving ward community and CBO members. These were required to plan, review, and approve the plan.

4.2 Products and Outputs

By the end of second year, the project will accomplish the following objectives:

- To introduce a technology of producing vegetables by using fertilizer;
- To train 32 youth on vegetable production using fertilizer;
- To enhance the involvement of the community members in saving and credit services. The expected products and outputs are summarized in Table 25.

4.3 Implementation Strategies

4.3.1 Project Planning

In order to achieve the project goals and objectives, some staff were dedicated to plan and implement project activities. This included ward and sub-ward leaders,

CBO members and the facilitator (CED student). Several things were considered before implementing process; that is development of the plan as shown in Table 28, development of the budget for one year, mobilization of youths for training, and solicitation of funds for conducting project activities.

Table 25: Summative of Products and Outputs of the Project

Project Objectives	**Indicators**	**Output Indicators**	**Impact Indicators**
Objective 1 To introduce a technology of producing vegetables for 32 December 2012.	**1**. Number of meetings conducted to create awareness on technology of producing vegetables	**1**.Number of community members attended the meeting	**1**.Awareness created and the knowledge imparted on producing vegetables .
Objective 2 To train 32 farmers on vegetables production ..	1. Number of trainings conducted 2.Number of trainees attended the training	Number of youth engaged in producing vegetables.	1.Reduce level of unemployment among youth 2.Increase in food security 3. Improvement of nutritional status in the community.
Objective 3 To produce vegetables.	1.Number of materials prepared 2. Quantity of vegetables produced.	More than 32 farmers acquired the knowledge of producing vegetables.	1.Reduce level of unemployment among youth 2.Increase in food security 3. Improvement of nutritional status in the community.
Objective 4 To enhance the involvement of the community members in saving and credit services.	1. Number of meetings conducted to create awareness on the importance of saving and credit.	1. More than 20 farmers trained on saving and credit services. 2.Ten farmers Motivated and registered in ward SACOOS	1. Increase in income ,hence poverty reduction

Source: **Researcher findings, 2013**

The main objective of the project was to create self-employment opportunities in order to improve living standard within the community, through introduction of technology of producing vegetables. The specific objectives include; conducting training to 32 farmers by the end of the project, youth to acquire knowledge and skills of urban agriculture, and to ensure food security in the community. It was also expected to increase income per capital hence poverty alleviation.

Table 26: Project Plan

SN	Activity	Person Responsible	Resource Required	Delivery Time
1.	Identification of CBO	CED student	Human Resource	October 2012
2.	Community need assessment	• CED student • Community and CBO members • Other stakeholders	Human Resource	October – November 2012
3.	Problem Identification	• CED student • Community members	Human Resource	November 2012
4.	Setting goals and objectives	• CED student • Community members	Human Resource	December 2012
5.	Resource Mobilization	• CED student • Community members	Human Resource	December 2012 – January 2013
6.	Project Implementation	• CED student • Community and CBO members • Other stakeholders	Human and financial resources	June 2012 –June 2013
7.	Monitoring and Evaluation	• CED student • Community and CBO members • Other stakeholders	Human Resources and stationeries	On going up to June 2013
8.	Compilation and submission of final report	CED student	Human Resources and stationeries	December 2012– up to June2013

Source: **Researcher findings, 2013**

4.3.2 Inputs Needed to Accomplish the Objectives

- Insecticides and pesticides
- Fertilizer (farm yard manure)
- Chemical fertilizer
- Containers of different sizes and materials
- Different types of seeds
- Training facilitator

Table 27: Staff Job Description

Staff	Roles
Ward Council of chamazi ward	-Responsible for mobilizing community members to implement the project.
Chairman of Kisewe garden growing group	-The leader of the organization.
Treasurer of Kisewe garden growing group	-Handles the issue of funds.
Secretary of Kisewe garden growing group	-Responsible for organizing the meetings, keeping records and recording the minutes of the meetings
facilitator;(CED student	To make sure the project is implemented according to the plan -To prepare project progress report -To keep records; -To do monitoring and evaluation; and -To write final report
Trainers from Temeke municipality.	-To organize and conduct trainings on producing vegetables and on savings and credit services -To enable the farmers to have knowledge on vegetables production and savings and credit services.

Source: **Researcher findings, 2013**

4.3.3 Staffing Pattern

For smooth implementation of the project, the following staff were required; Councillor, Extension Officer, and Community Development Officer, Chairman, Treasurer, and Secretary of the group. Others were Facilitator (CED student) Trainers from Temeke district Agricultural offices and the Ministry of Agriculture, Food Security, and Cooperatives.

4.3.4. Project Budget

The funds for operating costs effectively came from members' contribution. The total project costs for one year were estimated at Tsh.529,000 as indicated in the Table 30.

Table 28: Project Budget

Required inputs	Unit of Measurement	Number of Inputs	Unit of Cost	Estimate
Purchase different types of seeds (pumpkin leaves, Chinese ,Amaranthus, water melon seed,etc)	Kg	**2**	**5,000**	**150,000/=**
Purchase of fertilizer/manure	Bags	**20**	**5,000**	**100,000/=**
Pesticides and Insecticides	LT	**4**	**20,000**	**80,000/=**
Teaching allowance	Per diem	**One personx4 days@15,0000**	**45.000**	**60,000/=**
		Fuel 50Lts	**2,100**	**105,000/=**
Stationeries	Ream	**2**	**7000**	**14,000/=**
Set up of the project(refreshment)				**20,000/=**
Total				**529,000/=**

Source: **Researcher findings, 2013**

4.4 Project Actual Implementation

4.4.1 Mode of Implementation

The project is income generating activity which focuses on enhancing farmers to use fertilizer to produce vegetables and eventually to become self-employed**.** It was implemented through trainings and meetings which aimed at creating awareness, and imparting new knowledge of producing vegetables using fertilizers to CBO members. Activities involved in the establishment of the project were implemented over a period of three months, starting from December 2012 to February 2013.

During implementation most of project activities were organized by the CBO the key implementers, while other community members participated in attending training sessions and other activities concerning the project. For good results and to bring reliability**,** the supervision of the project activities was done by CED student, CBO, and community members**.** To achieve the objectives, the project proposal was geared towards implementation of major project activities in respects to the research questions, and for each activities, monitoring and evaluation was carried out in order to track the development of the project activities, that is an ongoing picture of the project so that decision can be made whether to continue or to make some adjustments. Evaluation was meant to assess the relevance, effectiveness, efficiency, and achievements of project objectives.

