



TANZANIA SOCIAL ACTION FUND

IMPACT ASSESSMENT OF TPRP II (OPEC FUNDED) PROJECT IN MTWARA AND LINDI

DRAFT FINAL REPORT

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ABBREVIATIONS AND ACRONYMS

ACHRID	-	Associated Consultants in Human Resources and Institutional Development
AF	-	Additional Financing
AF-II	-	Second Additional Financing
BA	-	Beneficiary Assessment
CB-CCT	-	Community Based Conditional Cash Transfer
CBD	-	Community Based Distributors
CCT	-	Conditional Cash Transfer
CDD	-	Community Demand Driven
CE	-	Capacity Enhancement
CG	-	Central Government
CHCs	-	Community Health Committees
CHF	-	Community Health Fund
CMC	-	Community Management Committee
COMSIP	-	Community Savings and Investment Promotion
DCDO	-	District Community Development Officer
DeC	-	Development Communion
DEDs	-	District Executive Directors
DEO	-	District Education Officer
DF	-	Director of Finance
DIA	-	Director of Internal Audit
DPs	-	Development Partners
DWE	-	District Water Engineer
ED	-	Executive Director
EPRA	-	Extended Participatory Rural Appraisal
FA	-	Finance and Administration
FBOs	-	Faith-based Organizations
FGDs	-	Focus Groups Discussions
FI	-	Food insecure
ICT-S	-	Information and Communication Technology Specialist
IDA	-	International Development Association
KIIs	-	Key Informant Interviews
LGAs	-	Local Government Authorities
MC	-	Mtaa Council
M&E	-	Monitoring and Evaluation

MACEMP	-	Marine and Coastal Environmental Management Project
MDGs	-	Millennium Development Goals
ME	-	Municipal Economist
MEO	-	Municipal Education Officer
MIS	-	Management Information System
MKUKUTA	-	Mkakati wa Kukuza Uchumi na Kupunguza Umaskini Tanzania
MKUZA	-	Mkakati wa Kukuza Uchumi Zanzibar
MWE	-	Municipal Water Engineer
NSGRP	-	National Strategy for Growth and Reduction of Poverty
NVF	-	National Village Fund
O&M	-	Operation and Maintenance
O&OD	-	Opportunities and Obstacles to Development
OM	-	Operational Manual
PDO	-	Project Development Objective
PEDP	-	Primary Education Development Program
PHO	-	Principal Health Officer
PME	-	Participatory Monitoring and Evaluation
PLWHA	-	People Living with HIV/AIDS
PWP	-	Public Works Program
RCC	-	Regional Consultative Committee
RS	-	Regional Secretariat
SET	-	Sector Experts Team
SMCs	-	School Management Committees
SP	-	Service Poor
SPAFs	-	Subproject Application Forms
SPIFs	-	Sub-project Interest Forms
SPSS	-	Statistical Package for Social Sciences
TASAF II	-	Second Tanzania Social Action Fund
TPRP II		Tanzania Poverty Reduction Project
TDV	-	Tanzania Development Vision
TMU	-	TASAF Management Unit
TZS	-	Tanzanian Shillings
URT	-	United Republic of Tanzania
UNDP		United Nations Development Programme
VC	-	Village Council
VEOs	-	Village Executive Officers
VFC	-	Village Fund Coordinator
VFJA	-	Village Fund Justification Assistant

VG or VI	-	Vulnerable Group or Vulnerable Individual
WATSAN	-	Water and Sanitation
WB	-	World Bank
WEOs	-	Ward Executive Officers
WSDP	-	Water Sector Development Programme

EXECUTIVE SUMMARY

The Government of the United Republic of Tanzania implemented the second Tanzania Poverty Reduction Project (TPRP II) through financing of Fund for International Development (OFID). The Project was implemented through the ring fenced window under TASAFII in two regions of Mtwara and Lindi in Southern Tanzania. TPRP II's Development Objective was to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities, which was linked to Millennium Development Goals (MDG's) indicator targets as stipulated in the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA). The project provided a mechanism that allowed local governments (LGs) to respond to community demands focusing on interventions that would ultimately contribute to the attainment of MKUKUTA objectives and those of the Millennium Development Goals. The TPRP II project was implemented between 2009 and 2015 and was guided by TASAF II key principles.

This is a report of the impact assessment of the OPEC-funded component of TPRP II conducted in December 2015 and January 2016 by Tetralink Taylor & Associates. The report contains a brief background of the project, a short review of relevant literature on safety nets as a poverty reduction tool, the approach and methodology used to do the assessment, a presentation and discussion of the findings as well as conclusions and recommendations from the assessment.

The assessment was undertaken in four select local government authorities in the two regions of Lindi and Mtwara. These were Mtwara Urban LGA, Tandahimba LGA, Lindi Rural LGA and Lindi Urban LGA. A total of 744 respondents including beneficiaries and non-beneficiaries were interviewed in a household survey exercise undertaken by trained research assistants over a period of ten days. Data was entered using the **Dublo SurveyToGo** and analyzed through SPSS tables. In addition, there were focus group discussions with project leaders at community level conducted by research experts. In addition, the research teams also conducted key informant interviews with sector experts and TASAF staff at LGA and national level to clarify points and fill in information gaps.

The Development Objective (PDO) of the Tanzania Second Poverty Reduction Project (TPRP II) was to **improve access of beneficiary households to enhanced socio-economic services and income generating opportunities** for communities that lacked basic social and market services, poor and food insecure individuals implementing labour-intensive works through temporary employment, and Income Generating Activities (IGAs) for vulnerable groups. Would we say that the project achieved its objective? Yes to a large extent but more remains to be done as income levels still remain precariously low and with the growing young populations in the target regions, there is urgent need to do things differently to improve income, increase transition to higher education and create alternative employment opportunities to primary production which is currently the main occupation.

TPRP II invested resources in the training and set up of various income generating groups in the two regions. However nearly all the groups were involved in agricultural production activities which, while good, did not fetch adequate returns to significantly change the lives of the members. It is recommended that future interventions should consider developing the entire value chains and invest more in interventions that promote value addition in order to improve incomes to the farmers. Dairy groups can be trained on yogurt and cheese making so they do not need to sell raw milk while beekeepers could be helped to package, brand and sell their products as completed products or better still connected to external markets that fetch better prices for their produce.

The goal of any poverty reduction programme is often to increase income of the target groups. In regard to TPRP II, there was no significant difference between the incomes of the project beneficiaries (the treated) and project non-beneficiaries (untreated) as significant proportions (over 80%) across the 3 subprojects still earned below Tsh 100,000 (or US\$ 50) per month. This can correctly be regarded as a positive impact of the project interventions to the treated group since before the project, these seemed to be worse off than the untreated. Alternatively though, the results can be interpreted to say that over 80% of the populations in these communities live on approximately US\$ 1.6 per day – slightly higher than the poverty line of USD 1 per day and this way both the beneficiaries and non-beneficiaries can be said to be breaking the poverty line ceiling.

Given that a significant percentage (over 70%) of the beneficiaries and non-beneficiaries in the communities own land albeit small parcels, and that crop production is the main agricultural activity undertaken by both groups, it is recommended that future poverty alleviation projects focus on intensive crop production and improved marketing for the produce. In this regard, the cooperative movement offers the best option for marketing of produce; 19% of the non-beneficiaries among the vulnerable groups market through cooperatives while over 90% among the Service Poor communities where there was no distinction already belong to cooperatives.

Given the small farm sizes (74% owning less than 3 acres) and the obvious subsistence nature of production among the various subproject groups, it is important to explore how to diversify livelihoods away from farming if poverty is to be effectively addressed in the regions. One option that holds promise is the promotion of small businesses as significantly low proportions of the respondents (an average of just 5% across the board) gave this as an occupation. There are various ways of promoting small businesses including exploring avenues for micro-credit, opening up road networks and providing business training especially for the relatively young populations in these areas. This is also significant given that slightly over 60% of the population indicated they had had only primary school level of education meaning that chances of other forms of employment will be limited.

With respect to development of physical facilities especially among the service poor, the project was very relevant and the need for these facilities remains – especially for more quality secondary schools in order to promote transition and improve education standards. The project did not establish the net enrolment for

primary schools but the number of children in most of the schools where the project was undertaken, there was anecdotal evidence that there is still need for more schools, one such primary school in Tandahimba district had over 1,300 pupils – way more than the school can effectively handle according to the teachers interviewed, while Machedi Primary School in the same district was started primarily to bring the services closer to the children of the community and hardly 6 years later has a population of more than three hundred children according to the head teacher.

A number of the technical experts especially in the area of agriculture and livestock observed that the project could have improved the way of engaging the extension staff in supporting the farmers. While this could not be proved statistically, it provides an opportunity for design of future projects. It will be important that future projects include training components for community farmers to improve production and explore external markets for better returns.

On component 1 , the assessment established that the levels of awareness was very high as 72% of the community members interviewed were aware of the project meaning that there was adequate promotion of the project at community level. With regard to monitoring and evaluation, it was not possible to isolate the specific outcomes of the OPEC funded component of the project from most of the general monitoring reports of TASAF II that were provided to the assessment team. In addition given that no baseline survey was undertaken prior to implementing the project, it was difficult to establish with certainty the changes brought about exclusively by the interventions. In this regard, it is recommended that future similar initiatives should follow the same methods used in these projects for awareness creation. However, it will be important that future efforts are preceded by well documented baseline studies in order to effectively measure change.

On component 3 of the project, the management systems established for the project generally worked well to deliver the outputs envisaged and build the capacities of the various officers involved in the implementation of the project. One challenge noted was the long approval processes that ended up undermining delivery of the project outputs due to price escalations. It is recommended that this system be reviewed in future similar initiatives.

CHAPTER ONE

INTRODUCTION

1.1 Background

The Government of the United Republic of Tanzania implemented the Tanzania Second Poverty Reduction Project (TPRP II) through financing of Fund for International Development (OFID). The Project was implemented through the ring fenced window under TASAFII in two regions of Mtwara and Lindi in Southern Tanzania. TPRP II's Development Objective was to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities, which was linked to Millennium Development Goals (MDG's) indicator targets as stipulated in the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA). The project provided a mechanism that allowed local governments (LGs) to respond to community demands focusing on interventions that would ultimately contribute to the attainment of MKUKUTA objectives and those of the Millennium Development Goals.

The TPRP II project was implemented between 2009 and 2015 and was guided by TASAF II key principles provided as follows:

- (i) Autonomous but operating in harmony with other on-going initiatives within the Local Government reform program, in order to ensure sustainability of the Fund's achievements.
- (ii) Demand-driven and follows a bottom up planning and decision-making approach.
- (iii) Finances community-initiated projects directly;
- (iv) Acts as a safety net by targeting vulnerable households and poor communities;
- (v) Conform to sector norms and standards.
- (vi) Non-partisan and apolitical.
- (vii) Modalities to access the Fund have to be clear;
- (viii) Delivery structure ensures speedy operations;
- (ix) Adequate and timely technical support;
- (x) Transparent and demonstrate full public accountability;
- (xi) Processing and management are cost-effective; and
- (xii) Strengthen community empowerment.

1.2 TPRP II Project Components

The Tanzania Second Poverty Reduction (TPRP II) Project was implemented under **three** major components, namely;

- (i) Outreach and monitoring;
- (ii) Community Development Initiatives; and

- (iii) Management and coordination.

1.2.1 Outreach and Monitoring

In this component, the major functions were: as follows:

- (i) To enhance capacities of communities and other stakeholders; and
- (ii) To promote transparency and accountability in the management of activities at all levels, including national, regional, district/LGA and community levels.

1.2.2 Community Development Initiatives

This component focused on the following:

- (i) Supporting poor communities that lacked basic social and market services;
- (ii) Supporting poor individuals implementing labour intensive works through temporary employment and Income Generating Activities (IGAs) and;
- (iii) Supporting and promoting saving culture at community level through Community Savings and Investment Programme (COMSIP).

1.2.3 Management and Coordination

The component focused on management and enhancing partnership with other stakeholders, collaboration with poverty institutions, and resources mobilization.

1.3 Project Rationale

By February 2015, a total of 585 sub projects have been funded. All these have created substantive number of assets that provide access to social and economic services to the beneficiary communities such as: community roads, dormitories, laboratories, classrooms, teacher's houses, desks, tables and other furniture for schools. In health facilities incinerators, staff houses, dispensary buildings, water systems and electricity or solar systems installation have been constructed, water supply, drip irrigation schemes, livestock keeping and vegetable gardening. Income Generating Activities (IGAs) and Public Works related activities have been implemented to improve livelihoods and smooth beneficiaries' consumption. About 3,138 members of the Community Management Committees and 7,775 members of Village Council had also been trained on how to manage community sub projects.

All these efforts contributed to reduction of poverty for intended beneficiaries and to the achievement of the national goals on poverty alleviation.

1.4 Objectives of the Current Assignment

Tetralink Taylor & Associates Consortium was contracted by Tanzania Social Action Fund (TASAF), to conduct a comprehensive Impact Assessment on TPRP II Sub-Projects in Mtwara and Lindi Regions.

The objective of the assignment was to evaluate the extent to which TPRP II through OFID support has achieved its development objective and met the expectations of the intended beneficiaries of the project in the areas of access, use and satisfaction of service provided through assets created from sub projects implementation. Accordingly, the study assessed the extent to which training for various groups of beneficiaries at national, LGA and community levels impacted on the project achievements and in building social capital. Specifically, the study was set to look at the following key issues:

- (i) Assess the level of achievements for community development initiatives and capacity enhancement;
- (ii) Assess the effectiveness of implementation modalities for community development initiatives and capacity enhancement in strengthening decentralization at community level.
- (iii) Assess the extent to which the needs of beneficiaries in all components were met; i.e. the extent to which the stated goals of beneficiaries have been achieved through implementation of the stated activities; these include reducing congestions of pupils in classrooms, reducing time spent in fetching domestic water, reducing mortality rates, reducing incidences of sickness and enhancing school attendance, etc.
- (iv) Assess the availability of services, use and satisfaction for services provided from the assets created through implemented subprojects for various sectors;
- (v) Identify the unintended results of the interventions, both positive and negative and causes thereof;
- (vi) Assess the extent to which intervention in those areas complemented the role of LGAs in meeting their objectives of providing social services and building capacities;
- (vii) Assess cost effectiveness in realizing the intended output;
- (viii) Sustainability aspects in compliance with the sector policies,

Specifically for the food insecure households, the study addressed the following key questions:

- (i) Did the program improve income, investment, and savings of beneficiaries?
- (ii) Did the program increase households' spending? (On health, nutrition, education, shelter)
- (iii) Did the program improve income, investment, and savings for the households?
- (iv) What is the quality of work implemented by the beneficiaries? What is the status of the completed works?

1.5 Scope of Service

In this assignment the Consultant carried out and submitted to TMU the following key deliverables:

- (i) Inception report;
- (ii) Drew a sample for the study. The sample was large enough to give validity of the results.
- (iii) Instruments that consisted of the Questionnaires and Interview Manual in hard and soft copies;
- (iv) Draft Assessment Report;
- (v) Presented the report findings at a stakeholder's workshop, and incorporated the stakeholder's comments;
- (vi) Final Assessment Report

1.6 Baseline Survey

Due to the fact that the TPRP II project was sandwiched in between other TASAF II projects and programs, no baseline survey was done to provide baseline indicators and none was available.

1.7 Organization of the Report

This assessment report is organized into five chapters as follows:

Executive Summary

- | | | |
|----------------------|---|--|
| Chapter One | - | Introduction and statement of objectives and tasks |
| Chapter Two | - | Literature Review |
| Chapter Three | - | Methodology and Work Plan |
| Chapter Four | - | Study Findings, |
| Chapter Five | - | Conclusions and Recommendations |

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Tanzania covers an area of 945,000 square kilometres with a population of about 45 million people. It has an annual population growth rate of 2.7 percent per year, fuelled by a high fertility rate of 5.4 births per woman. Forty-four percent of the population is less than 15 years old, and life expectancy at birth is 56 years. Seventy percent of the population lives in rural areas.¹

Tanzania's economy has grown steadily in the past decade. Between 2005 and 2010, it grew at 7 percent, in line with the country's target of 6–8 percent. Gross domestic product (GDP) in 2013 was at 7 percent, which is above regional and global averages, despite the slowdown in growth of many of the country's main trading partner economies. The country aims for a growth rate of 8 percent in its latest development plan. The main drivers of economic growth according to the World Bank are "a small number of fast-growing, capital-intensive sectors, particularly the communications, financial services, construction, manufacturing and retail trade sectors"²

It is estimated that more than a quarter (28.2 percent) of the population of Tanzania live below the basic need poverty line and 9.7 percent do not earn enough to meet their basic food needs (2011/12 HBS Tanzania Mainland). This is despite the high economic growth mentioned above, which has improved the situation for many citizens

People living in absolute poverty in the country struggle to provide for their families. They rarely invest in such simple projects like improved seed or fertilizer to increase the amount of food their families need and there is very little access by the poor to local employment opportunities leave alone the well-paying urban and semi urban employment opportunities.

The Government has all the time put in place several policies and strategies on poverty reduction. These include, among others, the National Strategy for Growth and Poverty Reduction finalized in 2010.

2.2 The Concept of Social Safety Net and Poverty Reduction

The **social safety net** is a term used to describe a collection of services provided by the state or other institutions such as friendly societies, including welfare, unemployment benefit, universal healthcare, homeless

¹ UNDP: *Assessment of Development Results, Tanzania Country: Independent Evaluation Office, August 2015 United Nations Development Programme*

² *Ibid.*

shelters, and sometimes subsidized services such as public transport, which prevent individuals from falling into poverty beyond a certain level.

Over the years governments all over the world have initiated projects and programs to shield the poorest of the poor against absolute poverty. Social safety nets (SSNs) have a long history as a protective mechanism for the poor that can be traced back as far as Ancient Egypt and the Roman Empire.

In the United States for instance, the foundations of the modern U.S. safety net began during the New Deal administration of President Franklin D. Roosevelt in the 1930s, during which legislation established Aid to Families with Dependent Children (AFDC—1935) and housing assistance (1937). Neither of these programs was conceived as “poor relief” at the time of their passage. AFDC was intended, in an era where women were expected to stay home and raise children, to help them do so when their husbands had died or otherwise left. Housing assistance, which was initially justified in part as a public employment program to produce the housing, took the form of public housing (social housing, in European terminology), for which the subsidy occurred in production to keep rents low enough for poor working people to pay. To qualify, households had to meet an income floor high enough to pay the rent.

In the US, for example, among the primary objectives of social safety net policy are alleviating poverty, assisting individuals who are in poverty, and compensating for disadvantages that result from poverty.

There is a growing interest among several development partners all over the World on social safety nets as a mechanism for poverty reduction mostly targeting the poorest of the poor in communities.

2.2 The World Bank and Social Safety Nets

In the context of the Independent Evaluation Group (IEG) evaluation, the World Bank’s interests in SSNs began in the 1980s following global and Bank events that influenced the SSN agenda³. In 1993, the 47th Development Committee meeting of the joint World Bank, IMF recognized the importance of SSNs for mitigating major transitory adverse effects of economic reform on vulnerable groups globally and to enhance the political viability of reforms.

In 1994, two events reportedly helped shape the World Bank’s thinking on SSNs, the Mexican crisis (Tequila Crisis) and the transition of South Africa into a democratic nation. The former set the stage for the first cash transfer program to the poor, and the while the latter, the new South African government extended social pensions and child support to all its citizens, without regard to race. The same year, the World Bank is reported to have published **Averting the Old-Age Crisis: Policies to Protect the Old and Promote Growth**, which recommended a three-pillar approach to pension reform: a mandated, publicly managed, unfunded,

³ . World Bank (2001), *Social Protection Strategy Paper: From Safety Net to Springboard*, World Bank: *See also Social Safety Nets History*: by World Bank., Appendix A.

defined-benefit pension; a mandated, funded, privately managed, defined-contribution scheme, and voluntary retirement savings.

In 1995, the first World Bank's conditional cash transfer (CCT) programs were launched in Brazil: the Bolsa Escola program in the Distrito Federal on January 3, 1995, and the Guaranteed Minimum Family Income Program (PGRFM) was launched by the mayor in the Campinas Municipality on January 6, 1995.

In 1996, the World Bank created the **Social Protection and Labor Sector** as a part of the Human Development Network, recognizing the importance of social protection in development. The same year there was a major shift in Bank policies toward financing food expenditures. Food expenditures were allowed to be financed, on an exceptional basis, in poverty alleviation, health and nutrition, and SSN programs that provided temporary compensatory measures during fiscal and economic reform programs.

In 1998, the global financial crisis hit East Asia and then the Russian Federation and Brazil. SSNs were created by the World Bank, scaled up, and used as a mitigation measures, and Indonesia, reportedly started SSN programs that now cover a large portion of the poor population.

2.2.1 National SSN Programs

In 2000, the World Development Report (WDR), **Attacking Poverty: Opportunity, Empowerment, and Security**, highlighted the need to develop national programs to prevent, prepare for, and respond to macro shocks—financial and natural. It stressed the need for permanent safety nets that could serve a counter cyclical role when countries are hit by a shock. The same year the Bank launched its first social safety net core course, which has been fundamental to the learning and knowledge exchange agenda on SSNs.

In 2002, in Africa, Ethiopia suffered a major drought that left 13 million people in need of food aid and the crisis shifted the country emergency response from a system dominated by humanitarian aid to a donor-coordinated, predictably financed, productive and development oriented safety net to address the urgent needs of chronically food insecure households. Currently, the Ethiopia Productive Social Safety Net Program is one of the longest and largest in Sub-Saharan Africa (covering 5 million people).

In 2003, the World Bank's SSN portfolio increased considerably, when the Jefes del Hogar (Heads of Household) Project received \$600 million (total cost \$1.9) billion as a response to the Argentinean crises.

In 2005, a new Bank publication on pensions, **Old Age Income Support in the 21st Century: An International Perspective on Pension Systems and Reform** recognized the central role of social pensions in countries' social protection systems.

In 2008, the food and fuel crises hit developing countries, 36 countries were in crisis as a result of higher food prices. The Bank established the Food Crisis Response Program with an initial line of credit of \$1.2 billion, giving priority to the most fragile states. The available funds were increased to \$2 billion. The same year, the

first ministerial conference on social development in Africa was held in Namibia. Ministers and senior officials from the African Union's 53 member states participated. African Union members agreed to develop social protection schemes for disadvantaged groups such as children, elderly, and people with disabilities, by, among other things, introducing and extending public-financed noncontributory cash transfer schemes.

In 2009, the financial crisis reached emerging economies. Sixty-four million more people dropped below the \$1.25 day poverty line (extreme poverty) and 40 million more people went hungry as a consequence of the food, fuel, and financial crises. The Bank established **the Rapid Social Response Program (RSR)** to respond to the crises, leveraging the Bank's own resources through IBRD and IDA (\$12 billion for SSNs and other social protection programs in health and education), and donor resources (\$65.22 million). The Bank's SSN lending portfolio hit a record \$3.4 billion, with a single operation (Mexico's Oportunidades program) of \$1.5 billion.

As at October 2010, \$71 billion (IBRD/IDA) has been disbursed to countries in need of financial assistance as a consequence of the crises—including \$21 billion to the world's 79 poorest countries. SSNs represented 9 percent of the total Bank disbursements post-crises (\$6.3 billion).

In summary, twenty years ago, SSNs were put in place to cushion against the adverse effects that stabilization and structural adjustment programs have on the poor. Now, SSNs fill a greater role: reducing inequality and extreme poverty; helping households prevent, prepare, and respond to shocks—macro or idiosyncratic—so they can better manage risk; and helping households invest improve their livelihoods.

2.3 TASAF Project

In July 2005, the Government of Tanzania with financial support from the International Development Association (IDA) embarked on the implementation of a 5-year Second Tanzania Social Action Fund (TASAF II) project in all Local Government Authorities (LGAs) of mainland Tanzania and in Unguja and Pemba. TASAF II was a follow up of TASAF I that was piloted in 40 Local Government Authorities (LGAs) and the two islands of Unguja and Pemba between November 2000 and June 2005. Hence, TASAF II operational framework was largely based on the successful achievements of and lessons learned in TASAF I.

The project development objective (PDO) of the original project was to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities. The original project consisted of two major components, namely, the National Village Fund (NVF) and Capacity Enhancement (CE). The NVF (SP and FI) was intended to enable the beneficiary communities to:

- Access resources that could stimulate economic activity and enable the poor households to increase their incomes IGAs,
- Reduce the vulnerability of the households by empowering them with instruments to protect against the risks they were facing, IGAs (FI and COMSIP) and
- Improve their access to and use of social services SP

On the other hand, the CE component aimed at building the capacity of sector actors at LGAs, ward, community level to effectively undertake their allocated roles and responsibilities so as to realize the PDO. The overall development objective of TASAF II was directly linked to the internationally endorsed Millennium Development Goals (MDGs) indicators which are similar to those stipulated in the National Strategy for Growth of Poverty (MKUKUTA) and MKUZA.⁴

2.2.2 TPRP II Project

The second phase of TPRP was intended to support implementation of interventions for the food insecure (FI) households as well as poor individuals that were coordinated under the OPEC Fund. With regard to for the poor individuals, TPRP II funds supported implementation of small scale economic sub projects which were intended to generate incomes that would further mitigate risks associated with poverty. Secondly, TPRP-II was intended to support capacity building (CE) initiatives directed at LGAs in order to build their competencies to adequately respond to community demands and facilitate speedy completion of community sub projects that had stalled due to financial resource constraints. Funding of local government authorities capacity building activities was seen to be critical since TPRP activities were mainstreamed into local government authorities that were responsible for facilitating and supporting communities to design, implement and monitor their subprojects. LGAs are also responsible for targeting of TPRP resources as well as appraisal and approval of community proposals prior to disbursement of funds for sub project implementation.

2.2.3 TPRP II Development Objective

The Development Objective (PDO) of the Tanzania Second Poverty Reduction Project (TPRP II) was to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities. The project was implemented from April 2009 to February 2015. Through this intervention communities that lack basic social and market services; poor individuals implementing labour intensive works through temporary employment and Income Generating Activities (IGAs) were targeted for support. TPRP II provided funds for subprojects implementation in the originally selected 9 district councils namely Kilwa, Lindi, Ruangwa, Liwale and Nachingwea in Lindi region and Masasi (including new LGA of Nanyumbu), Mtwara rural, Newala and Tandahimba in Mtwara region. In the course of implementation two urban areas of Mtwara-Mikindani Municipal Council and Lindi Town Council were included. Therefore TPRP II was implemented in all 11 LGAs of Lindi and Mtwara. The intervention in the

⁴ ARCHID Ltd. 2013 op.cit.

urban towns were slightly be different and were largely concentrate on construction and rehabilitation of sewerage systems, drainage systems and construction of market places and car parks.

TPRP II was also expected to provide a mechanism that allows local governments (LGs) to respond to community demands focusing on interventions that were expected to ultimately contribute to the attainment of MKUKUTA objectives and those of the Millennium Development Goals.

2.2.3 TPRP II Project Components

Beneficiaries of the TPRP project were Communities that lack basic social and market services; poor individuals implementing labour intensive works through temporary wage employment and Income Generating Activities (IGAs). The TPRP II Project was implemented under three (3) components as follows:

- (i) Outreach and monitoring;
- (ii) Community Development Initiatives; and
- (iii) Management and Coordination

A brief discussion of each component suffices

2.2.3.1 Outreach and Monitoring

1. Outreach

The aim of outreach activities was to promote transparency and accountability in the management of OPEC funded activities at all levels and ownership of assets created. This sub component was designed to inform and educate the targeted groups on the availability of TPRP resources and how they might be accessed. Promotion activities were intended to be also done through Mass Media to portray project activities to make it known to communities, institutions that are involved in poverty reduction and other stakeholders.

The sub-component focused on the following:

(a) Community Level (Village Councils)

- (i) Awareness raising: which involved the following activities:
 - Disseminating project information through Sensitization Programmes,
 - Production of Promotion Materials such as Brochures, Calendars, Posters, Fliers carrying various messages related to poverty issues and
 - Distribute of developed documents to stakeholders.
- (ii) Overseeing subproject implementation

(iii) Support/Conflict management which involved activities such as: Meeting announcements, etc.,

(b) LGA Level (Selected LGAs)

The outreach activities here involved the following:

- (i) Quality control/Supervision
- (ii) Facilitation (Workshops, Training, Radio/TV Programmes etc)

(c) National level (PIU)

At this level the outreach activities involved the following:

- (i) Awareness raising - Dissemination of information (IEC)
- (ii) Supervision (technical backstopping)

(d) Monitoring and Evaluation

This sub component focused on monitoring project activities and assessing their impact on beneficiary communities as well as environmental and social safeguards issues. Under Monitoring and Evaluation (M&E) the following activities were intended to be performed:

- (i) Collecting and compiling data and entering data in Project Tracking System (PTS), analyze it and provide information for management decision making.
- (ii) Conducting Baseline studies: These studies were conducted to beneficiaries who were to obtain support from the project. The aim was to capture their socio economic welfare that would allow the project to measure the impact of the project intervention.
- (iii) **Beneficiary Assessment (BA):** A tool was developed for carrying out Beneficiary assessment (BA) in the project areas, aiming at improving project operations, and assess the value of activities as perceived by beneficiaries. Impact evaluation studies were conducted to cover the following indicators:
 - individual/household level outcomes (quantitative assessment of health, education and nutrition impacts);
 - community life style; and
 - Programme processes (qualitative assessments and 'community score card').
- (iv) **Reporting on the project implementation progress:** The TPRP followed TASAF II monitoring system, which allowed information to flow from one level to another.

2.2.3.2 Community Development Initiatives

Completion of community subprojects that were identified during TPRP and implementation of new community sub projects and technical backstopping to the LGAs were to be done. Community subprojects were identified through a participatory local level development planning process that actively involved

beneficiaries. Sub project grants were channelled to beneficiary communities, either directly to a community committee elected democratically or through respective LGA, if it met fiduciary capacity criteria set by the Government. The LGA then disbursed direct to an account managed by the community committee. These grant funded the prime cost of the sub project.

Uncompleted community subprojects

During the implementation of TASAF II, there were some uncompleted subprojects which were uncompleted which was caused by price escalation of building materials under TASAF II. TPRP II funds were therefore be used to fund such community sub projects so as to ensure they were functional and hence providing quality services.

New community subprojects

TPRP II funds were as well used to finance implementation of new sub projects for the poor individuals who had shown interest of implementing IGAs as well as food insecure (FI) households that had expressed interest to get support but were not supported since the demand was overwhelming compared to available resources.

Support to poor individual through other initiatives

TPRP II Funds were further used to support alleviation of income poverty through provision of conditional cash transfers to the extremely poor households as well as facilitating provision of entrepreneurial skills for individuals implementing IGAs, promotion of saving culture at community level through Community Savings and Investment Promotion (COMSIP) initiative.

(a) Technical supervision

Technical backstopping on the part of LGAs was enhanced so that they provided required support to the communities. Activities under this section included:

- Orientation of LGA staff on subproject cycle implementation
- Provision of adequate operational costs
- Development and provision of Monitoring tools

2.2.3.3 Management and Coordination

This component focused on management and enhancing partnership with other stakeholders, collaboration with poverty institutions, resource mobilization, etc. Under this component, TPRP was expected to support:

(a) Project Management

Project management and other activities, will include development communication, capacity building at the LGA and community level, technical assistance in participatory monitoring and evaluation (including a beneficiary tracer study), transparency, and accountability in the targeted districts on the project area.

Consultancy was required in areas such as Impact Evaluation, Beneficiary Assessment, Technical Audit, etc. Project management support was given at the following levels:

(i) **Community Level**

- (a) Follow up implementation: Transport expenses and night/daily allowances to VC/MC members
- (b) Improve community offices: Stationeries, Office furniture, Minor Office repair works
- (c) Secretarial services where applicable
- (d) Monitoring implementation process: Reporting (Physical and financial status)

(ii) **LGA Level**

- (e) Follow up implementation: Facilitation expenses, Completion of subprojects;
- (f) Operational expenses: Office furniture, Office consumables, Secretarial services where applicable;
- (g) Technical support: Technical support expenses, Evaluation and certification; Auditing
- (h) Monitoring implementation process: Reporting (Physical and financial status)
- (i) Hiring a Local service Provider (LSP) or external expert for evaluation and certification.
- (j)

(b) Project Coordination

Project Implementation Unit (PIU)

PIU provided the overall project coordination, and the necessary institutional, financial, logistical and technical support. The PIU was responsible for the day-to-day management and administration of project activities and was located within the TMU. The PIU was headed by the Project Director assisted by a team of professionals consisting Assistant Director, M&E Specialist, Development Communication Specialist and Accountant. The major function of the unit were operations and systems management, fund management, auditing, and capacity building at all levels namely national, LGA and community. Specific activities were as follows:

- Development Communication: Dissemination of information
- Area specific Impact Evaluation
- Community Score Card
- Financial Management review
- Quality control (Technical Backstopping support)
- Procurement of goods and services
- Consultancies
- Beneficiary Assessment
- Technical Audit
- Final Project Impact Evaluation

Goods

- Procure of motor vehicles, office furniture, tools, appliances and equipment
- Repair of motor vehicles, tools and equipment
- Stationery
- Technical backstopping