4.4.2 Objective One: To Introduce Technology of Producing Vegetables using both Organic and Inorganic Fertilizers

To achieve the objective the process involved the following activities

(a) Conducting meeting with the community and CBO members

This was conducted to create the level of awareness and attitudes among the youths in relation to self employment and to an introduction of new technology of producing vegetables in containers. The other objective was to plan and approve the project.

(b) Selection of the site

As most of activities were expected to be done on farmers fields, site selection for setting out garden was the crucial issue to be looked upon.

(i) Achievement of objective one

Achievement of the objective was 100%. During the meeting the new innovation of producing vegetables using both organic and inorganic fertilizers was accepted by most of CBO and other community members. Regarding selection of site, it was agreed to locate the garden in the CBO's place for easy management and follow up, and to enable the project to produce good quality crops and to operate according to economies of scale.

(ii) Objective Two: Field training for 63 Kisewe vegetable garden growing group On the New Technology of Producing Vegetables using fertilizers

Activities involved in this exercise included the following:

(a) Organizing and Facilitating Training

This helped to identify training needs, human resources and materials like containers, seeds, soils, fertilizer, tools and equipment. It also helped to set up training schedule. The plan for trainings was based on the needs of the beneficiaries. The needs were

determined or identified during organizing training program and at the project set up meeting.

(b) Developing training manual

The training manual was prepared by a facilitator and a researcher. The components of training manual included: introduction of producing vegetables using containers, preparation of containers, sowing seeds in the containers, transplanting, managements of seedlings, harvesting, grading and package, and marketing information. The training manual also included timeline for each session.

(i) Achievement of the Objective Two

The achievement of objective two assessed on trainings conducted: preparation of planting media, sowing seeds in the nursery, transplanting and management of seedlings, harvesting and marketing information

At the end of all training sessions, 63 farmers were trained on the new technology of producing vegetables using fertilizers. This means that the achievement of the objective was 100%. The facilitator or trainer came from the Ministry of Agriculture, Food Security and Cooperatives. Trainings were conducted in four phases of two hours each. Phase one was done in early December 2012. Phase two was conducted in early January. Phase three was conducted in late January 2013, and phase IV was conducted in early February 2013. The first two sessions were attended by both male and female. But after the results of output in the nurseries, both were motivated and decided to attend the third training session.

(i) Objective Three: To Plant Different Types of Vegetables on Nursery

The following activities were performed to achieve the stated objective

(a) Preparation of soils and Fertilizers

One of the major limiting factors to urban agriculture production is availability of both organic and inorganic fertilizers. On the other hand soil is the foundation for economic crop production. Unless prepared early, the project would not catch up with the time frame. This means therefore, that early preparation was recommended. Fertilizers were bought from different agencies.

(b) Cultivating/Sowing of Seeds

Sowing was done after the second session was conducted (sowing seeds in the nursery). Harvesting depended on the type of crop. Some vegetables mature early, for example amaranthus (mchicha) was the first to be harvested because it takes short period to mature, (two to three weeks after sowing seeds).

(i) Achievement of Objective Three

The project has trained a total of 63 farmers on technology of producing vegetables using fertilizers, the achievement was 100%. Different types of vegetables were planted. The project target is to plant different type of vegetables such as amaranthus, spinach Chinese, and pumpkins in 4.5 Ha.

(ii) Objective Four: To Enhance the Involvement of the Community Members in Saving and Credit Services

Activities to achieve objective four included:

(a) Conducting meeting for creating awareness on the importance of saving and credit

(b) Conducting field training to 85 community members

Achievements

The meeting for awareness creation was conducted as planed and 63 members attended the meeting, mostly were from Kisewe vegetables growing group. Field training was facilitated by a researcher and two agricultural officers from Temeke municipality.

4.5 Conclusion

This chapter explained the implementation of the project and gave overview of the original plan, actual implementation, and what was accomplished at the end of the project as the products and outputs. Generally the objectives of the project have been achieved as planned. But initial results showed that if beneficiaries continued practicing what they have been trained and imparted knowledge to other community members much could have been achieved.

CHAPTER FIVE

5.0 PROJECT MONITORING, EVALUATION AND SUSTAINABILITY

5.1 Introduction

This chapter explains how the information needed to keep the project on schedule was gathered. It also tells how the solutions for solving problems were formulated and how the progress and success of the program were measured. Also the chapter comes up with long term plan to ensure the project capacity to function regardless of changes in external funding sources and staffing**.**

5.2 Participatory Monitoring

Participatory monitoring is the process of routinely gathering information on all aspects of the project. It is a continuing function that aims primarily to provide the management and main stakeholders of an ongoing intervention with early indications of progress, or lack thereof, in the achievement of results (UNDP, 2002). Monitoring is routine process of data collection and measurement of progress toward program objectives. Information is collected on a continuous basis throughout the implementation of the project. It answers the questions such as to what extent are planned activities being realized? What services are provided, to whom, when, how often and to what context? How well are the services provided to the project?

Participatory monitoring provides project staff with information needed to analyze current situation of the project, to identify problems and find solutions, to discover trends and patterns of the project, to keep project activities on schedule, to measure progress towards decisions on human, financial, and material resources and formulate future goals on objectives of the project.

Monitoring was done according to monitoring plan (Annex 2: Monitoring Plan, and Intervention Logical Framework for Monitoring), and side by side with support supervision. Whereas monitoring emphasized the techniques to measure performance as implementation proceeds, support supervision focused on ensuring that activity indicators were presented in the work plan. Support supervision led to quality output during implementation. Monitoring assisted in improving the project by identifying intervention that were working according to plan and those which were in need of correction. The facilitator (CED student) and community members were responsible for monitoring and evaluating the project.

5.2.1 Monitoring Objectives

The objectives of monitoring were to track progress of the project during implementation that is; an ongoing picture of the project so that decision can be made whether to continue or to make some adjustments. Also the reason for monitoring was to understand if human resources and other non- human resources were available as anticipated and were used efficiently during project implementation and to get information for future evaluation.