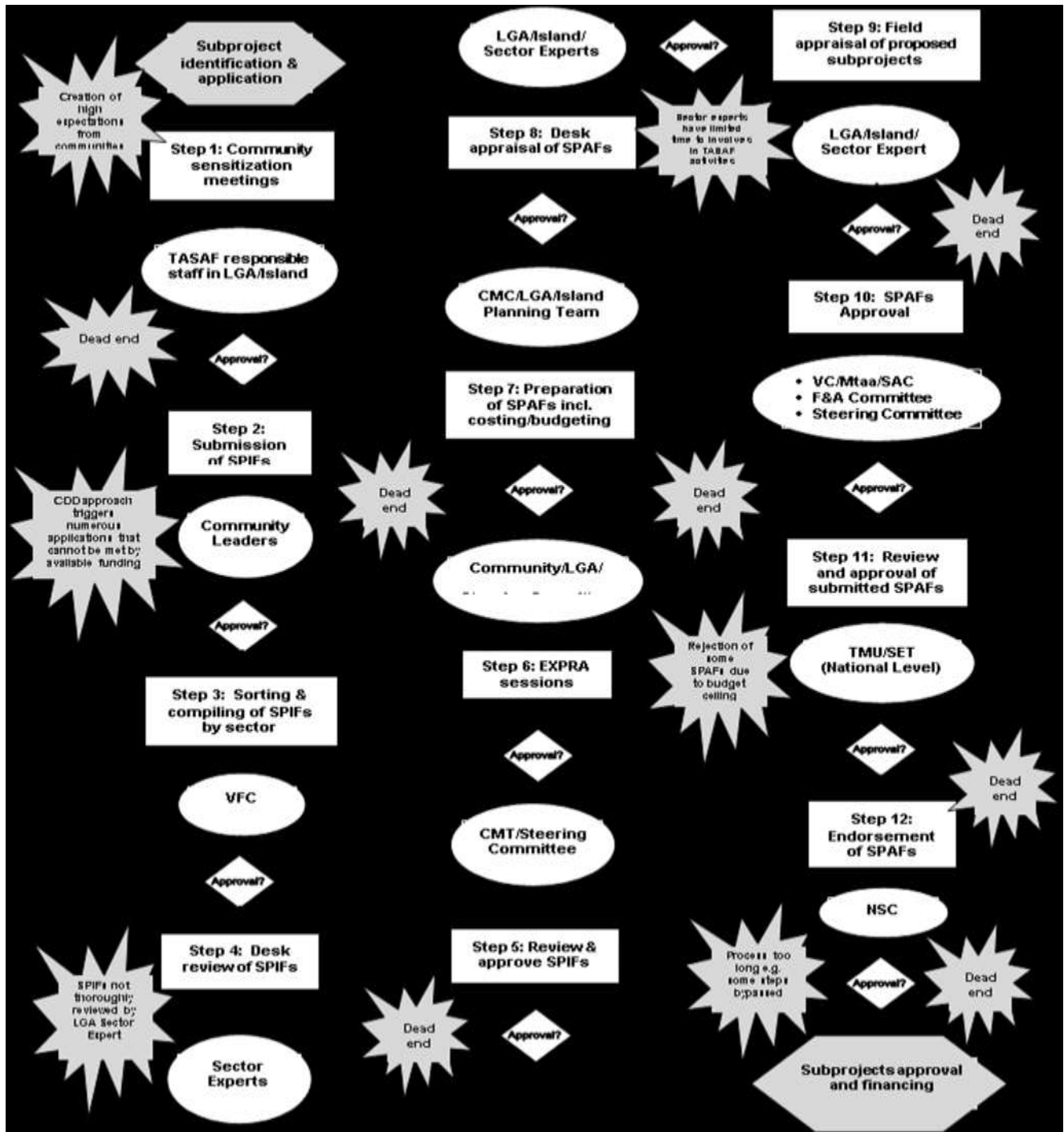
TPRP II Project was designed around TASAF II and tailored primarily to scale up the Community Demand Driven (CDD) approach with the overall objective of developing an effective and efficient instrument to empower the communities to analyse their poverty situation and decide on their priority subprojects which could solve their socio-economic constraints. The CDD approach is better demonstrated by the way the entire TASAF II subprojects and indeed TPRP II subprojects were managed. This approach is best illustrated by a model developed by ACHRID (2013)⁵ and presented here in **Figure 2.1**.

2.3.1 TPRP II Project Institutional Arrangements

TPRP II was implemented within the TASAF II institutional arrangements which clearly stipulated the key actors or stakeholder at different levels, their roles and linkages. TASAF II operations were therefore organised in a 3-tier **decentralised manner** to facilitate greater autonomy and empowerment to local government structures and the community in compliance with the statutory provisions in the Local Government Act No. 7 and 8 of 1982 for Tanzania Mainland. In this respect TPRP II which was funded by OPEC similarly followed the TASAF II framework outlined in Figure2.1.

⁵ Page 8.

Figure 2.1: Process Flow Chart for Subprojects Identification and Approval under TPRP II



CHAPTER THREE

APPROACH AND METHODOLOGY

3.1 Introduction

This Chapter presents the approach and methodology used by the consultants to undertake the Impact Assessment of the TPRP II project. The TPRP II was funded by OPEC and targeted the two southern regions of Tanzania: Mwarra and Lindi. It had three components namely: outreach and monitoring; community development initiatives; and management & coordination and their respective subprojects in Mwarra and Lindi region. The target beneficiaries were vulnerable communities in the two regions. The community development initiatives were implemented under four subproject namely: Service Poor (SP), Food Insecure (FI), Income Generating Activities (IGAs) and Community Savings and Investment Promotion (COMSIP). After consultations with the local communities, project beneficiaries, sector experts on the ground the LGA officials and community management committee, it was established that the COMSIP subproject was not implemented at all. In this regard the approach and methodology presented here is for how data was collected and analyzed for the remaining three subprojects: FI, SP and IGAs.

3.1 Approach

The consultants used participative and collaborative approach which involved close working relationships with key actors/stakeholders at different levels as follows:

1. National Level

- TASAF Management Unit (TMU),

2. Regional Level

- Regional Secretariat (s)
- Central/Regional Government
- Regional Consultative Committee (s)

3. Local Government Level

- LGAs staff
- TASAF Staff responsible in LGAs
- Sector Experts
- LGA Steering Committees

4. Community/ Village Level

- Community Management Committees (CMCs)
- Beneficiary Community
- VC/ Mtaa, and
- TPRP II Project Non – beneficiary Communities (Control Group).

3.2. Methodology

The impact assessment study employed triangulation method⁶ of data collection which combined both quantitative and qualitative. Secondary and primary data were collected, analyzed and used during the impact assessment assignment.

3.2.1 Desk Review and Consultations

Secondary data was collected and analyzed through desk reviews. Intensive desk reviews and detailed examination of a wide range of documents over several relevant issues to the impact assignment were undertaken. The purpose was for the consultants to develop an understanding of the baseline pool of information pertaining to the TPRP II impact assessment current assignment. Historical data on TASAF I and II and the subprojects as well as several relevant reports prepared in the past were reviews. Majority of the documents were obtained from TASAF both at the national level and TASAF II staff at the LGAs. Sources of secondary data consulted including but not limited to:

- (i) Project Document
- (ii) Mid-term review report
- (iii) Monthly/quarterly reports by TASAF and local authorities
- (iv) Operational Manuals
- (v) M&E Framework
- (vi) Community work plans
- (vii) Training programs and manuals

The consultants also carried out in-depth consultations with the TMU for proper understanding of the project and identification of all relevant information and reports about the TPRP II Project.

3.2.2 Primary Data Collection and Tools

During the impact assessment both qualitative and quantitative data were collected, analyzed and used.

Household Surveys for TPRP II Project

The primary data collection tool for household surveys were standard structured questionnaires for the three subprojects namely FI, SP and IGAs. Respondents were beneficiaries of the TPRP project who included households that lack basic social and market services (SP); poor but abled individuals who implemented labour intensive works through temporary wage employment (FI) and Income Generating Activities (IGAs). Non project beneficiaries for FI and IGAs were also included in the study as control group.

⁶ Multiple data collection method

Qualitative Data Collection

Quantitative data was complemented by qualitative data collected using the following qualitative data collections methods:

1. Focus Group Discussions (FGDs);
2. Key Informant Interviews (KIIs); and
3. Personal Observations.

3.2.2.1 Focus Group Discussions (FGDs)

The following groups were identified for qualitative data collection through FGDs based on the three TPRP II components within LGAs and Villages sampled from the list provided by TASAF Field staff:

1. Members of village council (VCs), community management committee (CMCs),
2. Mtaa Advisory Council members ,
3. School management committees,
4. Water and Sanitation (WATSAN) committees, and
5. Women groups. etc

3.2.2.2 Key Informant Interviews

In-depth interviews were carried out among the following actors: TPRP IITMU;

1. TASAF responsible staff in each LGA;
2. District Executive Directors (DEDs);
3. Subproject respective sector experts;
4. Individual community leaders including Ward Executive Officers (WEOs), Village Executive Officers (VEOs);
5. Educationists including District Education Officers, Head teachers;
6. Medical Officers- Doctors and Nurses (Health Workers); and
7. Infrastructure Experts -District Engineers/Works Officers.

3.2.2.3 Observations by the Consultants

The consultants visited subproject sites in order to get on spot information of the conditions and quality of the created assets and their impact on the communities, took pictures of the infrastructure completed

3.3 Sampling Procedure for Primary Data

3.3.1 Sample Size Determination

The study used Fisher's Model for determination of sample sizes for populations of more than 10,000. Based on the Model, a sample size of 786 was deemed appropriate and representative. Out of this, a sample of 600 households were project beneficiaries while 186 were non beneficiaries of TPRP II project who acted as the control group. The respondents were distributed equally in the sampled LGAs.

Mtwara and Lindi regions have a total of 13 LGAs both in rural and municipalities/urban. Due to limitation of time and available resources as well as the fact that this assessment was carried at a time when the TPRP II project had been completed and wound up, a purposive sampling procedure was used to select respondents among the three subproject beneficiaries and non-beneficiaries for the study (FI, SP and IGAS). In this respect, four LGAs were visited; two (one rural and the other urban) LGAs from Mtwara and Lindi regions.

3.3.2 Sampling of Households within Communities

Simple random sampling (with replacement) procedure was used to draw a representative sample of 600 households from a list of beneficiary households obtained from TASAF in the field and 186 household as the control group. The 600 households were distributed proportionately amongst the LGAs and beneficiaries. The study involved a control group that was assessed for comparison purposes.

3.4 Recruitment and training of enumerators

The household survey was carried out by trained field enumerators. Ten (10) field enumerators and two (2) field supervisors were recruited and trained for impact assessment data collection. GIS mobile data collection platform was used in this study. The enumerators were trained for 5 days in Dar Es Salaam before being dispatched. Dooblo **SurveyToGo**® software was used to collect relevant household data. Data was collected and transmitted digitally to a cloud based database which was continually accessed by the consultants and was equally available to TASAF TMU.

3.5 Questionnaire Digitalization

Prior to remunerators' training, a set of four household questionnaires were developed and approved by TASAF management. Upon approval of the final questionnaires the ICT team digitalized the household questionnaires and installed the same into the Android Tablets. Finally only three household questionnaires were administered since the COMSIP subproject was not implemented during the TPRP II.

3.6 Questionnaire Pre-Testing

After the training, the consultants and the enumerators travelled to the two Southern regions of Mtwara and Lindi for data collection. Upon arrival in the field, the consultants held first held familiarization discussions with TASAF Project Staff in the Field, LGA's staff and the local project management committees who assisted in identifying project benefices. The consultants and the enumerators divided themselves into two groups who went to Mtwara and Lindi Districts. While in the field, TASAF provided

two Land Rover Vehicles, their drivers and a coordinator for the study team. The consultants in return fueled the vehicles and provided minimal daily subsistence allowances for those who were assigned to work with them in the field. The transport support facilitated timely and effective data collection process in addition to the fact that both the drivers and the local coordinators provided by the project on the ground were very familiar with the local environment.

Pretesting and Incorporating Results

After field preliminary and coordination procedures were completed and prior to actual data collection, the questionnaires were first pretested in real field conditions to ensure their reliability, efficacy and effectiveness to collect the required data. The pretest results were incorporated and final primary household data collection instruments are attached in this Report as Annexes.

3.7 Field Data Collection

3.7.1 Questionnaire Administration

The household survey questionnaires were personally administered to the sampled households both beneficiaries and non-beneficiaries, drawn from each of the three subprojects in Mtwara and Lindi regions by the trained field enumerators. Data collection was done online, photos of interview sessions were also taken. Community assets and facilities constructed by the TPRP II subprojects were captured on video and camcorders and submitted with the data. Community dwellings and any household improvements and assets/facilities acquired by the community members/beneficiaries attributable to TPRP II subprojects were captured live. All these were submitted with the quantitative household data after editorial exercise by the enumerators, supervisors and the ICT expert who was in the field throughout the data collection period.

Three consultants went to the field and carried out FDGs and KIIs with selected stakeholders. A senior consultant remained in the field throughout the field data collection to ensure integrity of the data. The ICT expert moved across the two regions, supporting field enumerators and consultants whenever there were technology related challenges. Further, technical support to those who were in the field was done online. Field data was uploaded into the central database daily by the enumerators after approval by the supervisors/consultants in the field.

Data Quality Management: on a daily basis, the data analysts at the head office of the consultants re-edited the data submitted by each enumerator. Any inconsistencies were identified and interrogated and sent back to the enumerators for clarification. Conformity and consistency tests were performed to ensure accuracy and reliability of the raw data. After these, the data was uploaded into the SPSS data sets for analysis.

3.7.2 Qualitative Data Collection

This was carried out by the three consultants who went to the field. Qualitative data collection was intensive and started immediately after quantitative data collection. These were organized and coordinated by the TASAF staff on the ground and Community leaders for each LGA. Approved interview guides and checklists were used as presented in this report as Annexes. During FGDs, KIs and field visits by the consultants, interview sessions were recorded for references on video/camcorders.

3.8 Data Analysis and Reliability Tests

Coding of Responses: Data coding was done in order to enable the researcher to enter the data quickly and accurately in the Dooblo SurveyToGo® platform and to eliminate data entry errors. Majority of study responses were pre-coded. Three datasets were prepared, cleaned and made ready for analysis. These were FI, SP and VG/IGAs data sets. All data were exported to SPSS software for analysis. Data quality checks were done including outlier and normality tests on all the three data sets.

Data Quality Assessment: The data cleaning and screening were done to identify inconsistencies in the data and errors done in entering data in the SurveyToGo® platform. This involved examining the basic descriptive results of each research variable. No data was out of range and there was no missing values in the data sets because the data entry did not allow the enumerators to enter incorrect entry otherwise the system could not allow an enumerator to proceed to the next question. In the same manner, if an enumerator did not enter data, the system did not allow the enumerator to proceed to the next question. Therefore, the Dooblo SurveyToGo ensured the quality of the collected data.

Outlier Test: The test was done to identify data with extreme values. The outlier was checked against the entered data. The outlier was checked against z-score produced in SPSS data set of each subproject: FI, SP and IGAs. Both univariate and multivariate outlier were checked. In the three (3) subprojects, all continuous variables had z-score values between -3 and +3 except for variables 2.3.1, 2.3.2 and 2.3.4 for FI (food insecure), 2.3.1, 2.3.2, 2.3.3 and 2.3.4 for IGA subproject and 2.3.1, 2.3.2, 2.3.3 and 2.3.4 for SP (Service Poor) subproject in which some questionnaires had z-score greater than +3.

These questionnaires were retained for further analysis because in reality, number of family members differs from one family to another and it is very possible to get a family with very different number of family members as compare to others. The questionnaires with such outliers were retained for further analysis.

For food insecure (FI) subproject data set, multivariate outliers were checked on variables 3.6, 3.9, 3.10, 3.14 and 3.24 against independent variable 3.4. From the results, there was no data with multivariate outlier since mahalanobis distance results were greater than 0.001.

For income generating activities (IGAs) project data set, multivariate outliers were checked to dependent variables 3.19 and 3.22 against dependent variable 3.7. From the results, there was also no data with multivariate outlier since mahalanobis distance results were greater than 0.001. For service poor (SP)

subproject data set, multivariate outlier effect was not checked because there is no continuous independent variable. No relational effect need to be checked in this project.

3.9 Data Analysis

Using the GIS digital platform, data cleaning/editing was done by the enumerators in the field and approved by the supervisors/the consultants. Data analysts manning the data base at head office crosschecked on a daily basis the consistency, reliability and accuracy of the raw data, interrogating any peculiarities noticed. The data analysts updated the database daily and analyzed and prepared draft reports daily until the end of data collection. Quantitative data was analyzed on SPSS platform while qualitative data used qualitative data analysis technique.

3.10 Draft TPRP II Impact Assessment Report

After data analysis, the consultants prepared and submitted a Draft Report, which captured the terms of reference for the TPRP II Impact assessment to the management of TASF and received comments and suggestion, which have been incorporated into a Draft Final Report.

3.11 Stakeholders' Validation Workshop

Upon the approval of the Draft Final TPRP II Impact Assessment Report, TMU may organize a one day stakeholders' validation workshop where the consultants will present the Draft Final Report stakeholders for validation.

3.12 Finalization and submission of the Final Report

Stakeholders' comments and suggestions will be incorporated and a Final TPRP II Impact Assessment Report prepared and submitted to the management for adoption.

CHAPTER FOUR

STUDY FINDINGS

4.1. Introduction

The overall project development objective of the TPRP II was to improve access of communities to enhanced socio-economic services and income generating opportunities. The expected outcomes were:

- (i) **Outcome 1:** Improved access to basic socio-economic services
- (ii) **Outcome 2:** Increased access to income generating opportunities in selected districts.
- (iii) **Outcome 3:** Improved quality of basic services

The project was implemented under three main components as follows:

- (i) Outreach and Monitoring;
- (ii) Community Development Initiatives; and
- (iii) Management and Coordination.

Triangulation method was used for data collection involving use of household questionnaires, Focus Group Discussions (FGDs) and Key Informants interviews (KIs). Both secondary and primary data were collected and analyzed. The major findings of the impact assessment survey are presented under the following: general and specific findings.

4.2 General Findings

4.2.1 Outlier Test Results

Outlier test was done on the data collected to identify and isolate data with extreme values. The outliers were checked against z-score produced in SPSS data set for the three subprojects: Food Insecure (FI), Service Poor (SP) and Vulnerable Groups/Income Generating Activities (VG/IGAs). Both univariate and multivariate outliers were checked. The analysis revealed that in the three (3) subprojects, all continuous variables had z-score values between -3 and +3 except for variables 2.3.1, 2.3.2 and 2.3.4 for FI; Variables 2.3.1, 2.3.2, 2.3.3 and 2.3.4 for VGs/IGAs and Variables 2.3.1, 2.3.2, 2.3.3 and 2.3.4 for SP subprojects, where some questionnaires had z-score greater than +3. These questionnaires were isolated and retained for further analysis

4.2.2 Normality Test Results

Normality test was done on SPSS to compare the shape of survey sample distribution to the shape of a normal curve. It is assumed that if a survey sample is normal shaped, then the population from which it came is normally distributed. In this case one can assume normality.

Normality test was done for the three subprojects: FI, SP and VGs/IGA against continuous variables of the study. From the results as presented in Appendix N1, N2 and N3 (Normality Tests), the skewness is in between -3 and 3 and that of kurtosis are less than 10. Therefore, the analysis reveals that the data are normally distributed and the assumption of normality is hence not violated in this survey.

4.2.3 Reliability Test Results

Reliability test was carried out to determine the internal consistency of data collected. This was done by running the Cronbach's alpha test on SPSS software. Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency). The alpha ranges from negative -ve 1(one) meaning highly unreliable to 0 (zero) meaning not reliable to +ve 1 (one) meaning highly reliable.

From the analysis the survey results reveal that all the three data sets: FI, SP and VG/IGAs, Cronbach's Alpha coefficients were more than 0.5. This indicates that the reliability of the collected data is fairly good, and if the data is recollected and analyzed on the same platform the same results will be obtained and the same policy implications will apply. **Table 4.1** presents these results.

Table 4.1: Data Reliability Test Results (SPSS)

SN	Subproject	Cronbach's Alpha
1	Food Insure Data Set	0.663
2	Income generating Activities Data Set	0.697
3	Service Poor Data Set	0.610

Source: Field Data, January 2016

4.3 SPECIFIC FINDINGS

The objective of the assignment was to evaluate the extent to which TPRP II through OFID support achieved its development objective and met the expectations of the intended beneficiaries of the project in the spheres of access, use and satisfaction of service provided through assets created from sub projects implementation. Accordingly, the study was to assess the extent to which training for various groups of beneficiaries at national, LGA and community levels had an impact on the project achievements and in building social capital.

4.3.1 Total Respondents

A total of 744 households participated in the impact assessment survey of which 624 (84%) were TPRP II project beneficiaries while the rest 120 (16%) were control group. **Tables 4.2a**, present detailed findings.

4.3.2 Sex of Respondents

Of the total respondents, the survey reveals that 52% were female while 48% were male. Detailed findings are presented in **Table 4.2b**.

Table 4. 2a: Respondents by Subproject and Category

Subproject	VGs/IGAs	FI	SP	Total	
				n	%
Beneficiaries	207	157	153	624	84
Control Group	67	53	0	120	16
Total	274	210	153	744	100

Source: Own January 2016

4.3.3 Respondents by Subproject

The vulnerable group/income generating activities (VG/IGAs) subproject respondents (beneficiaries and control group) accounted for 37% (274) of the total respondents, Food Insecure (FI) accounted for 28% (210) while Service Poor (SP) accounted for 35% (260). **Table 4.2b** presents these findings.

4.3.4 Respondents by Region and Subproject

The assessment team interviewed actual beneficiaries and the control group from 4 LGAs in Lindi and Mtwara regions. By subprojects, the total respondents were as follows: VGs/IGAs, FIs and SP were 274, 210 and 260 households respectively.

Control Group by Subproject

With regard to FI (Food Insecure), a total of 201 respondents participated in the study out of which 65% (133) and 37% (77) were from Mtwara and Lindi regions respectively. Of the total FI respondents, about 75% (157) were actual beneficiaries while 25% (53) were control group. In Service Poor (SP) subproject, all the 260 respondents were beneficiaries. There was no control group in this subproject since the interventions such as rural access road, schools health facilities, drainage, dams, water points, irrigation schemes and markets benefited the entire communities. Of these 59% and 41% were from Mtwara and Lindi regions respectively.

4.3.5 Age of Respondents

Majority (49.7%) of the respondents were aged between 26 - 45 years, followed by 46-50 years of age (17.5%), 60 and above (13.3%), 16-25 at 11.7% and lastly 56-59 years of age at 8.9%. **Table 4.3** presents these findings.

Table 4.2: Sex of Respondents by Subproject

Sex	IGAs			FI			SP	Total Respondents (n)	
	Beneficiaries	Control Group	Total	Beneficiaries	Control Group	Total	Total Beneficiaries	n	%
Male	115	39	154	43	19	62	142	358	48
Female	92	28	120	114	34	148	118	386	52
Total	207	67	274 (37%)	157	53	210 (28%)	260 (35%)	744	100

Source: Own data, January 2016

Table 4.3: Age of Respondents by Subproject

Age Group	IGAs			FI			SP	Total Respondents (n)	
	Beneficiaries	Control Group	Total	Beneficiaries	Control Group	Total	Beneficiaries	n	%
16 – 25	10	13	23	11	3	14	50	87	11.7
26 – 35	35	30	65	33	12	45	67	177	23.8
36 – 45	53	26	79	28	15	43	63	185	24.9
46 – 55	33	14	47	36	13	49	34	130	17.5
56 – 59	12	3	15	29	8	37	14	66	8.9
60 and above	38	7	45	14	8	22	32	99	13.3
Total	181	93	274	151	59	210	260	744	100.0

Source: Own data, January 2016

Table 4.4: Respondents' Marital Status by Subproject

Marital Status	IGAs					FI					SP		Total	
	Beneficiary		Non-Beneficiary		Total	Beneficiaries		Control Group		Total	Count	%	Count	%
	Count	%	Count	%		Count	%	Count	%					
Married	124	69	66	71	190	93	62	39	66	132	197.0	76	519	70
Single	9	5	13	14	22	16	11	3	5	19	33.0	13	74	10
Widow/widower	39	22	8	9	47	15	10	8	14	23	9.0	3	79	11
Separated/ Divorced	9	5	6	6	15	27	18	9	15	36	21.0	8	72	10
Total	181	100	93	100	274	151	100	59	100	210	260.0	100	744	100

Source: Own data, January 2016

4.3.6 Marital Status of Respondents

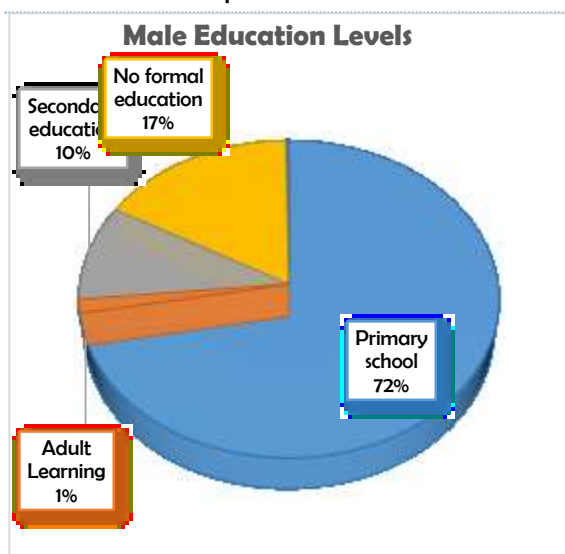
Table 4.4 presents survey findings on respondents' marital status. From the table the survey reveals that majority 70% of the respondents were married while the rest 10%, 11% and 10% were single, widowed and separated or divorced respectively

4.3.7 Respondent's Level of Education

Majority (69%) of the respondents have primary school level, 6% secondary level, 4% tertiary /college certificates while 21% have not had formal education. **Table 4.5** presents the findings. A comparative analysis of education levels between the sexes reveals that there are significantly more women without formal education than there are male and significantly one in four women from the regions cannot read or write. Without much extrapolation, this factor will have an impact on child mortality, nutritional levels among the children given that most women low level of education and yet they are the mothers. These findings are further demonstrated by Charts 4.1 and 4.2.

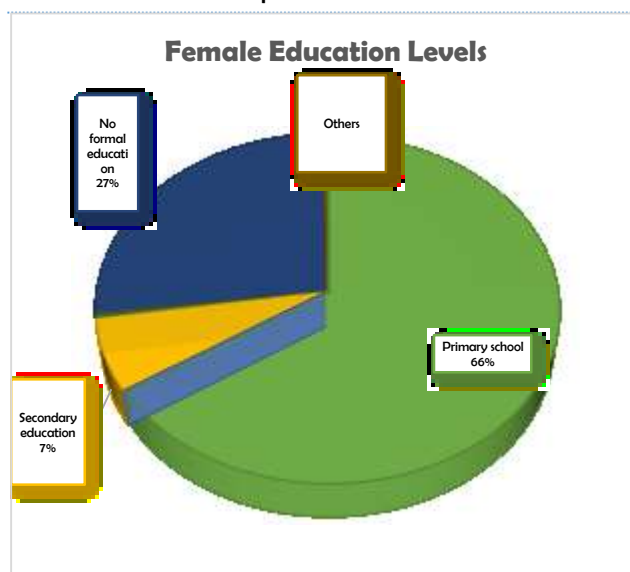
From the charts, the survey reveals that there is no significant differences between the level of education of male and female respondents in Mtwara and Lindi regions.

Chart 4.1: Male Respondents' Educational Level



Source: Own data, January 2016

Chart 4.2: Female Respondents' Educational Level



4.3.8 Respondent's Occupation Prior to TPRP II interventions

The survey reveals that the most dominant occupation of respondents prior to TPRP II project interventions was crop farming (63%) followed by business, domestic work, housewife, and small business at 4% each. Students, and casual workers each accounted for 2% of the respondents. Formal employment

in public sector, livestock keeping, fishing and unemployed accounted for 1% each. **Chart 4.3** presents the detailed findings.

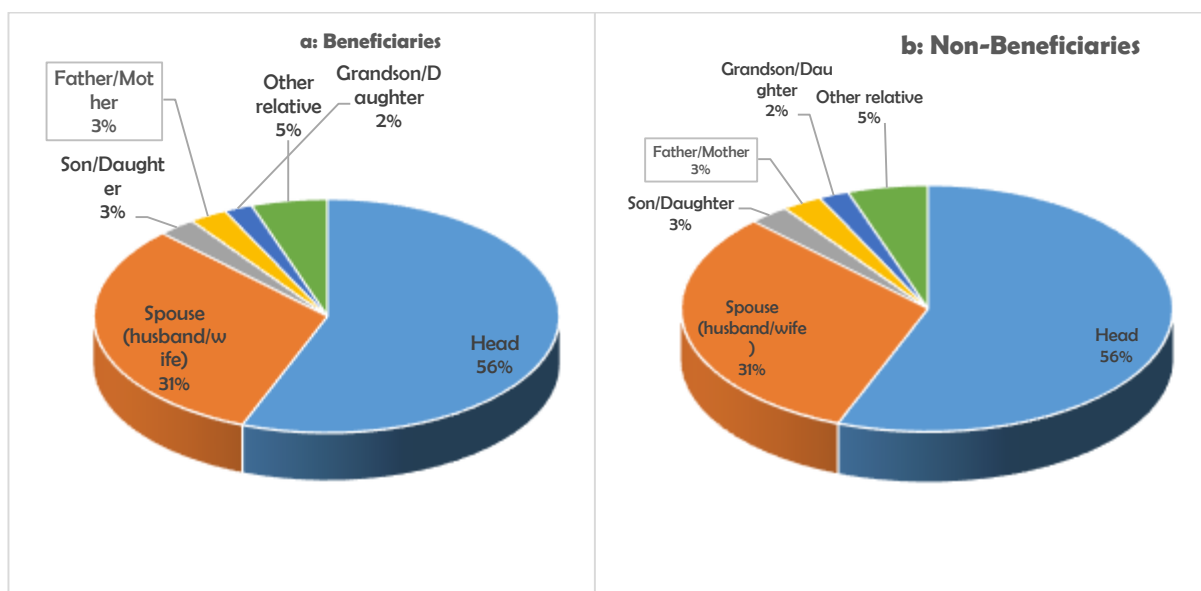
4.3.9 Period Respondents have lived in their Villages

The survey sought to establish the period the respondents had lived in the same village where the assessment was carried out. **Chart 4.4** presents the detailed findings. From the Chart, majority of the respondents (67%) had lived in the villages for over 20 years followed by between 6-10 and 1-5years each at 9%. Those who had lived in the same villages for between 11 – 15 and 16-20 years accounted for 6% and 7% respectively. Only 2% had lived in the villages for less than a year. This means majority of the respondents had lived in the targeted villages long enough to provide realistic and reliable data for this assessment.

4.3.10 Relationship to Heads of Households

With regard to respondent’s relationship to the heads of households, the survey revealed that majority (56%) of the respondents, both beneficiaries and control group were heads of households themselves followed by spouses of household heads at 31%. The details are presented in **Charts 4.5a** and **4.5b**.

Charts 4.5a and 4.5b Respondents’ Relationship to Head of Household: Beneficiaries & Control Group



Source: Own data, January 2016

4.3.11 Permanent Members Living in the Household

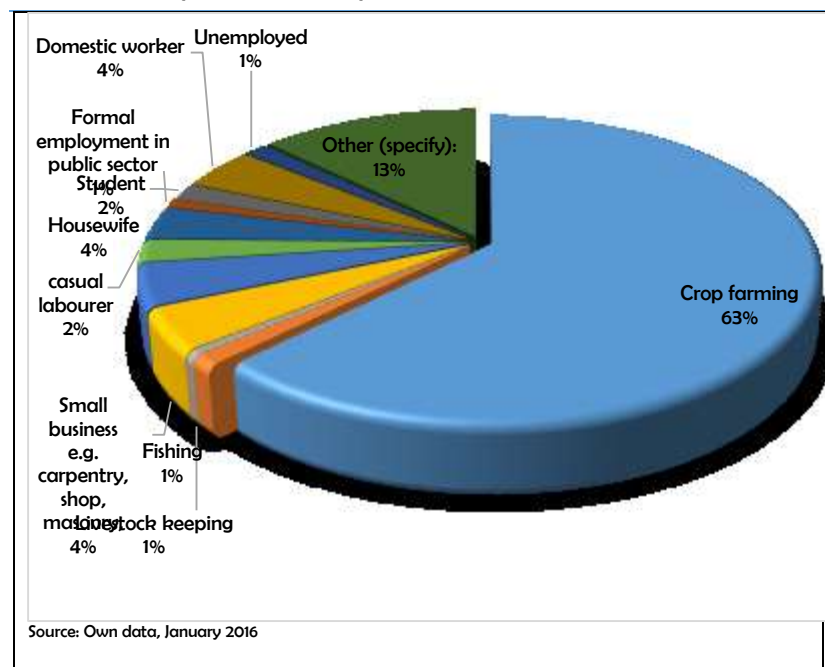
On permanent members living in the households in the Southern Tanzanian regions, the survey results revealed that majority (53.8%) have between 4-6 permanent members followed by 1-3 members (31%) and more than 6 members (15.2%). Table 4.6 presents the findings.