5.2.2 Monitoring Questions

The following questions were asked during monitoring process; the questions include the following: were the planned meetings conducted as planned and at the right time? What are the resources? Are the funds and materials prepared on time to accomplish project activities? Are the set of activities which were conducting planned? Are the set of resources used in pursuit of expected results? Is there any need to do

retraining and on which subject? What have you acquired that you didn't have before? (knowledge, skills and profit).

5.2.3 Monitoring Methodology

In monitoring, the participatory monitoring and evaluation method was used to learn about the progress of implemented project. Participatory monitoring and evaluation is a process of collaborative problem solving through the generation and use of knowledge. It is a process that leads to corrective action by involving all levels of stakeholders in shared decision making (Narayan, 1993). The method was used with the aim of creating involvement of all stakeholders, creating awareness of ownership, creating empowerment, creating building capacity, and sustainability of the project. During implementation the method helped to identify the problems, and the action was taken immediately to correct the mistake.

5.2.4 Tools Used for Monitoring

Monitoring information were gathered using five tools in order to verify a number of people attended field training in producing vegetables using both organic and inorganic fertilizers. Direct observation facilitated the monitoring team to understand how the activities such as field training were conducted. Record reviewing assisted in reviewing the project regularly to compare approved work plans with actual performance, and to take action as required. Group meetings facilitated the monitoring team to have a clear picture of the group perception on how activities were implemented. Details of each tool selected for monitoring are given below:

(i) Direct Observation

The facilitator applied participatory observation by attending group activities to motivate actively participation of all members and observe decision making process for example participation of members in all field training operations. Observation method was used for purpose of getting direct information about the behaviours of individuals and groups. Also it enabled the researcher to understand the strength and weakness of the training offered.

(ii) Group Meetings

These were conducted after every two weeks. The meetings provided observative information on ongoing trend of the group members in terms of attending field training, reactions, and views towards the ongoing project.

5.2.4.3 Review of Project Records

Records were obtained by reviewing the literature and they included weekly attendance reports, and weekly expenditure records. Weekly and monthly reports were read before the group members with the aim of reporting the progress of the project.

5.2.5 Findings

In the three (3) months period since December 2012 to February 2013, implementation process was successful. Firstly, a project set up meeting for awareness creation were conducted according to work plan, 80 beneficiaries attended the meeting. Secondly, the selection of site for setting the garden was also implemented as it was planned. It was agreed to locate the site near the premises of

CBO members the reason for favoring this place is for easy management and monitoring the garden activities such as watering, spraying, weeding and security of mature vegetables. Funds for running the vegetables activities comes from members' contribution.

Thirdly, the process of organizing and facilitating the field training was done according to plan. The facilitator or field trainer came from Temeke municipality. Field training were conducted in three phases; phase one was done in December 2012. This involved field land preparation, 70 farmers attended the training. Phase two was about field training on sowing seeds in the nurseries and it was conducted in late December 2012, about 63 beneficiaries attended the training. Phase three was conducted in January 2013, and it was about training on transplanting, management of the seedlings and marketing information. Phase four was conducted in early February, and it was about the importance of savings and credit services, and all 63 members attended.

Through group meetings and discussions, about 63 beneficiaries and project staff said that, the set of resources were used in pursuit of the achieved activities. Field training was developed on time and the facilitators were available any time when asked to participate in field training, and trainings were sufficient. The assessment noticed that the beneficiaries appreciated what they learned, and they requested for more field training particularly on financial management. However, the project is faced with one problem i.e. lack of premise. Until now the CBO carries its activities in the area owned by private resident. For acquiring a piece of land, will enable the project to operate to economies of scale.

Table 29: Summary of Participatory Monitoring

Activities	Monitoring Questions	Realizing Activities	Remarks
1. Conducting meeting with the community and CBO members to create awareness on introduction of new technology of producing vegetables using fertilizers	Meeting conducted As planned and the right time?	Two meetings were conducted at CBO place as planned	The activity was successfully done
2. Organize and facilitate field training on production of vegetables using fertilizers.	Are the set of resources prepared on time to accomplish project activities?	Four areas were identified for field training. Preparation of planting improved seeds and both organic and inorganic fertilizers, transplanting, management of seedlings, and marketing information	The field training sessions were successfully done
3.Conducting meeting with the community and CBO members to create awareness on saving and credit services	Community mobilization meeting conducted as planned?	One mobilization meeting conducted	The activity was done
4.Training on savings and credit services	Training on saving s credit was conducted as planned?	32 members attended	Training was done though not all members attended

Source: **Researcher findings, 2013**

5.3 Project Evaluation

Evaluation is the process of gathering and analyzing information to determine whether the project is carrying out its activities, and whether the extent to which the project is achieving its stated objectives through these activities. It is a periodic assessment which aims at finding out the relevance, effectiveness, efficiency, and

achievements of the project. Also the purpose of evaluation is to learn how well things are being done, and to learn from experience so future activities can be improved. Evaluation is meant to assess the progress in work plan, establishment of the systems, implementation of the planned activities, achievements of the project, effectiveness of project, impact of project, and efficiency/cost – effectiveness of the project.

5.3.1 Evaluation Objectives

The objectives of the evaluation were to assess the achievement of immediate objectives, output and activities, and to what extend the project is achieving its stated objectives through their activities. Generally evaluation is meant to assess the progress in work plan, establishment of the systems, implementation of the planned activities, achievements of the project, effectiveness of the project, impact of the project, and cost – effectiveness of the project.

5.3.2 Evaluation Questions

The following questions were formulated or asked during evaluation process and were as follows, to what extent does the project implementation plan being followed as documented in the work? To what extent does the intended trainings imparted to beneficiaries? Was participation highly achieved? Is level of education effective tool in learning process? Is individual behavior of youth having definite role in project development? Were the funds used effectively?

5.3.3 Evaluation Design

The evaluation process applied formative and summative evaluation. Formative evaluation assessed the ongoing project activities and provided information that was

used to improve the project performance. Formative evaluation is a tool that informs the project manager the status of the project and provides the foundation for future summative evaluation of the project. It helps to identify problems threatening the project viability and planning group to make mid course corrections. Summative evaluation measures the success of the completed project and its result can be used to recruit new host sites, funding sources, participants, and to publicize the project. During the formative evaluation the issues which were assessed by evaluators are; how the project was implemented and whether it was operating as intended and the progress made toward reaching the project goal.