Table 4.5: Level of Education of Respondents

Level of Education	IGA:					FI					SP		Total	
	Beneficiary		Control Group		Total	Beneficiaries		Control Group		Total	Count	%	n	%
	Count	%	Count	%		Count	%	Count	%					
Primary	129	71	57	61	186	111	73.5	41	69	152	174.0	67	512	69
Secondary	11	6	7	8	18	11	7.3	7	12	18	5.0	2	41	6
Tertiary/college	0	0	1	1	1	1	0.7	0	0	1	25.0	10	27	4
No Formal Education	36	20	27	29	63	26	17.2	11	19	37	56.0	22	156	21
Others (Specify)	5	3	1+	1	6	2	1.3	0	0	2	0.0	0	8	1
Total	181	100	93	100	274	151	100.0	59	100	210	260.0	100	744	100

Source: Own data, January 2016

Chart 4.3: Respondent's Occupation Prior to TPRP II Interventions



Source: Own data, January 2016

Chart 4.4: Period Respondents Have Lived in their Villages

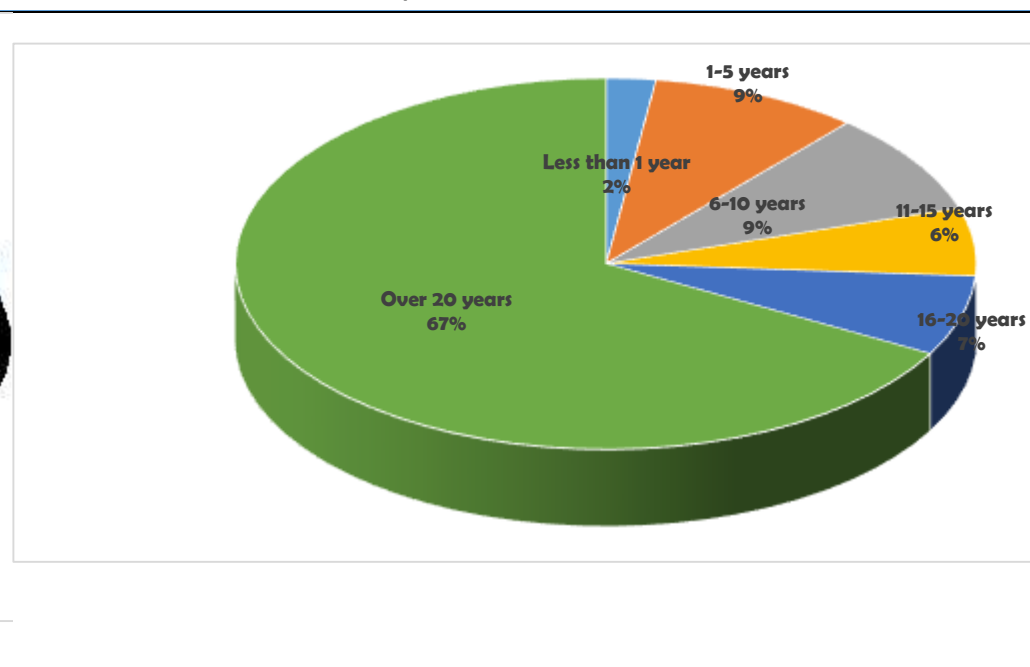


Table 4.6: Permanent Members Living in the Household

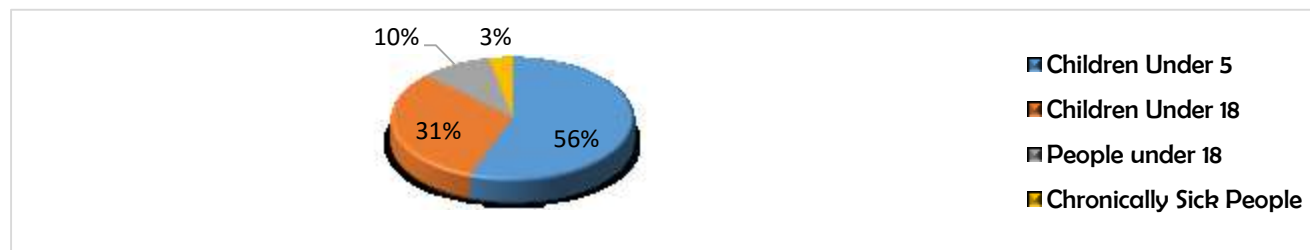
Number of Members	Income Generating Activities					Food Insecure					Service Poor		Total	
	Beneficiary		Control		Total	Beneficiaries		Control		Total	Count	%		
	Count	%	Count	%		Count	%	Count	%				Count	%
1-3 persons	60	33	26	28	86	41	2.439	18	2.04	59	85	32.69	230.0	31.0
4-6 persons	89	49	48	51.6	137	81	85.37	35	81.6	116	146	56.15	399.0	53.8
More than 6 persons	32	18	19	20.4	51	27	12.2	6	16.3	33	29	11.15	113.0	15.2
Total	181	100	93	100	274	123	100	49	100	208	260	100	742.0	100.0

Table 4.7: House Ownership

House Ownership	Income Generating Activities					Food Insecure					Service Poor		Total	
	Beneficiary		Control		Total	Beneficiaries		Control		Total	Count	%		
	Count	%	Count	%		Count	%	Count	%				Count	%
Own	157	87	79	84.9	236	116	77.33	45	76.3	161	234	90	631.0	84.8
Rented	15	8.3	6	6.45	21	27	18	11	16.9	38	12	4.615	71.0	9.5
Other (specify)	9	5	8	8.6	17	7	4.667	4	6.78	11	14	5.385	42.0	5.6
Total	181	100	93	100	274	150	100	60	100	210	260	100	744.0	100.0

Source: Own Data, January 2016

Chart 4.6: Category Of Respondents' Family Members



Source: Own data, January 2016

4.3.12 Categories of Family Members

With regard to categories of family members of respondents, the survey revealed that majority (56%) were children under 5 (CU5) followed by Children between 6 and 18 years (31%), older people over 60 (10%) and chronically sick (10). **Chart 4.6** presents the detailed findings.

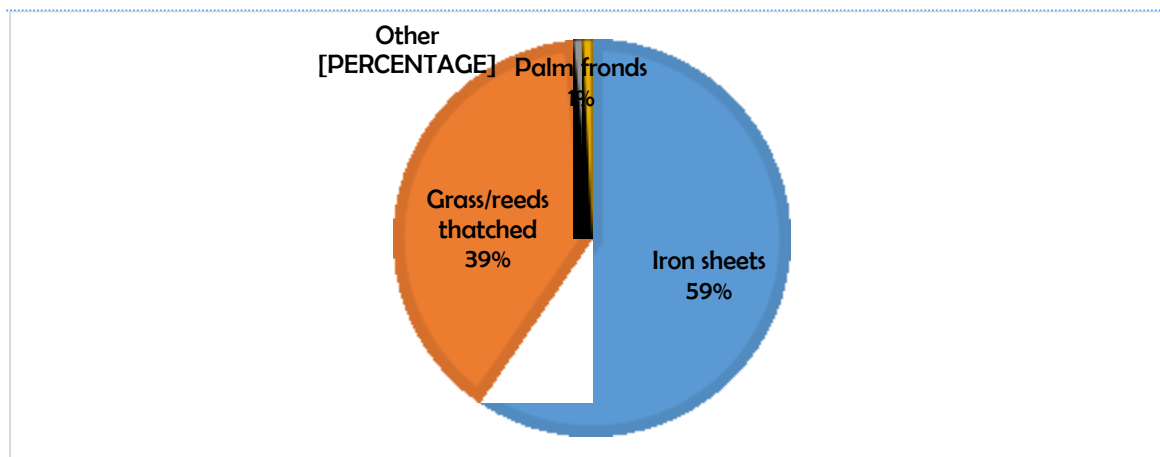
4.3.13 House Ownership

Majority of respondents owned their houses (84.8%) while 9.5% were staying in rented houses. **Table 4.8** presents these findings.

4.3.14 Roof Type of House Owned

With regard to roof type, majority of the houses owned are roofed with iron sheets (58.5%) followed by grass/reeds thatched (38.2%). Less than 1% of the house owners had palm fronds on their roofs. **Chart 4.7** presents these findings. Roof-types of household residences is, in many communities proxy indicator of poverty, the more permanent the house is, the better off the household is considered to be. In these two communities, the fact that more than one in three households were still grass thatched is an indicator that the targeting was right and more needs to be done to increase income to enable the households acquire better housing.

Chart 4.7: Roof of the House Owned



Source: Own data, January 2016

4.3.15 Type of Walling

The walling type is a further indicator of income levels in target regions where only 28% being permanent (12% cement blocks and 16% burnt bricks). **Chart 4.8** presents the findings. From the chart the survey further reveals that majority of the respondents' house walls are made of mud & poles while 15% and 10% of the wall are made of trees/poles and mud respectively..

Table 4.8: Average Monthly Income (Tshs)

Average Monthly Income (Tshs)	Income Generating Activities					Food Insecure					Service Poor		Total	
	Beneficiary		Control		Total	Beneficiaries		Control		Total	Service Poor		Total	
	Count	%	Count	%		Count	%	Count	%		Count	%	Count	%
Below Tshs50,000	126	70	66	71	192	106	70.2	41	69.5	147	210	80.77	549.0	73.8
Tshs50,000 – 100,000	34	19	10	10.8	44	28	18.54	12	20.3	40	34	13.08	118.0	15.9
Tshs101,000 – 150,000	13	7.2	8	8.6	21	11	7.285	3	5.08	14	4	1.538	39.0	5.2
Tshs151,100 – 200,000	2	1.1	2	2.15	4	2	1.325	1	1.69	3	4	1.538	11.0	1.5
AboveTshs200,000	6	3.3	7	7.53	13	4	2.649	2	3.39	6	8	3.077	27.0	3.6
Total	181	100	93	100	274	151	100	59	100	210	260	100	744.0	100.0

Source: Own data, January 2016

Chart 4.8: Roof of the House Owned

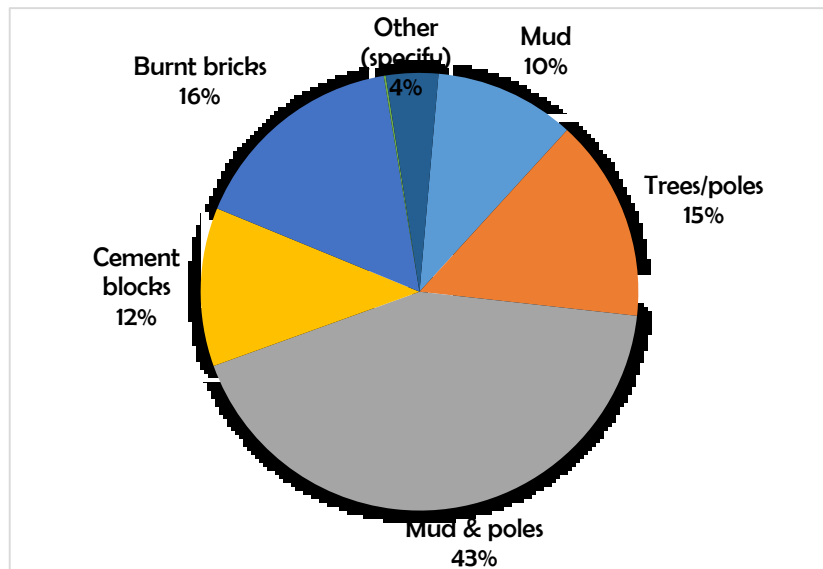
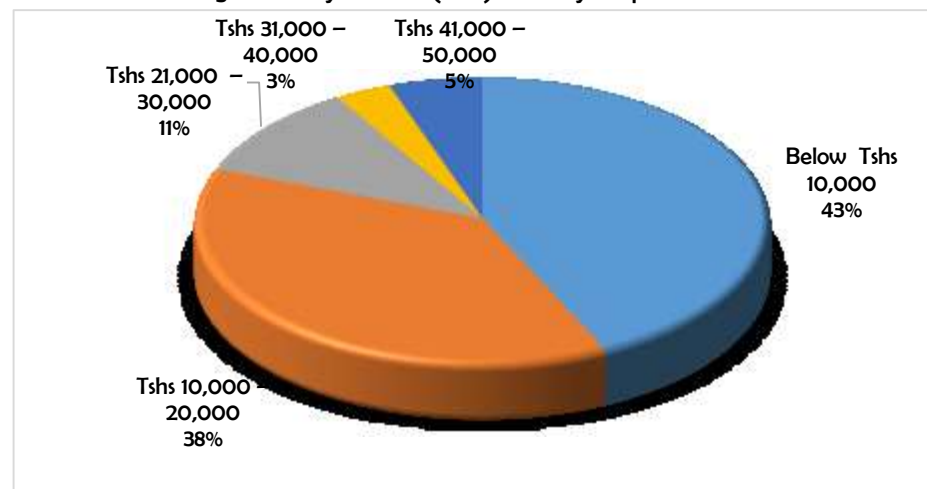


Chart 4.9: Average Monthly Rentals (Tshs) Paid By Respondents



Source: Own Data, January 2016

4.3.16 Monthly Rent for those who do not own houses

Majority of the respondents (81%) were paying less than TShs 21,000 in rent for housing every month.

Chart 4.9 presents findings on the average monthly rentals paid within the two regions of Tanzania

4.3.17 Average Monthly Income (Beneficiaries and Control Group)

Monthly income is another indicator of poverty or lack of it. In Mtwara and Lindi regions, the average monthly income for majority (73.8%) of respondents is below Tsh 50,000 followed by those whose average monthly income ranged between Tsh. 50,000 and 100,000 (15.9%); between Tsh 101,000 and 150,000 (5.2%). Only 3.6% of the population earned an average monthly income of more than Tsh. 200,000.

Table 4.8 presents the detailed findings.

Further analysis that the average monthly incomes of the beneficiaries and the control group in both VG/IGAs and FI are more or less the same. It is important to remember that the TPRP II project targeted the poorest of the poor and the most vulnerable households in the communities. The finding is that those who were the most vulnerable and the poorest of the poor prior to the implementation of the interventions are now at the same level of average monthly income as the control group. This may be interpreted to mean that the TPRP II interventions for both VGs/INGAs and FI beneficiaries positively impacted on their levels of income and therefore their socio economic welfare.

4.3.18 Ownership of Household Assets

Household assets ownership is also another indicator of the kind of life a household leads. The survey sought to establish what the TPRP II project beneficiaries now possess after the specific interventions according to the three subprojects: VA/IGAs, FI and SP. **Table 4.9** presents the detailed findings. From the table the survey reveals that majority (80.5%) of the respondents current possess mattresses followed mobile hones (74.3%), household tables and chairs (73.1%), radios (58.2%) and bicycles (53.2%). Less than 1% of the respondents had motorcars.

Very interesting again about household assets of the beneficiaries especially VA/IGAs and FI and their counterparts in the control group are more or less the same. For instance, the most owned household item, a bed with a mattress, the percentages for VA/IGAs and FI beneficiaries and control groups are 76% and 77.4% and 88.78% and 88.1% respectively and the same is true for ownership of mobile phones. For all households and especially for rural poor, ownership of mobile phones is not just a status symbol, but a major step in connecting to the rest of the world coupled with money transfer and banking services. This has a policy implication in that future interventions targeting this group can upload any form of support onto mobile phone platforms.

The fact that both groups own almost the same types of assets can be construed as indicator of a positive outcome to those who prior to the TPRP II were the poorest of the poor and the most vulnerable within their communities are now owning the same household items as their counterparts in the control groups.

Table 4.9: Household Assets Owned

Household Items	Income Generating Activities					Food Insecure					Service Poor		Total	
	Beneficiary		Control			Beneficiaries		Control			Count	%	Count	%
	Count	%	Count	%	Total	Count	%	Count	%	Total				
Radio	109	60	56	60.2	165	76	50.33	37	62.7	113	155	0.16	433.0	58.2
Bicycle	102	56	53	57	155	56	37.09	26	44.1	82	159	0.165	396.0	53.2
Bed with mattress	137	76	72	77.4	209	134	88.74	52	88.1	186	204	0.211	599.0	80.5
Mattress only	21	12	7	7.53	28	10	6.623	5	8.47	15	9	0.009	52.0	7.0
Motorcycle	12	6.6	11	11.8	23	8	5.298	7	11.9	15	19	0.02	57.0	7.7
Motorcar	1	0.6	1	1.08	2	1	0.662	0	0	1	3	0.003	6.0	0.8
TV Set	24	13	10	10.8	34	16	10.6	16	27.1	32	17	0.018	83.0	11.2
Mobile phone	131	72	76	81.7	207	117	77.48	47	79.7	164	182	0.188	553.0	74.3
Table/chairs	134	74	65	69.9	199	107	70.86	47	79.7	154	191	0.198	544.0	73.1
Other (specify)	23	13	14	15.1	37	15	9.934	5	8.47	20	27	0.028	84.0	11.3

Source: Own Data, January 2016

Table 4.10: Land ownership

Acreage	Beneficiary	Control Group
Below 1 acre	53%	45%
1-2 Acres	20%	24%
2-3 Acres	5%	2%
3-4 Acres	8%	14%
More than 5 Acres	11%	14%
I do not know	3%	

Source: Own Data, January 2016

As a matter of fact, the table reveals that among the six motorcars that were reportedly owned by respondents in this survey, one belonged to a beneficiary in the VA/IGAs subproject, the other in the FI subproject and the other three from SP subproject. This is indeed a positive impact that the TPRP II has made on the beneficiaries.

4.3.19 Size of Land Owned

Land ownership is another measure of not just wealth but sustainability of any efforts at poverty reduction. The two regions being mainly agricultural areas, it was important to establish how many of the respondents owned land. The results were that 70% of the beneficiaries and 71% non-beneficiaries owned land of varying sizes as shown on the **Table 4.10**

Only 11% of beneficiaries and 14% of non-beneficiaries indicated that they owned more than 5 acres of land; 53% beneficiaries and 45% non-beneficiaries owned less than one acre of land. 20% of the project beneficiary households and 24% of non-beneficiary households indicated that they owned between 1 and 2 acres of land. Land ownership has implications on how effective any agricultural activities are likely to be in alleviating poverty.

4.3.20 Land Use

When asked to what use they put the land, 72% of project beneficiaries and 62% of control group use the land only for putting up a family house. Half of the beneficiary households that owned land use the land for farming while slightly more (67%) of the non-project beneficiaries use the land for farming. With over 70% of the households owning less than 2 acres of land and 72% using the land exclusively for putting up the homestead, it is evident that very little land is therefore available for economically viable farming. **Graph 3.1** presents the detailed findings.

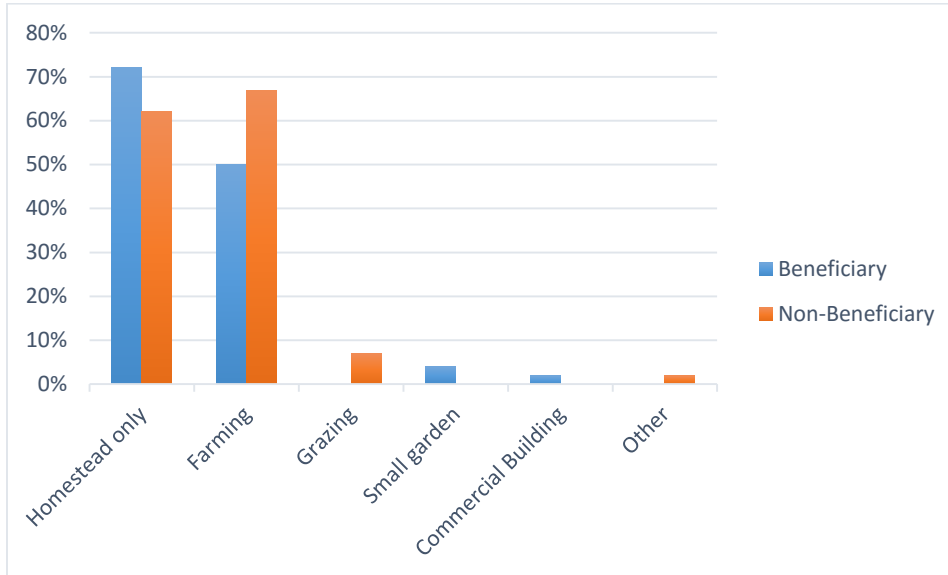
The policy implications of this fact is that future interventions that target farming as a means of income must consider using intensive farming of not just food crops but also cash crops that households can turn into cash and use to buy the staple foods. This land ownership figures also show that there's no significant difference between the beneficiaries and the control group another indicator that perhaps the land in the areas has not been put into very productive use. In terms of responding to poverty in the areas using land, it would be important that future interventions promote other land uses to address poverty other than just farming (often rain-fed subsistence growing of food crops)

4.3.21 Farm implements owned

In terms of ownership of farm implements, there was no marked difference between the implements owned by project beneficiaries and those owned by control group. **Graphs 4.2 and 4.3** present the detailed findings.

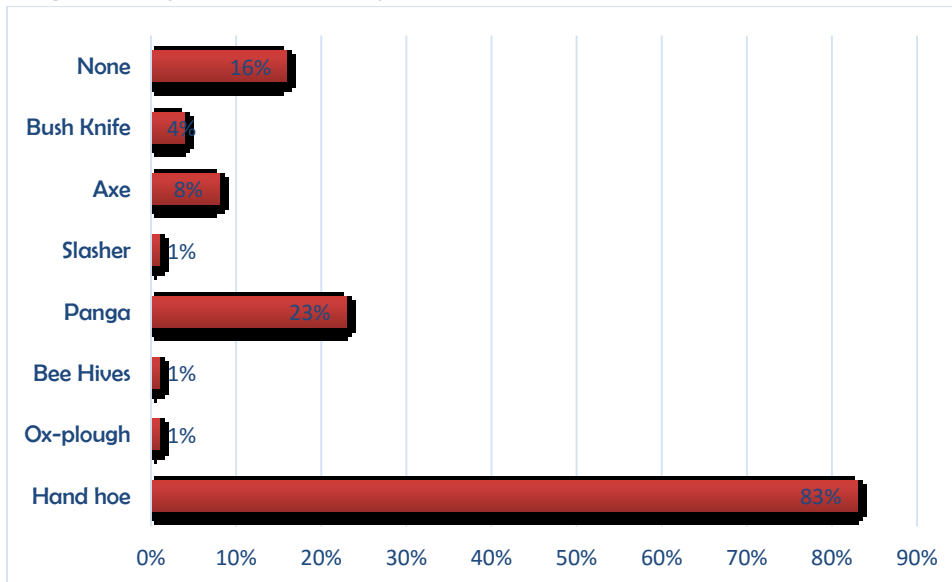
The implements owned by the highest percentage of respondents (83%) is the hoe. A significant percentage of the respondents (17%) indicated that they own no assets while 23% of project beneficiaries and 17% of control group indicated that they owned pangas for clearing the bushes before cultivation.

Graph 4.1: Land Use



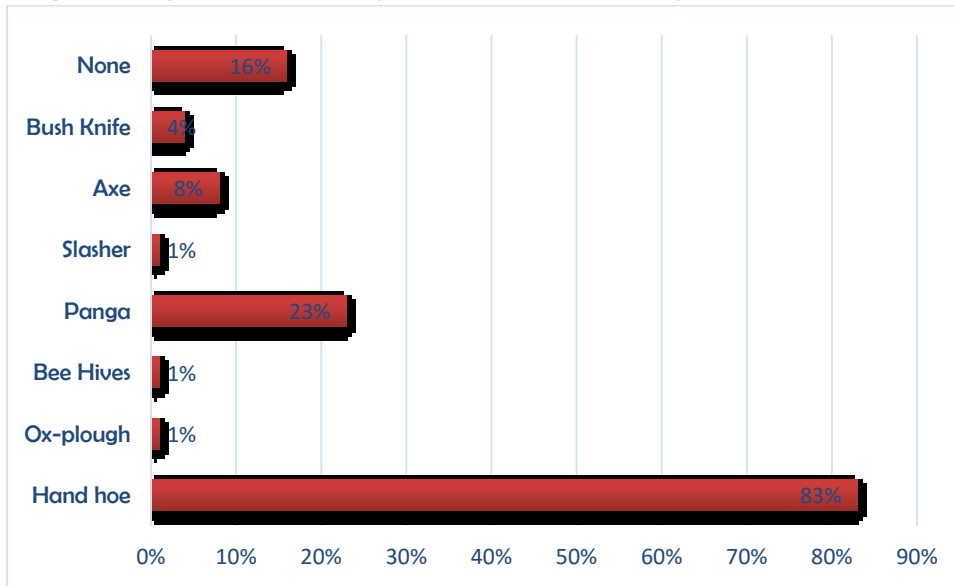
Source: Own Data, January 2016

Graph 4.2: Implements Owned By Households: Beneficiaries



Source: Own Data, January 2016

Graph 4.3: Implements Owned By Households: Control Group

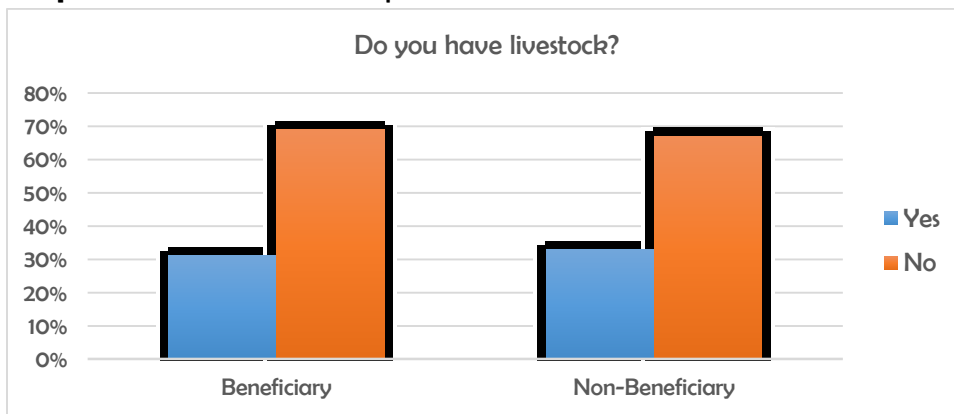


Source: Own Data, January 2016

4.3.22 Livestock Ownership

On livestock ownership like land ownership, the survey did not find any marked difference between the project beneficiaries and the control group. **Graph 4.4** presents the findings. Only about 1/3 of the respondents indicated that they own livestock. This implies that the project made some positive impact on the them.

Graph 4.4: Livestock Ownership



Source: Own Data, January 2016

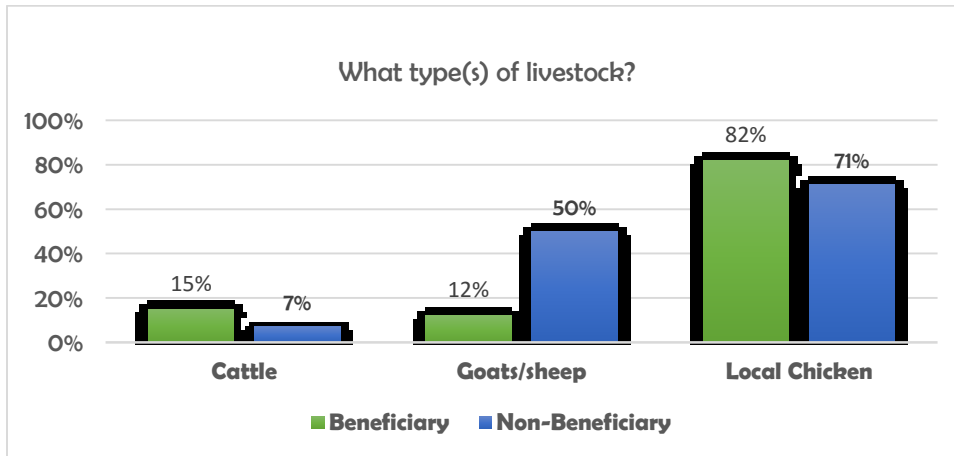
Source: Own Data, January 2016

poorest of the poor, and that there is potential for strengthening this sector of the economy in the two regions.

4.3.23 Type of Livestock Owned

On the kind of livestock owned, the majority of the respondents indicated that they owned chickens followed by goats and sheep. **Graph 4.5** presents the detailed findings.

Graph 4.5: Types of Livestock Owned

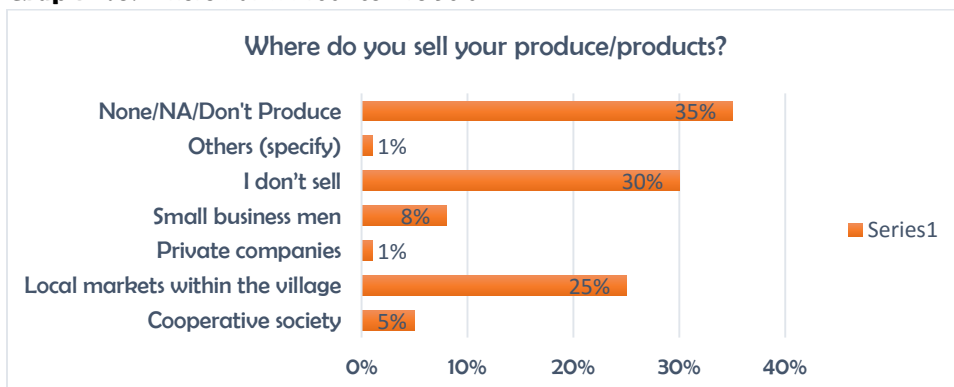


Source: Own Data, January 2016

4.3.24 Market for Produce from the Land

When asked where they sell their produce, only 5% responded that they sell to cooperatives while 25% sell in the local markets within the village. A large percentage (35%) indicated that they do not sell their produce at all – meaning they only produce for consumption. **Graph 4.6** present these findings. This implies that any developments made in improving the local markets meant enabling beneficiaries to access markets for their farm produce.

Graph 4.6: Where Farm Produce Are Sold



Source: Own Data, January 2016

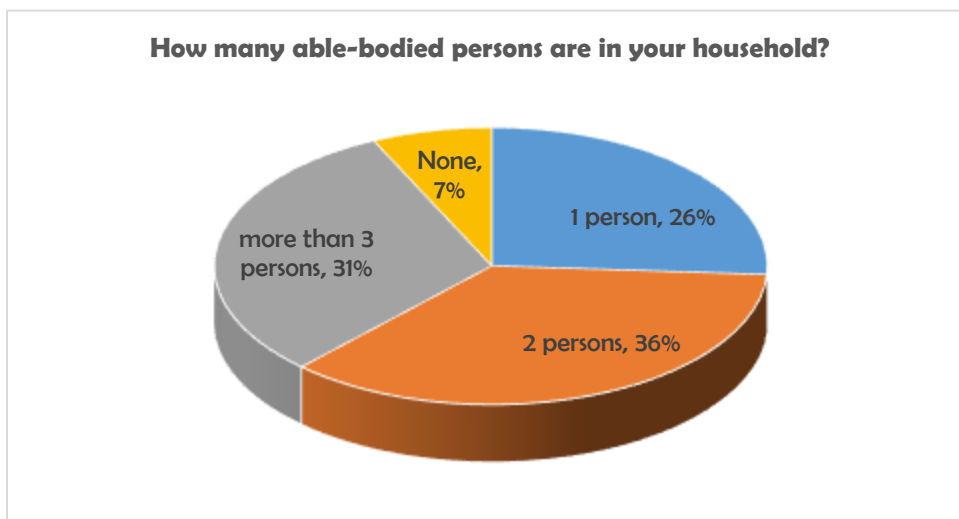
4.4 SPECIFIC FINDINGS ON TPRP II INTERVENTION ON FOOD INSECURE (FI)

The terms of reference required that more detailed analysis is done specifically for FI subproject. During the implementation of TPRP II project Food Insecure communities were abled bodied persons who were provided with Public Works and were paid for the services they provided in construction of roads, schools, dams, drainage, markets, water points and dams, among others.

4.4.1 Number of Abled-Bodied Persons Living in the Household

The survey sought to establish the number of abled-bodies persons who live within the respondents' households. **Chart 4.10** present the findings. From the chart, the survey revealed that majority of the respondents (36%) had 2 able-bodied persons living in the household followed by those who had three (3) persons at 31%, one (1) person 26% and no abled bodied person 7%.

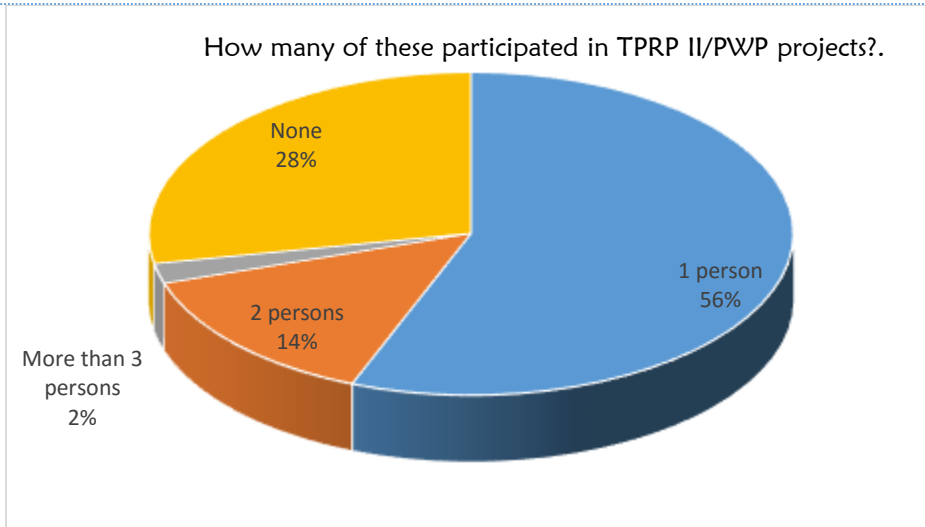
Chart 4.10: Number Of Abled- Bodied Persons Living in the Respondents' Households



4.4.2 Number of Able-Bodied Persons who participated in the FI/PWP activities

The survey sought to establish the number of abled-bodied persons who participated in the FI/PWP activities. The survey reveals that majority (56%) were one person, 2 abled bodied persons accounted for 14%, more than 3 person accounted for a 2% and lastly 28% reported that no able- bodied persons currently living in their households participated in the PWP/FI project activities. **Chart 4.11** presents these findings.

Chart 4.11: Number of Able-Bodied Persons who participated in TPRP/PWP Activities

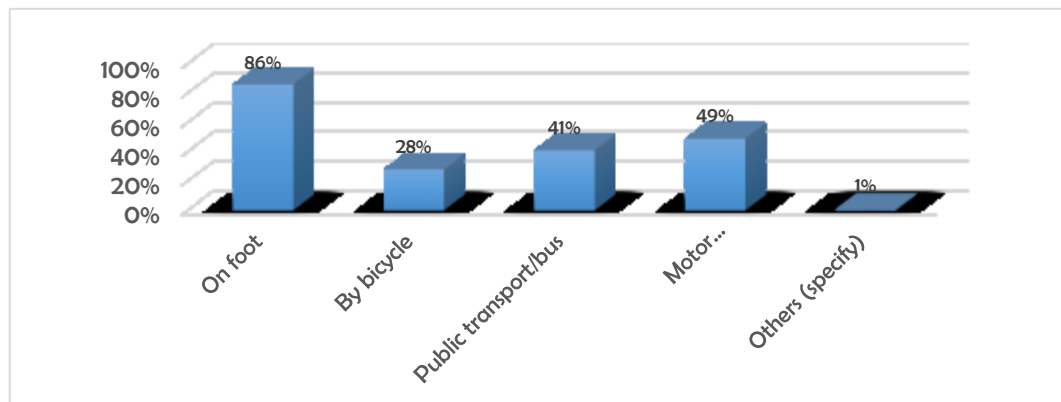


Source: Own Data, January 2016

4.4.3 Means of Transport Used by Respondent

With regard to means of transport used by respondents, the survey reveals that majority (86%) go on foot followed by boda boda 49%, followed by public transport at 41%. **Graph 4.7** presents detailed findings.

Graph 4.7: Means of Transport Used



Source: Own Data, January 2016

4.4.4 Average Monthly Income from PWP Activities

With regard to average monthly income from PWP activities, the respondent were asked to state the average monthly they earned while working on PWP activities. **Table 4.11** presents the survey findings. From the table the survey revealed that majority of FI beneficiaries earned below Tsh 50,000 per month followed by those who

earned between Tsh 50,000 to Tsh 100,000 at 18.54%, Tsh 101,000 to 150,000 accounted for about 7.3%. Only 2.6% of the FI/PWP beneficiaries reported to have earned over Tsh. 200,000 per month.