5.3.4 Evaluation Methodology

Participatory evaluation method was applied, whereby different stakeholders participated in the project implementation were involved. Identified performance indicators during evaluation included input, and output indicators.

5.3.5 Techniques and Tools used for Evaluation

During evaluation process the following tools were used to collect information.

(i) Focus Group Discussion

The group discussion of 63 farmers guided by the researcher or facilitator during which group members talk freely and spontaneously about a certain topic /issue or question. The method was used with an objective of obtaining in depth information on the perceptions, ideas of the group, and having opinions from varying members of a community. During discussion the cross sectional design was employed and information was collected at single point in the CBOs, area of operation. A sample of

10 people was selected to represent a larger number of populations, and open discussions among them on the activities to be evaluated were allowed. These people came from CBOs members, outside the group, and ward government.

Focus group discussion also helped the participants to learn from each other the way the project implementation was done and participation of each party, and behavior of each individual in participating. It is at this stage where the members disclosed some weakness among the members during participation.

(ii) Interviews

This form of soliciting for data is done in a face-to-face encounter using questionnaires (see appendix). The questionnaires were administered to all CBO members, and ten ward leaders. In interviews, researchers extract information, opinion, or beliefs from respondents orally or verbally on the spot. It also seeks to encourage free and open responses, together with capturing respondents perceptions in their own words. The method also allows the evaluator to present the meaningfulness of the experience from the respondents' perspectives. During interview, the interviewers didn't follow the rigid form of interviewing; the emphasis was on obtaining answers to carefully phrased questions. The tool was used to CBOs members, and ward leaders to gather their opinion on technical aspects of the project management, and resources mobilization.

5.3.6 Formative Analysis Plan

Formative analysis was conducted in order to measure the project performance output and participants' outcome. The analysis used formal reports prepared by

project staff and other stakeholders. Also qualitative data from training session's observations and information gathered from document review were used. For details of formative analysis plan see the Table 30 below.

Table 30: Formative Analysis Plan

Evaluation questions	Indicators	Data sources	Who collect data	Sampling approach	Analysis
To what extent does the project implementation plan being followed as documented in the work plan?	Number of activities conducted and accomplished. Number of resources available, number of trainees and trainers available.	Training sessions, Observation, Attendance register	Project technical advisor, Supervisors	Random and purposive sampling	Descriptive statistics, training observation
Is funds were used effectively?	Amount of resources available	Book record review, Minutes of the meetings and observation	Project coordinator, project technical advisor, supervisors	Random and purposive sampling	Descriptive statistics, training observation
To what extent does the intended trainings imparted to beneficiaries?	Number of training sessions ,Contents of the material, Knowledge change, and practice	Training sessions, Observation, Book record	Project coordinator, project technical advisor, supervisors	Random and purposive sampling	Descriptive statistics, training observation
Is participation was highly achieved?	Frequencies of participation of each members in project activities	Book record, Observation, Attendance register.	Project coordinator, project technical advisor, supervisors	Random and purposive sampling	Descriptive statistics, training observation
Is level of education was effective tool in learning process?	Ability for catching knowledge	Observation, Training facilitators.	Project coordinator, project technical advisor, supervisors	Random and purposive sampling	Descriptive statistics, training observation
Is individual behavior of youth had definite role in project development?	Domination in decision making.	Observation, project staff, Training facilitators.	Project coordinator, project technical advisor, supervisors	Random and purposive sampling	Descriptive statistics, training observation

Source: **Researcher findings, 2013**

5.3.7 Formative Evaluation Findings

(i) Input Indicators

Question One: To what extent does the project implementation plan being followed as documented in the work?

All three project staff indicated that, the project activities are being implemented as planned. Findings show that, four training sessions have been completed. For four sessions a total number of eight hours were spent. Four hours were spent on theories; while four other hours were spent on practical work. By itself the training program is felt to be effective since there is sufficient evidence of practical work done by the beneficiaries.

Question Two: Were funds used effectively?

The findings have shown satisfactory performance in terms of expenditure for conducting the four field trainings. A total amount of Tsh. 529,000 against the budget was used to buy improved seeds, fertilizers and chemicals.

(ii) Output Indicators

Question Two: To what extent does the intended trainings imparted to beneficiaries?

Through discussion and interview, the beneficiaries and project staff indicated that about 90% of the intended knowledge imparted to field trained farmers. The field trained a total of 63 youths on technology of producing vegetables, 4.8 Ha were planted with different types of vegetables. The project target is to plant vegetables in those 4.8Ha.

Question Two: Was participation highly achieved?

All 63 beneficiaries participated in all activities. CBO leaders and the project staff said that, participation was highly achieved because of methodology of open discussion used to tackle the issues concerned the project. In order to achieve participation in group work, the assessment has discovered that an open discussion with beneficiaries is a fundamental factor. The fundamental philosophy of participation is that active participation by the people in the group project development is essential for effective performance. Project development is a continuous and cooperative activity, involving beneficiaries from planning to implementation stage. Through this, problems are easily identified, objectives are set forth, and the action is taken to reach the objectives. Boyle (1965) describes project planning as a process, a balanced project through which representations of the people are intensely involved.

Question three: Had individual behaviour of youth definite role in project development?

About 54 (85%) of CBO members, and project staff indicated that, the individual behaviour of youth have role in project development. They indicated that, the behaviour of youths of various ages is quite different. The older ones dominated in decision making, while the young ones required more guidance, their enthusiasm fluctuates; and they do not see the practical application of the project. Through evaluation, it has been noticed that to achieve the purpose of implemented project, it is essential that the means respect the integrity of the individual and the problems that the individual can expect to encounter. Regarding the role concepts of

leadership, through evaluation, there was sufficient interaction between the leaders and group members.

(iii) Discussion

From the findings, it can be concluded that, the achievement clearly reflects the involvement and concerns of the youths in the project. The need to create employment through local government authority is a very positive achievement which shows that proper planning of the project can make implementation very easy. Also during the evaluation, it has been noted that the introduction of urban agriculture has some promises of providing informal employment. The statement is confirmed through the results of output.