Table 4.11: Respondents' Average Monthly Income

Average Monthly Income (Tsh)	FI Beneficiaries	
	Count	%
Below 50,000	106	70.2
50,000 – 100,000	28	18.54
101,000 – 150,000	11	7.285
151,100 – 200,000	2	1.325
Above200,000	4	2.649
Total	151	100

Source: Own Data, January 2016

4.4.5 Priority for Using Money earned from PWP Project

The survey sought to establish the beneficiary's priorities for money obtained from PWP work. **Table 4.11a** presents the detailed findings. The survey reveals that buying food was the most common (60.5%) priority among the PWP project beneficiaries, followed by Medicare (21.4%) and paying schools fees/materials (20.5%). These were followed by buying new clothes (12.4%), starting an income generating activity (7.1%) and house improvement at 4.3%. Other findings are detailed in the table.

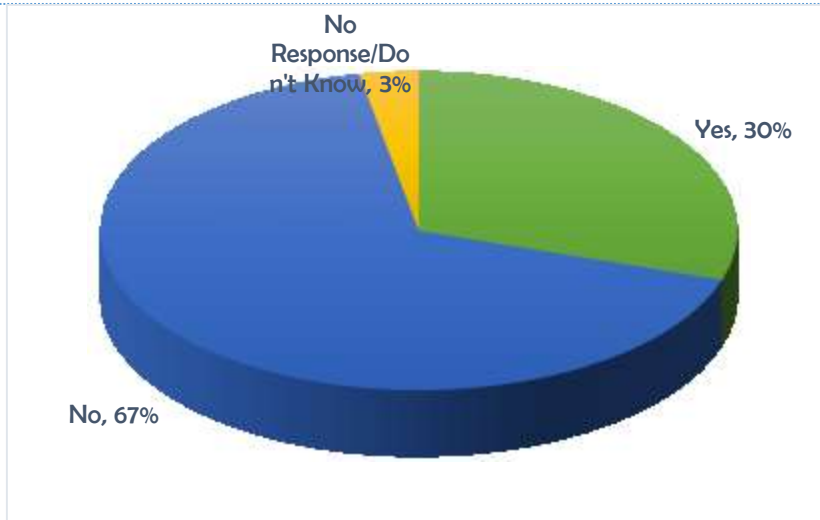
Table 4.11a: Priorities for Money obtained from Working in PWP activities

Priority	Frequency (out 210)	%
Buying food	127	60.5
Medical care	45	21.4
Paying school fee/materials	43	20.5
Others	34	16.2
Buying new clothes	26	12.4
Started IGA/Improvement of business	15	7.1
House improvement	9	4.3
Bought/rented a piece of land	3	1.43
Bought assets (eg radio, TV, ox plough)	3	1.43

4.4.6 Proportion of Households that were able to save part of the income earned from the PWP Projects

The study sought to establish the proportion of households that were able to save part of their incomes. **Chart 4.12** present the detailed findings. From the graph, the study reveals that majority (67%) of PWP/FI beneficiaries were unable to save any money they earned, 30% were able to save while rest 6% did not provide any response to the question.

Chart 4.12: Proportion of PWP/FI Beneficiaries Who Were Able to Save from their Wages



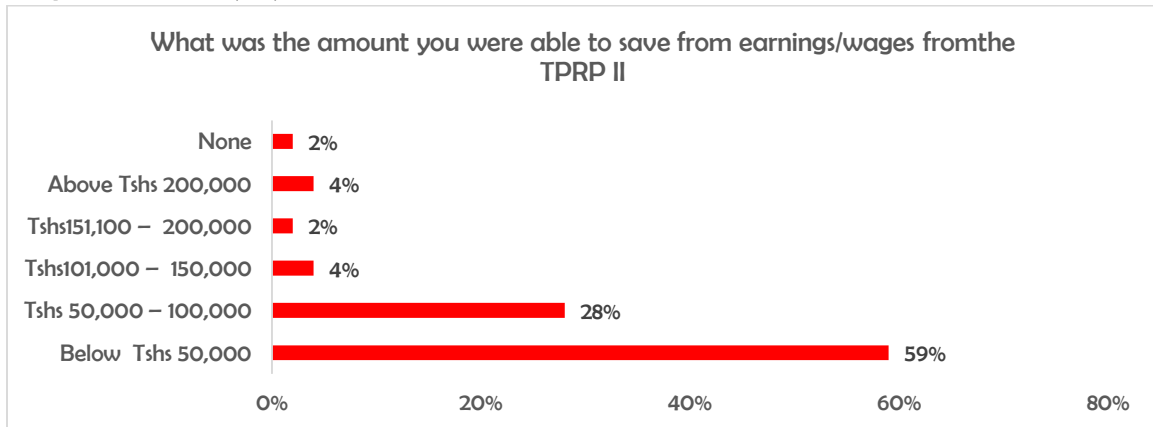
Source: Own Data, January 2016

Ability to save portions of the income is often not so much a factor of amount earned as it is a discipline that needs to be cultivated and enhanced through regular practice. The fact that 30% of the respondents indicated that they were saving some portion of their income is an extremely encouraging outcome of the TPRP II intervention. Future interventions targeting the groups should build on these results especially to increase the proportions of the population saving at least Tsh 50,000 from the current 30% to more than half by especially targeting those already familiar with the practice of savings to help them form it as a habit and also by providing models that can inculcate the discipline such as, table-banking, cooperatives and merry-go-round groups.

4.4.7 Amount Saved

Graph 4.8 presents survey findings on the amount of money which those who were able to save from incomes earned from PWP projects. From the graph, the survey reveals that the majority (59%) were to below TSh. 50,000 followed by 28% who were able to save between Tsh. 50,000 to 100,000. More detailed finding are presented in the graph.

Graph 4.8 Amount (Tsh) Saved



Source: Own

Data, January 2016

4.4.8 Reasons for not saving

For those PWP/FI beneficiaries who never saved money from their wages, the survey sought to establish why they did not. **Graph 4.9** present the findings. From the graph, the survey established that majority (51%) reported that the wages were too low to even buy enough food staff leva alone saving, 26% reported that they did not have any other source of income save the PWP project, 9% reported that they did not save due to food rationing. More detailed findings are presented in the graph.

Graph 4.9: Reason Why PWP/FI Beneficiaries Never Saved from their Wages

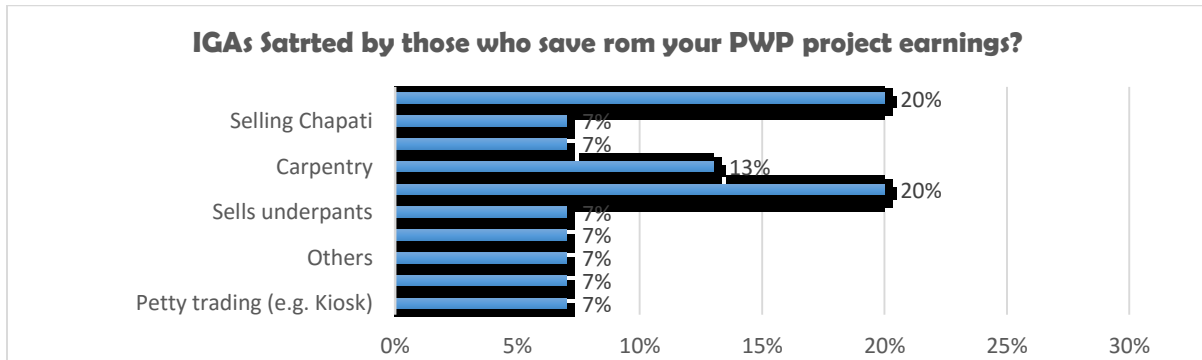


Source: Own Data, January 2016

4.4.9 Type of IGAs Established by those who Saved and Started Businesses

The survey sought to establish the types of income generating activities (IGAs) which were established by those PWP/FI beneficiaries who saved and established business. **Graph 4.10** present detailed survey findings on the type of businesses established by PWP beneficiaries who managed to save. From the graph the survey reveals that majority established such as selling small clothing, chapatti, and carpentry as presented by the graph.

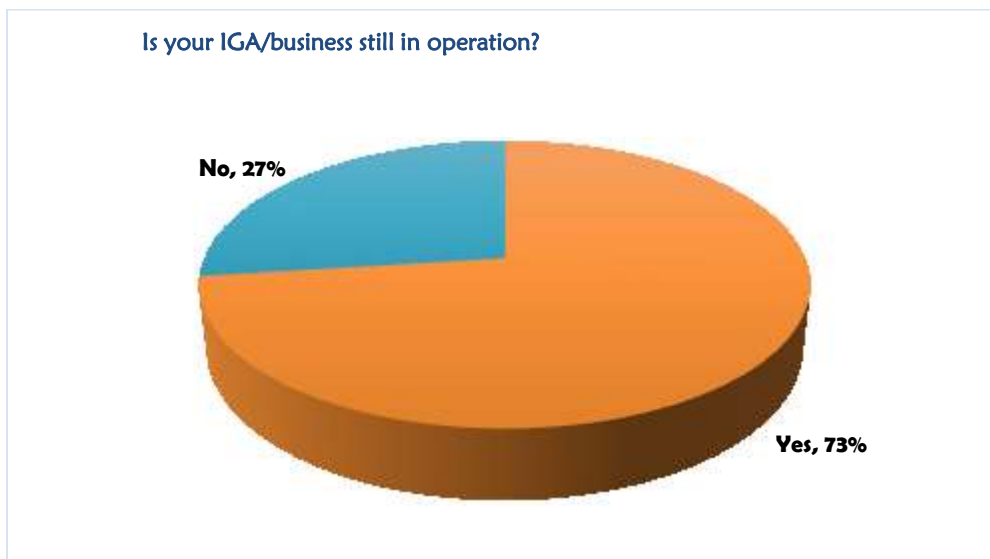
Graph 4.10: Types of Businesses Establish by PWP/FI beneficiaries.



4.4.10 Is IGAs still running by time of survey?

For PWP project beneficiaries who saved and established businesses, the survey set to find out whether or not the IGAs are still operating. **Chart 4.13** present the survey findings.

Chart 4.13: Whether or not the Businesses Established by PWP/FI Saves are still operating



The survey reveals that majority (73%) of those PWP beneficiaries who established businesses, their IGAs were still operating while 27% reported that their businesses were not operating by the time of this survey. This is an excellent learning experience which should be encouraged to increase the spirit and culture of thrift/saving among the lower end of the market segment. By increasing the appetite to save and invest, such interventions have very high rates of sustainability long after such interventions have stopped as has been established for PWP beneficiaries.

4.4.11 PWP/Fl Respondents Satisfaction with TPRP II Project Interventions

Those who worked on PWP/Fl subproject were asked to give their honest opinion on their satisfaction with TPRP II interventions, 12.4% were very satisfied, 43% were satisfied, 10% were neither satisfied nor dissatisfied, were dissatisfied while 1% were very dissatisfied. **Table 4.12a** presents these findings.

Table 4.12a: Level of Beneficiaries' Satisfaction with PWP/Fl Subproject

Satisfaction Level	Frequency	Percent
Very satisfied	26	12.4
Satisfied	91	43.3
Neutral	22	10.5
Dissatisfied	16	7.6
Very dissatisfied	2	1.0
No response	53	25.2
Total	210	100

There is need for future interventions to help the beneficiaries expand to other businesses.

4.5 OUTREACH AND MONITORING COMPONENT

The data for this component was collected from secondary sources such as monitoring reports and project documents as well as through focus group discussions and key informant interviews with technical sector experts in education, water, agriculture and livestock, health as well as TPRP II staff at the headquarters and the local authorities.

4.5.1 Outreach

This was designed to inform and educate the target groups on the availability of TPRP II resources and how the resources can be accessed. Outreach was done at 3 levels – village, LGA and national level and the following activities were undertaken: at Community Level (Village Councils) - awareness raising - disseminating project information through Sensitization Programmes; production of Promotion Materials such

as Brochures, Calendars, posters, fliers carrying various messages related to poverty issues; and distribution of developed documents to stakeholders. In addition, the subcomponent was to oversee subproject implementation and support the project committees in conflict management.

At LGA level the subcomponent was to oversee quality control and facilitation of workshops, training, radio/TV programmes etc. While at National level (PIU) the subcomponent was to oversee awareness raising and dissemination of information (IEC), supervise (technical backstopping) and undertake promotion through Mass Media to portray project activities so as to make it known to communities, institutions that are involved in poverty reduction and other stakeholders.

4.5.2. Monitoring and Evaluation

This sub component focused on monitoring project activities and assessing their impact on beneficiary communities as well as environmental and social safeguards issues. Under Monitoring and Evaluation (M&E) the following activities were performed leading to various outcomes and impacts at the different levels:

- (i) Collecting and compiling data and entering data in Project Tracking System (PTS), analyzing it to provide information for making management decisions;
- (ii) Baseline studies: These studies were to be conducted on beneficiaries who would obtain support from the project. The aim being to capture their socio economic welfare that would allow the project to measure the impact of the interventions. However, it emerged that the project did not undertake any baseline studies before implementations commenced;
- (iii) Beneficiary Assessment (BA): This tool was developed for carrying out beneficiary satisfaction in the project areas aimed at improving project operations and assess the value of activities as perceived by beneficiaries; and
- (iv) Two Impact evaluation studies conducted to cover: (i) individual/household level outcomes (quantitative assessment of health, education and nutrition impacts); (ii) community life style; and (iii) programme processes (qualitative assessments and 'community score card'). One was done in 2013 and the final impact evaluation is the current one.

While it was outside the mandate of the current assignment to monitor the actual activities undertaken under the 3 project components, the outcomes and impact of the activities were assessed. It was evident that outreach activities planned for the project had had the desired effects as the community members interviewed were very much aware of the project's goals and objects.

(a) Overseeing subproject implementation

A notable innovation of the project was the creation of the community project management committees (CMCs) for the service poor subprojects. For each project, the community elected a fresh set of leaders from

among them to take charge of the project and report to the village once the project was complete. This not only ensured community leadership of the projects as well as separation of powers but also built the capacities of other community members. Following successful completion of the various projects, close to 50% of the CMC members were often elected into other leadership roles within the community. One member of a CMC became the Secretary of the Community's Cooperative SACCO - AMCOS while the chair of the CMC in one community was elected the Community Land Committee Chairperson and another member was elected to the Village Council. Two women members were elected to the village council while two other members were chosen to serve in other community projects led by NGOs like AMREF and UWEZO. As shown on [Table 2 below](#), the project contributed in developing capacities of new leadership with over 4,650 being trained in project implementation and 9,250 community members being trained in O&M.

(b) Support and Conflict Management

Evidence that the project supported the beneficiaries to develop own conflict management skills at project level was noted in one of the projects visited at Maundu Secondary school. As project was about to roll the Community Management Committee (CMC) and the district leadership clashed on what roles each should play. This led to delay in start of the project but the issue was resolved through conflict resolution skills learned during the project and mediation by the regional coordinator in effect averting a potentially explosive situation.

(c) Effectiveness of Implementation Modalities and Capacity Enhancement

The TPRP II project was structured in such a way that the input of the technical experts was required to ensure success. A total of 26 professionals attached to the various sectors at LGA level were interviewed and even though they were unanimous that the interventions were beneficial to both the individuals and the communities in which they were implemented, most observed that they were sustainable. About 60% of the DED's observed that the implementation modalities were good and TPRP II should continue with the same while 20% recommended that there should be more community sensitization if the projects are to be sustainable.

The main sectors involved in the TPRP II projects were Education, Agriculture and Livestock, Water and Sanitation, and Health. The different sector heads had differing opinions regarding the TASAF projects, for example, most education sector heads recommended that they would include the maintenance and completion costs of the TASAF projects in their sector budgets to ensure the standards are achieved. The sector experts observed that the additional learning spaces had served to reduce congestion and will most likely improve the results as children from poor communities are now able to access education. The health sector experts noted that they had been involved in the implementation of the projects but they recommended that TASAF should increase the budget allocations for health as the needs are still very many.

(d) The Livestock and fisheries sector heads were concerned that the interventions in TPRP II centered mostly in production and recommended that the next phase should include marketing of the produce as well to ensure increased income and therefore improvement in the living conditions of the beneficiaries. They noted that the departments have the relevant skills and will mainstream the TASAF projects in the extension services.

(e) **National Level Awareness, Supervision and Promotion**

In this regard it was noted from the interactions and discussions with the national staff that the levels of awareness among the national staff was relatively very higher and the various sector officers at headquarters understood the project adequately. It was noted that TPRP II witnessed relatively staff high staff turnover and therefore some of the institutional memories might have been lost in the process. But this was in no way a big problem since a lot of documented background information is available at the national office.

4.6 COMMUNITY DEVELOPMENT INITIATIVES

The community development initiatives component was implemented under three (3) subprojects namely service poor (SP), Food Insecure (FI) and Income Generating Activities (IGAs). The project planned to implement the fourth subproject – the Community Savings and Investment Promotion (COMSIP) but the assessment team established that this subproject was not implemented during the TRSP II. The impact assessment study obtained relevant data from three subprojects: Service Poor communities, Food Insecure households and Vulnerable Groups who engaged in Income Generating Activities.

Data for this component was collected through quantitative survey as well as focus group discussions and qualitative interviews and review of reports. The assessment team interviewed 744 respondents from four LGAs – Lindi Urban, Lindi Rural, Tandahimba, and Mtwara Urban. Table 4.1 presents the achievements of the initiatives.