The group has already started to benefit from the project through selling vegetables. Each bunch of vegetables is sold at a price of Tshs 200. Generally this depends on type of vegetables. Again, the evaluation discovered that, the concept of sustainability and possible spread of the benefits from the technology of producing vegetables planted using fertilizers produce very high yields.

5.3.8 Summative Evaluation

Summative evaluation is a tool used to measure the success and impact of the completed project. It addresses how well the program achieved its goals. The focus is on outcomes i.e. benefits results from the program participation which are the product of the project activities.

In this activity, research applied observational descriptive design to get more information for the evaluation purposes. A sample of 20 participants (all trained

youths), was interviewed using face to face interviews. To accommodate key informants like three CBO leaders, two ward leaders, and two project staff, a focus group discussion tool was used.

(iv) Analysis Plan for Summative Evaluation

An analysis plan for summative evaluation was developed in order to guide the evaluation process. Descriptive analysis was applied to describe the outcome and impact of the project activities. Qualitative data from focus group interviews, observation and document review were used to explain the results from statistical analysis. The evaluation issues considered in this project is shown in Table 33.

Table 31: Summative Evaluation Analysis Plan

Evaluation issues	Indicators	Data sources	Who collected data	Sampling approach	Analysis
Success/impact	-Change in knowledge and skills -Change in production practices -Increased of income levels -Number of youth engaged in vegetable production using containers increased.	Trainees, interviews, key informants. Document review, Interviews Observation, And field visits	Project coordinator, Project advisor, and Supervisors. Project coordinator, Project advisor, and Supervisors. Project coordinator, Project advisor, and Supervisors	Random and purposive. Random and purposive. Random and purposive	Descriptive statistics Descriptive statistics Descriptive statistics Training sessions, and field visits.

Source: **Researcher findings, 2013**

Table 32: Summative Evaluation outcome Results – January, 2013

Project Goal	Indicators	Expected outcomes	Actual outcomes
Employment created to urban youth farmers through production of vegetable using both organic and Inorganic fertilizers by end of 2013	**1.Impact** • Decreased number of jobless youth **2.Outcome** • Number of farmers engaged in producing vegetable using fertilizers **3. Output** • Number of farmers trained in producing vegetable using fertilizers	85 85 85	63 63 63
Objective One: To introduce a new technology of producing vegetable by using both organic and Inorganic fertilizers	**1.Impact** • Number of urban farmers started producing vegetable using fertilizers **2.Outcome** • Number of farmers empowered through increase in their income 3. **Output** • Number of farmers trained in production of vegetable using fertilizers	85 85 85	63 63 63
Objective Two: To train 63 farmers on new technology of producing vegetable using fertilizers	**1.Impact** • Decrease in unemployment **2. Outcome** • Number of youth with increased knowledge in producing vegetable **3.Output** • Number of youth farmer trained in production of vegetable using fertilizers	85 85 85	63 63 63
Objective Three: To plant different types of vegetables	**1.Impact** • Increase in food security at household level **2.outcome** • Number of households with low poverty level **3.Output** • Availability vegetables in the community	85 85 85	63 63 63

Objective Four: To train 32 community members on saving and credit	**1.Impact** • Increased number of community members registered in saving and credit societies **2.Outcome** • Number of community members with increased knowledge in saving and credit services **3.Output** • Number of community members trained in saving and credit	85 85 85	63 63 63

Source: **Researcher findings, 2013**

5.3.9 Project Achievements

Regarding the achievements of the project, the project has shown to be successful in achieving the goal of providing employment opportunity through production of vegetables using containers. Achievements have been realized during the 18 months of the project life. Table 32, highlights the expected project outcome and actual project outcome.

5.4 Findings of Project Achievement

This section presents the findings of project achievement. The findings are presented basing on issues identified during evaluation.

5.4.1 Project Success/Impacts

Project success/impact was assessed by answering the formulated question.

Question One: Have the intended impacts of the project been achieved?

The intended impacts of the project have been achieved. The results from the interviewed trainees showed that, almost all of the beneficiaries (farmers) participated in the project are impressed with the imparted knowledge. About 95% felt that the new knowledge of producing vegetables using both organic and

inorganic fertilizers were the most benefits received from the project, and believed that the training will make the difference of their style of life. The results also showed that a number of participants (trainees) having new knowledge on producing vegetables using fertilizer has increased. It means a self employed opportunity has been created, hence the increase in income at household level and finally poverty alleviation. In general during the discussion with key informants, project staff, and CBO members it was revealed that the overall training was effective.

Question Two: Is the project cost- effective way of moving people from income poverty?

Through focus group discussion between Kisewe vegetables growing group and other project staff, about 99% commented that the project is cost effective in terms of materials compared to the project selling of vegetables. They said that in this project material like fertilizers and different types of seeds are bought once. But with the project of selling vegetables at a very profit margin, farmers will be able to buy both seeds and fertilizer at once.

Question Tree: How satisfied are participants with the project?

The outcome of the project was geared toward increasing the participants ability to participate in self employed activities for the purpose of increasing income and creation of employment opportunities. The project goal was accomplished upon project implementation, and the participants are satisfied with the project. Four participants have imparted the knowledge and skills to their wives at home and they have managed to practice the technology.

5.4.2 Discussion and Implication of the Major Findings

The research was carried out with the assumption that the extent of urban farmers participation in various self employed activities will help in the effort of poverty eradication at household level in Chamazi Ward. Therefore the introduction of new technology of producing vegetables is the appropriate alternative way of increasing self employed opportunities, increasing income, food security and hence poverty alleviation.

The results from evaluation showed that, the project is relevant and effective in poverty alleviation as seen from earned amount realized from selling vegetables. However, the challenge is for trained youths to train other youths who need to acquire the knowledge of producing vegetables as a strategy for self-employed activity.

5.5 Project Sustainability

The project sustainability refers to the capacity of the project to continue functioning and delivering intended services, by being supported by its own resources (human resources, materials and funds) even when external support ends. In this project there is a well prepared long term sustainability plan. Sustainability of this project is evaluated in following elements:

5.5.1 Sustainability Elements

(i) Sustainable Development

(a) Economic Objective

Economically, the project is worth it. It meets the requirement of sustainable development plan with good economic benefits for both Kisewe vegetable growing

group as well as for other members in Chamazi Ward. On other hand it has significant economic benefit which provides self employment opportunities for farmers and particularly the youth who were most self-employed.

(b) Environmental Objective

The project was planned in such a way that it doesn't endanger environment. Therefore from an environmental perspective the project is considered feasible.

(c) Social Objective

Since farmers have been imparted with the knowledge of producing vegetables using containers, the large amount of vegetables that will be produced under this project, consequently will alleviated food shortage and poverty. In addition, local living standards of community members will be improved. In actual sense the project is intended to empower economically the people of Chamazi ward to afford social services.

5.5.1.2 Strategic Planning and Management

The project was planned in such a way that there was a partnership and responsibility sharing with local government and the beneficiaries. Hence the participatory approach in every steps of the project development aimed at creating a sense of ownership among the beneficiaries, and the local governments as these are subject to coordination in policy process. Addition to that, the project is owned by the group members, and it targeted local resources. Local resources and materials based approaches are therefore likely to become self supporting more quickly.

Monitoring of the project is done by both beneficiaries, project staff in collaborations with other stakeholders. An identified circumstance that may affect its sustainability in the future is lack of permanent premises. The host community is conducting the project activities in the premise owned by the private resident. Once the owner decides to occupy the place, it means the end of the project.

5.5.2 Sustainability Plan

(i) Sustainable Development

(a) Economic Integrations in the Project

Economic sustainability depends not only on the cost-effectiveness of specific operations, but also on the general economic environment, which is largely outside the control of a project. This environment can change quickly, with risk growing as the use of imported inputs increases. In this project, the possibility of surviving is very high since the group is using available resources and materials like farm yard manure and seeds produced here in our country.

(b) Environmental Integrations of the Project

Regarding environmental issues, the project ensured that waste products produced by the project were disposed so as not to cause any environmental concern and in fact were recycled as plant nutrients to conserve soil structure and texture. Fertilizers and pesticides used to produce vegetables were used at recommended rates and were supplemented by culturally management and use of farmyard manure. Generally for pollution control purpose, environment friendly design is adopted. For instance, most fertilizers intended for the project are organic instead of chemical fertilizers

(c) Social Integration in the Project

Social integration in the project implies that the project will be sustainable if it is socially friendly. In this case, the project will make sure that it doesn't produce products which are obnoxious to neighborhoods, so as not to threaten its sustainability. In addressing the issue of poverty, the project aims at creating wealth at household level, community level, and at national level through self employed activities. Regarding the gender balance, the project accommodates both men and women.

(ii) Strategic Planning and Management

In this project, participation of various stakeholders was deeply considered so as to ensure sustainability of the project. Community Based Organizations are generally subjected to political structures. Therefore political and government leaders in Chamazi ward were involved fully from designing and implementation stage. The ward leaders recognize the Kisewe vegetables growing group, thus they are committed in helping the youth to be self employed so that they can develop economically, socially, and culturally. Leaders from ward government were involved in mobilizing the youth farmers to engage in urban agriculture as a means of income generating activities. Agricultural Extension Officer was responsible for delivering agricultural services.

According to the National Strategy for Growth and Reduction of Poverty (MKUKUTA), in its first cluster on goal no 4 and 5 is reducing income poverty of both men and women in the rural and urban areas. Therefore urban agriculture is one of achieving these goals because with proper management of the project

sustainability, the community members has possibility of alleviating poverty through production of vegetables in containers as it take short time and realize benefits quickly.

Regarding source of fund /financial sustainability, the project will be able to sustain itself since most of the operating costs come from member's contribution, (KISEWE VEGETABLE GROWING GROUP), and a researcher as member and development partner. There are no contributions from the local government, or private institutions in terms of funds. The Chamazi community members and local government authorities especially ward agricultural extension officer have the capacity of monitoring and evaluating the project since was involved in problem identification, project design, and implementation of the project. The researcher expect that the sponsoring organization, will approve and record the sustainability elements of this project.

There are well prepared strategies by researcher to make sure the project is sustainable overtime. Firstly, this project is designed in such away that it has been initiated by farmer themselves through their own initiative, joint effort, time, and resources thus they are well committed and willing to change hence project sustainability will be ensured. Longer term viability of CBOs depends, in the end, on the members themselves. The sustainability of this project is expected to be in place since the CBO members were involved and participated effectively to identify, design and implementing the project. The participatory approach aimed to create a sense of ownership.

The members are equipped with participatory skills, knowledge on producing vegetable using both organic fertilizer and inorganic fertilizers, it is expected that they will keep the project technically sustainable. Addition to that there is a well prepared strategies on marketing the vegetables; the project will be sustained since there is assurance of market around their neighborhood. Again, the demand of vegetables in urban areas is high because they are one component of the staple food.

Table 33: Project Sustainability Indicators

Indicators	Data sources	Sampling approach	Analysis
1.Ongoing activities	• CBO members, Field visits, and • Observation	Random and purposive	Descriptive statistics Descriptive statistics
2.Amount of different type of vegetables seeds supplied to consumers	• Interview at community level • Interview with consumers • Document review • Observation	Random and purposive	Descriptive statistics
3.Numbers of farmers engaged in vegetable production using fertilizers	• Demand in agricultural inputs and services	Random and purposive	Descriptive statistics
4.Increase in household income	• Interview at community level	Random and purposive	Descriptive statistics
5.Increase in household food security	• Interview at community level	Random and purposive	Descriptive statistics
6.Improved nutrition status	• Observation	Random and purposive	

Source: **Researcher findings, 2013**

5.6 Conclusion

The chapter discussed information gathered during monitoring and evaluation processes. Findings from monitoring and evaluation processes indicate that participation of farmer in self–employed activities can help in the effort to alleviate poverty at household level. Addition to that, this chapter examined some strategies for project sustainability

CHAPTER SIX

6.0 CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides conclusions on the findings from participatory assessment, literature review, project implementation, and on the findings of participatory monitoring, evaluation, and the sustainability plan, and finally it gives recommendations.

6.2 Conclusions

Participatory community assessment was conducted in Chamazi Ward in 2012. The research was conducted because of the need to look out the problems facing the community, and what needs require interventions. The assessment was made on four main sectors: community, economical, environmental, and health sectors. Findings from four assessment show that the community is faced with a lot of problems but the recognized one as the first priority are: high level of poverty resulted from poor incomes, unemployment caused by low level of education and low income earnings.

The findings indicate the advantage of using fertilizer when farmer produce vegetable is that the yield increases while those famer who do not use fertilize their yield are low. Through these results it was agreed by community and CBO members to design a project on promotion of youth farmer urban employment through urban agriculture.

The assessment also found out that, though the community realizes many problems there are assets too that keep the community on going. These are; the existence of

self-help, and motivation at individual, household and at community levels, existence of working age group of 31- 50 years of age and voluntary groups formed and operating in the ward with a variety of activities. Others are community religious based group, Police posts, primary schools, secondary schools, one university, two private hospitals, two private dispensaries, good road network, reliable water supply, number of computer and other information technology schools, financial institutions like SACCOS and the market also are community and social assets.

The designed project on urban agriculture was implemented after planning the project activities, budgeting and raising funds from the beneficiaries. The goal of the project is self employment opportunities created to urban youth. Urban agriculture is analyzed in terms for its potential in addressing the problem of unemployment, poverty and food security in the community. The specific objectives of the project were to introduce a new technology of producing vegetables using fertilizers at Kisewe Vegetable Growing Group by 2012; to train 32 farmers of Chamazi ward on production of vegetable using fertilizers by December 2012, to produce different types of vegetables to enhance the involvement of community members in saving and credit services by 2012.

The objectives that have been achieved include: introduction of growing vegetables by using fertilizer, sensitization of 32 farmers in the community to produce vegetables and conducting four training sessions. Partially achieved objectives include producing vegetables on nurseries. In monitoring and evaluating the project, the research used participatory monitoring and evaluation method. Findings from

monitoring were based on implementation progress on planned activities, while findings for evaluation were based on input and output indicators. Findings from monitoring show that in 3 months period since December 2012 to February 2013 all activities were implemented as they were planned. Activities which were monitored included; conducting meeting with community and CBO members to create awareness on introduction of new technology of producing vegetables using containers, selection of site for locating the garden, organizing and facilitating training on production of vegetables using containers. Other activities included; developing training manual, soils, and fertilizers (farm yard manure and inorganic fertilizers such as UREA), sowing and harvesting, conducting creation awareness meeting with community members on saving and credit services, and conducting training to 32 community members on saving and credit services.

Regarding the achievements of the project, findings from evaluation has shown to be successful in achieving the goal of providing employment opportunities through production of vegetables. Achievements have been realized during the 18 months of the project life. The intended impacts of the project have been achieved. Results from the interviewed trainees showed that, almost all of the beneficiaries participated in the project are impressed with the imparted knowledge. Furthermore, the results from evaluation showed that, the project is relevant and effective in poverty alleviation as seen from earned amount realized from selling vegetables.

The key issue at the post implementation stage is sustainability, which itself conditions the wider issue of replicability. In this project, the assessment has found that sustainability plan depends mostly on the economic, social and environmental

integration. In economic sustainability, local resource–based approaches are applied. Social integration in the project implies that the project will be sustainable since it is socially friendly. For pollution control purposes, environmental friendly design is adopted. For instance, most fertilizers intended for the project are organic instead of chemical fertilizers.

6.2 Recommendations

In light of the research conducted, the researcher came up with the following recommendation:

1. Urban agriculture is an untapped potential. Literature review has shown that, urban agriculture has the potential to provide employment, and income to youths. Unemployed youth can have a comfortable income, a high quality lifestyle, opportunity for financial success, quality of life and happiness. Apart from providing benefits to youths, urban agriculture can be a source of hunger reduction, enterprise development and environmental enhancement.

2. Participatory research is action oriented. Together with the action it is about uplifting the quality of the poor, the vulnerable and marginalized groups. In this method the researcher and the development practitioner do not do the uplifting of the quality of life for the less privileged. Rather, the researcher assists the vulnerable group of people to get involved in both, the data generation and the ensuring development action.

The study community and the researcher–cum–development practitioner, form a partnership aimed at generating relevant and timely information as well as

undertaking any development activities. Through these newly created partnership, community members are empowered to participate in formulating, and implementing the project.

Participation in undertaking research enables the community to have a sense of ownership over the research findings, recommendations and above all the development actions that follows. In turn, this sense of ownership contributes greatly towards the sustainability of the development activities. Participatory assessment has been found as the most effective way of getting community involvement.

Participatory assessment goes beyond mere data collection, community participation and involvement, it creates and fosters partnership among all development actor, who include the community, and their leaders, service providers as well as the local and central government. It links very closely with research and development. Given such potential, the researcher recommends this approach to be more widely applied.

Key elements of project design and implementation are of importance in achieving project effectiveness in reducing poverty. Project intended for employment creation aimed at reducing poverty can succeed only to the extent that they reach the poor, and actually benefit the poor. Therefore, when designing and implementing such projects one should target the poor.

In order for urban agriculture to advance, the researcher suggests the following: If urban agriculture was found to contribute to local economies by creating jobs, the government interaction is needed. The government should encourage youths to

engage in urban agriculture. This could be done through developing training programs. The Ministry of Agriculture, Food and Cooperatives (MAFC) - Extension Division, in particular, should have the responsibility of organizing urban agricultural youth clubs/groups.

Among the vital responsibilities of the Ministry of Agriculture, Food and Cooperatives will be to incorporate the issues of youth and urban agriculture in agricultural policy. The MOAFC should develop and implement curriculum into traditional school environments so as to expose youths in urban agricultural practices that they would not have been exposed otherwise. Participation of other ministries, however, is necessary if the groups are to be successful.

Youth should be told before that, going to school does not mean to get formal employment after graduating. They should be told that there is a possibility of not finding formal employment after graduating. However there are unlimited opportunities in urban agriculture. Youths should be taught to appreciate agriculture as an integral part of their urban education. This education in turn provides an avenue for a future career in urban agriculture.

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APPENDECES

Annex 1: Summative of Monitoring Plan

	Indicators	**Source of Data**	**Methods/Tools**	**Person responsible**	**Time frame**
Objective One To introduce a technology of producing vegetable using fertilizer by 2012					
Activities for objective Two 1. Conducting meeting to create awareness on vegetables production using fertilizer 2.Selecting site for locating the garden	Number of community members attended the meeting. Selected site	Minutes of the meetings, and attendance register	observation	Project facilitator, CBO leader, and Ward leaders.	Dec15/2012– Dec 21/2012
Objective Two To train 32 farmer on vegetable production by December 2012.	**Indicators**	**Source of Data**	**Method /Tools**	**Person responsible**	**Time Frame**

Activities for objective Two 1.Organizing and facilitating the training 2.Developing training manual	Number of training organized And conducted. Developed training manual	Minutes of the meetings, attendances register, and project reports.	Observation, group discussions	CBO leader, Ward leaders and the facilitator	Dec 25/2012 – Dec 30/2012
Objective Three To plant different types of vegetables	**Indicators**	**Source of Data**	**Method /Tools**	**Person responsible**	**Time Frame**
Activities for Objectives Three 1. Preparation of materials (seeds, farmyard manure,Inorganic fertilizer). 2.Sowing 3.Harvesting	seeds, farmyardmanure,Inorganic fertilizer bought and prepared.	Project records	Report review, Observation	CBO members, and Facilitator, Ward leaders	Jan 6/ 2013 – Jan 9/2013
<u>Objective Four</u> To enhance the involvement of community members in saving and credit services by Jan 2013	**Indicators**	**Source of Data**	**Method/ Tools**	**Person responsible**	**Time Frame**

Activities for objective Four 1.Meting to create awareness on the importance of saving credit societies 2. To train 70 community members on saving and credit services.	Number of members attended the meeting Number of community members attended the training session. .	Minutes of the meeting. Register attendance Project records and attendances register	Observation, Document review.	Trainer, CBO members, and Facilitator	Jan 20 -23/2013
2. Field training on knowledge of sowing seeds in containers.	Number of youths registered and attended the training session	Project records and attendances register	Observation, discussion, and semi structured interview	.	24/jan/2013
3. Organizing and facilitate sowing seeds in the nursery.	Number of youths participated, and number of containers filled with soils	Project records and attendances register	Observation, discussion, and semi structured interview	Trainer, CBO members, and Facilitator.	25/jan/2013
4. Field training on management of seedlings.	Number of youths participated	Project records and attendances register	Observation, discussion, and semi structured interview	Trainer, CBO members, and Facilitator.	25/jan/2013

Objective 4 Vegetables to be produced by the end of feb 2013.	**Indicators**	**Source of Data**	**Method/Tools**	**Person responsible**	**Time Frame**
Activities for objective 4 **1**. Facilitate the transplanting of vegetable seedling.	Land preparation	Project report, CBO members, and the trainer.	Observation, and site visits	CBO members, trainer, and facilitator.	Jan 2013
2. Field training on transplanting and management of seedlings.	Number of trainees participated	CBO members, project record, trainee's attendances register, trainer, and CED facilitator.	Observation, discussions, and semi structured interview	CBO members, trainer, and facilitator.	Jan 2013
3. Transplanting seedlings.	Seedlings of vegetables to be planted	Project record, beneficiaries, CED facilitator, and trainer	Observation, discussions, semi structured interview, and site visits	CBO members, trainer, and facilitator.	Jan 2013

4.Facilitate the management of transplanted seedlings	Amount of pesticides bought, and Quality of vegetables	Project record, beneficiaries, CED facilitator, and trainer	Observation, discussions, semi structured interview, and site visits	CBO members, trainer, and facilitator.	Jan 2013
5.Organizing harvesting	Amount of vegetables marketed	Project record, beneficiaries, CED facilitator	Observation, discussions, semi structured interview, and site visits	CBO members, trainer, And facilitator.	Jan-Feb 2013

Source: **Researcher findings, 2013**

Annex 2: Detailed Work Plans To Carry Out A Participatory Assessment:

Date	Activities	Whom to Visit| See	Expected Outcome
Day 1 10/12/2012 Morning	To make appointment (letter of introduction and work plan)	District leaders, Ward leaders, CBO and other stakeholders	Explain the objective of the exercise, building rapport and seeking their agreement to participate and fixing a date for the exercise.
Day 2 12|12|2007 Morning	Introductory remarks (explain the objective of the exercise and establish rapport	Ward leaders, Sub ward leaders, other stakeholders and CBO leaders	Understanding the location and differential relationships and capacitate the community to reflect on various aspects of their problems and opportunities from a spatial perspective.
	To collect spatial data (draw a resource map) Showing: Natural resources, land use for farming, markets for various economic activities,	Ward leaders, Sub ward leaders and other stake holders	Understand seasonal patterns in their community and giving outsiders appropriate time For intervening. Triangulation and

	locate CBO activities, health services, and social services-schools, churches, mosques.		cross tallying with the resource mapping and seasonal calendar.
Afternoon	• Community Assessment	Ward leaders, Sub ward leaders, Community members, CBO members, and other stakeholders.	Identify infrastructure stress in the community.
	Key issues to consider: Volunteerism, decision making, active/passive participation, quality of local leaderships, community assets, education facilities		Identify community stress, assets, and opportunities to contain stress.
Day 3 **15|12|2007** Morning	▪ Economic Assessment	Community members, Ward leaders, Sub ward leaders CBO members and other stakeholders	Identify community economic stress, community economic assets, and opportunities to be Explored to contain the stress. Identify social economic status of the

			community.
	▪ Environmental Assessment Key issues: Natural resources, source of water, climate, land and shelter development.	Community members, Ward leaders, Sub ward leaders CBO members and other stakeholders	Identify environmental stress and environmental assets in the community
Afternoon	▪ Health Assessment Key issues: Kind and types of health facilities, availability and proximity, who is the major health provider, (government or private), top ten diseases morbidity.	Ward leaders, Sub ward leaders, Medical officers from dispensaries, hospitals and NGOs.	Identify health provision stress and health assets to be explored to contain the stress.
	Identification of institutions Key issues to consider: kind | types, their activities.	Ward leaders, Sub Ward leaders and CBO members.	Identify CBO, NGOs, Institution to support and work with, understand their roles and activities, their impacts on the Community.