Table 4.12: Level of Achievement of Community Development Initiatives

Indicators	Achievement
1. # Sub projects completed according to design	585
2. # Communities/villages receiving sub project grants	370
3. # Community Management Committees for socio economic beneficiaries with at least 50% of elected women	585
4. % Subprojects with permanent maintenance mechanism in place	370
5. # of Trained Trainers facilitating Communities on sub project cycle management (District E-PRA Team Members)	144
6. # Trained Community Management Committees members in sub-project implementation	4,650

7. # individuals participating in community savings schemes (one LGA only)	143
8. # O&M committee members trained	9,250
9. # Sub projects completed within time of subproject cycle	380

Source: Personal Interview - TASAF HQ

As noted above, there was no baseline study undertaken before implementation of the project. It was thus not possible to establish how the facilities developed compared with what was intended at the beginning of the project. **Table 4.13** shows the number of facilities developed through the project from which the level of achievement can be inferred.

Table 4.13: Facilities Developed by the Project to Improve Services

FACILITY	SP	FI/PWP	VG/IGA	TOTAL
# of Health Centers/Dispensaries	30			30
# of Classrooms	184			184
# of other facilities built for improved learning environment	29			29
# Markets constructed		1		1
# Kilometres of Road constructed		270		270
# of Irrigation systems constructed		18	22	40
# of beneficiaries of FI/PWP				
Amount (Tsh) of wages for FI/PWP (in billions)		2.53		2.53
# of beneficiaries				
Amount (Tsh) invested in IGA/ VG (in billions)		4.22		4.22

4.6.1 Extent to which beneficiary needs were met

The assessment study was expected to assess the extent to which the needs of beneficiaries in all components were met; i.e. the extent to which the stated goals of beneficiaries have been achieved through implementation of the stated activities; these include reducing congestions of pupils in classrooms, reducing time spent in fetching domestic water, reducing mortality rates, reducing incidences of sickness and enhancing school attendance, etc.

For the food insecure, the needs included number of meals per day among other household cash needs. During focus group discussion, majority (96%) of the beneficiaries involved in IGAs indicated that the business training they received was relevant for their needs while 75% of the food insecure beneficiaries who were involved in public works said they were very satisfied (16.6%) or satisfied (58.3%) with the project.

More than half (58%) of the those in the SP subproject beneficiaries who participated in the study were of the opinion that the health projects have reduced prevalence of major diseases like malaria, HIV/AIDS related diseases, respiratory infections and waterborne diseases in their communities. A significant proportion indicated that they either do not know (17%) if there has been reduction in the incidence of diseases or they did not agree (24%) that there has been any change in disease incidence. On sanitation, opinion was divided (50%) as to whether the TPRP II project had improved availability or quality of sanitation facilities, while access to water in terms of time taken to fetch water had improved considerably after the project. **Table 4.15** presents these findings.

Table 4.14: Facilities developed by the SP subproject to improve services to Beneficiaries

FACILITY	SP	FI/PWP	VG/IGA	TOTAL
# of Health Centers/Dispensaries	30			30
# of Classrooms	184			184
# of other facilities built for improved learning environment	29			29
# Markets constructed		1		1
# Kilometres of Road constructed		270		270
# of Irrigation systems constructed		18	22	40
# of beneficiaries of FI/PWP				
Amount (Tsh) of wages for FI/PWP (in billions)		2.53		2.53
# of beneficiaries				
Amount (Tsh) invested in IGA/ VG (in billions)		4.22		4.22

Source: Own Data February 2016

4.6.2 Meals Taken Per Day before, During and After TPRP II Project

The most significant change (10%) was in the proportion of households taking 3 meals per day during (20%) and after the project meaning that somehow the income from the public works projects for food insecure households actually met the needs for increasing the number of meals/food intake. However, a significant proportion (64.2%) of the households still have only one or two meals per day one year after the end of the project. This finding means that while the TPRP II subprojects were fundamentally good relief as long as the projects lasted, it has been hard to sustain the 3-meals per day practice among beneficiaries. **Table 4.16** presents these findings.

Table 4.15: Time taken to fetch domestic water before and after the project

Time Taken		Before TPRP II	After TRPP II
Valid	Less than 20 minutes	23.1	67.3
	20-40 minutes	30.8	9.6
	41-60 minutes	15.4	5.8

	Over 60 minutes	30.8	17.3
	Total	100.0	100.0

Source: Own Data Survey; January 2016

What is noted here is that there is a positive impact given that the percentage of families that after the project (now) are taking three meals is smaller compared to during the project but generally higher compared to before the project. Likewise, percentage of families taking two meals in a day is higher now (after the project) compared to those who were taking two meals during the project. Paradoxically anyway, those taking one meal in a day are many now compared to those who were doing so during the project. Yet they are not as many as those who did so before the project.

Table 4. 16. Number of meals taken by FI/PWP households before, during and after the project

Number Of Meals Per Day		Before	During Project	After (Now)
Valid	One	9.3	3.3	7.9
	Two	64.2	50.3	56.3
	Three	26.5	46.4	35.8
	Total	100.0	100.0	100.0

Source: Own Data Survey; January 2016

4.6.2. Improved Income, investment and savings for Food Insecure Households

With specific reference to the FI, the study wanted to establish whether or not the TPRP II project improved income, investment, and savings of among FI beneficiaries. The study reveals that there was a significant increase in the household income levels during the project with percentage of households earning less than Tsh 50,000 dropping by more than 30 percentage points while incomes above Tsh 50,000 doubled in almost every category. The fact that there was no household where the incomes were less during the project than before means that either the payments for the public works projects was way better than income from other sources or that the households did not drop the other sources of income but rather added the PWP to their daily workloads resulting in increased income. **Table 4.17** presents the detailed findings.

Table 4.17. Incomes Before and During the PWP Projects

HH Income Per Month		Before	During	After
Valid	Below Tshs 50,000	75.5	43.7	70.3
	Tshs 50,000 – 100,000	15.9	37.7	19.2
	Tshs101,000 – 150,000	4.0	9.3	6.1
	Tshs151,100 – 200,000	2.6	4.0	1.5
	Above Tshs 200,000	2.0	5.3	2.9
	Total	100.0	100.0	100.0

Source: Own Data Survey; January 2016

4.6.3 Student Classroom Ratio

On student/classroom ratio, the project added 184 classrooms to the communities. This means that another 7,360 children have been enabled to access learning facilities (working with 40 learners per classroom). Assuming the entire two regions had 1000 classrooms before the project, each holding 40 learners, the additional 7,360 would have been added to those facilities giving a student/classroom ratio of 47,360:1000 or 47:1, with the additional 184 classrooms, the 47,360 now had 1,184 classrooms in effect reducing the student classroom ratio to 40:1.

When asked to describe the satisfaction level of the community with the additional education facilities provided by the TPRP II project, 62% indicated they were either very satisfied (21%) or just satisfied (40.8%); with 90% indicating that the addition facilities had reduced congestion in the schools in the two regions of Mtwara and Lindi.

Reports by the schools indicated that every additional classroom on average came with additional 2 doors of pit latrines and a rainwater harvesting system complete with a 5,000-litre water tank. This means that 184 water tanks were installed by the TPRP II project and additional 386 pit latrines were added to the school sanitation system in the two regions. This means that in real terms, an additional 15,440 students in the school environment were able to access improved latrines while the entire school population was able to access clean water for hand washing for a given period of the year – when the water tanks were full in effect providing improved sanitation.

At community level, a significant 57.7% of the local population where water projects were implemented by TPRP II project is either very satisfied (23.1%) or just satisfied (34.6%) working at more than half of the population. However, a significant 28.8% of the population is absolutely not satisfied with the water and sanitation interventions.

With regard to road network, the project added 270 kilometres of road and 40 irrigation systems according to the records availed from TASF. The 270 kilometres of rural access roads were added to connect rural farming areas, and irrigation schemes to the markets in effect improving incomes. A significant 68.9% indicated that they now take less than one hour to get to the nearest rural road, however 31% still take more than one hour to get to the nearest local road that connects to the main roads leading to other services like schools, hospital, water points and markets, among others. This is significant for accessing markets and improving socio-economic conditions of the community members. This was reflected in the level of satisfaction with the road services where 59% were satisfied while 41% of the respondents still felt that the services were still poor.

4.6.4 Cost Effectiveness

The study required an assessment of cost effectiveness in realizing the intended output. Total financing for TPRP-II amounted to US\$ 12,000,000 for all three components and was allocated by component as follows; Outreach and Monitoring (US \$ 650,000), Community Development Initiatives (USD 9,450,000) and Management and Coordination (US \$ 1,900,000). For the level of assets and capacity developed within the 585 community projects, it is an informed opinion of the consulting team that there was value for money, some implementation challenges notwithstanding.

4.6.5 Project Sustainability and Compatibility with LGA Objectives

Overall, all the projects were properly anchored in within the sector plans and sector experts were properly consulted to ensure the projects were of high quality and complied with sector standards. In addition, the projects were officially handed over to the existing leadership structures at community (Village Councils) and LGA (sector experts) levels. This will ensure that the communities take ownership of the assets and the operations and maintenance role for the physical assets. But more importantly, the involvement of the beneficiaries will ensure that benefits are not curtailed by the end of external funding.

4.6.6 Quality of Completed Projects for SP subproject

The study intended to establish the quality of completed projects under SP sub project. The study reveals that the quality of work on the service-poor communities' projects/facilities was sometimes wanting either for lack of closer supervision or for the same reason of burst budgets due to price increases on general construction and building materials.

Among the subprojects, community members who participated in income generating activities (VG/IGAs) were happier with the TPRP II project. Study findings reveal that generally some delays were noted in disbursement of grants but the IGA groups were more cohesive and innovative in coming up with solutions to the unforeseen projects challenges, for example in Naliendele Ward when the goat keeping group could not easily find government veterinary officers on time, they resorted to using retired officers to mitigate the shortfall. At the same time, the vulnerable group of widows and widowers of Malopokelo Village decided to buy half the number of cows when the budgets fell short of their plans due to general price increases by the time. They innovatively agreed that each member who had received a cow would give the first calf to the other half of the group member who had not received. At the same time keeping the group together through very strict group rules that ensured members did not sell the cows without the consent of not only the group but also the leadership of the Village Council. The members of this group also reported that they were beginning to improve their farm outputs by using the cow manure in their farms – an unintended benefit.

4.7 Management and Coordination

This component focused on management and enhancing partnership with other stakeholders, collaboration with poverty institutions, resource mobilization, etc. Under this component, TPRP II supported development communication, capacity building at the national, LGA and community level, provided technical assistance in participatory monitoring and evaluation (including a beneficiary tracer study), transparency, and accountability in the targeted districts on the project area. In light of the fact that TPRP II was undertaken within the larger TASAF II, it can be inferred that the capacity building and trainings that happened under TASAF II also included staff members of the project.

At Community level the component focused on following up implementation of the sub-projects, meeting transport expenses and night/daily allowances to Village Council and Management Committee members. In addition the component was to improve community offices by providing stationery, office furniture, undertake minor community office repair works, secretarial services where applicable and monitor the implementation process of the projects by reporting (Physical and financial) status of the project.

The impact of the project performance under this component can only be inferred from the performance of the other two components. The assessment held 17 Focus Group discussions with members of community management committees and village councils to follow up implementation successes and challenges of the subprojects. Over 100 community members participated in the FGDs.

At LGA Level the component was aspects of implementation including facilitation expenses, completion of subprojects, operational expenses, office furniture, office consumables, and secretarial services where applicable. It was also to provide technical support including providing technical support expenses, evaluation and certification of facilities, and auditing. Further the component was also to monitor implementation process including reporting (Physical and financial status of the projects) hire local service providers (LSP) or external experts for evaluation and certification.

To establish how well the project had performed under this component, the impact assessment was tasked to assess the effectiveness of implementation modalities for community development initiatives and capacity enhancement in strengthening decentralization at community level.

The assessment team noted that overall the beneficiaries expressed satisfaction with the implementation modalities for the community initiatives specifically for strengthening decentralization. However, the communities raised various concerns that they noted could improve the process.

The arrangement where the project CMC was different from the local leadership structures was very commendable. School committee members and heads of schools whose schools participated in the SP subproject were very appreciative of the transparency and accountability of the TPRP II project. One school committee commended the system noting that it ensured accountability since the school committee and head

teacher were not involved in the procurement and construction of the facilities leading to the emergence of new leadership from the community. *“I only received the keys from the CMC to open and commission the facility for use”* noted the chair of a primary school in one community.

4.7.1 Project Coordination

The Project Implementation Unit (PIU) was designed to provide overall project coordination, the necessary institutional, financial, logistical and technical support. The PIU was the entity responsible for the day-to-day management and administration of project activities located within the TMU. The PIU was headed the Project Director and assisted by a team of professionals consisting Assistant Director, M&E Specialist, Development Communication Specialist and Accountant. The major function of the unit was operations and systems management, fund management, auditing, capacity building at all levels namely national, LGA and community.

Specific activities to be undertaken under this subcomponent included: Development Communication namely dissemination of information, area-specific impact evaluation development of Community Score Card review of Financial Management systems, quality control through technical backstopping support, procurement of goods and services such as consultancies, beneficiary assessment, technical audit and final Project Impact Evaluation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

TPRP II invested resources in the training and set up of various income generating groups in the two regions. However nearly all the groups were involved in agricultural production activities which, while good, did not fetch adequate returns to significantly change the lives of the members. It is recommended that future interventions should consider developing the entire value chains and invest more in interventions that promote value addition in order to improve incomes to the farmers. Dairy groups can be trained on yogurt and cheese making so they do not need to sell raw milk while beekeepers could be helped to package, brand and sell their products as completed products or better still connected to external markets that fetch better prices for their produce.

The goal of any poverty reduction programme is often to increase income of the target groups. In regard to the TPRP II, Although there is no evidence of how the beneficiaries looked like before the project, it is a sure event that the beneficiaries were selected because they were worse off. Now that their incomes are more or less equal to those who were not selected (the untreated), it means that the project succeeded in raising up their incomes, somehow. Further, the results show that over 80% of the populations in these communities live on approximately US\$ 1.6 per day – slightly higher than the poverty line of USD 1 per day, meaning that both the beneficiaries and non-beneficiaries can be said to live above the poverty line ceiling.

Given that a significant percentage (over 70%) of the beneficiaries and non-beneficiaries in the communities own land albeit small parcels, and that crop production is the main agricultural activity undertaken by both groups, it is recommended that future poverty alleviation projects focus on intensive crop production and improved marketing for the produce. In this regard, the cooperative movement offers the best option for marketing of produce; 19% of the non-beneficiaries among the vulnerable groups market through cooperatives while over 90% among the Service Poor communities where there was no distinction already belong to cooperatives.

Given the small farm sizes (74% owning less than 3 acres) and the obvious subsistence nature of production among the various subproject groups, it is important to explore how to diversify livelihoods away from farming if poverty is to be effectively addressed in the regions. One option that holds promise is the promotion of small businesses as significantly low proportions of the respondents (an average of just 5% across the board) gave this as an occupation. There are various ways of promoting small businesses including exploring avenues for micro-credit, opening up road networks and providing business training especially for the relatively young populations in these areas. This is also significant given that slightly over 60% of the population indicated they

had had only primary school level of education meaning that chances of other forms of employment are limited.

With respect to development of physical facilities especially among the service poor, the project was very relevant and the need for these facilities remains – especially for more quality secondary schools in order to promote transition and improve education standards. The project did not establish the net enrolment for primary schools but the number of children in most of the schools where the project was undertaken, there was anecdotal evidence that there is still need for more schools, one such primary school in Tandahimba district had over 1,300 pupils – way more than the school can effectively handle according to the teachers interviewed, while Machedi Primary School in the same district was started primarily to bring the services closer to the children of the community and hardly 6 years later has a population of more than three hundred children according to the head teacher.

A number of the technical experts especially in the area of agriculture and livestock observed that the project could have improved the way of engaging the extension staff in supporting the farmers. While this could not be proved statistically, it provides an opportunity for design of future projects. It will be important that future projects include training components for community farmers to improve production and explore external markets for better returns.

5.2 Conclusions and Recommendations

On component 1, the assessment established that the levels of awareness was very high as 72% of the community members interviewed were aware of the project meaning that there was adequate sensitization of the project at community level. With regard to monitoring and evaluation, it was not possible to isolate the specific outcomes of the OPEC funded component of the project from most of the general monitoring reports of TASAF II that were provided to the assessment team. In addition given that no baseline survey was undertaken prior to implementing the project, it was difficult to establish with certainty the changes brought about exclusively by the interventions.

In this regard, it is recommended that future similar initiatives should follow the same methods used in these projects for awareness creation. However, it will be important that future efforts are preceded by well documented baseline studies in order to effectively measure change.

On component 3 of the project, the management systems established for the project generally worked well to deliver the outputs envisaged and build the capacities of the various officers involved in the implementation of the project. One challenge noted was the long approval processes that ended up undermining delivery of the project outputs due to price escalations. It is recommended that this system be reviewed in future similar initiatives.

The Project Development Objective (PDO) of the second Tanzania Poverty Reduction Project (TPRP II) was **to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities** for communities that lacked basic social and market services, poor and food insecure individuals implementing labour-intensive works through temporary employment, and Income Generating Activities (IGAs) for vulnerable groups. Would we say that the project achieved its objective? Yes to a large extent as demonstrated above but more remains to be done as income levels still remain precariously low and with the growing young populations in the target regions, there is urgent need to do things differently to improve income, increase transition to higher education and create alternative employment opportunities to primary production which is currently the main occupation.

5.3 Policy Implications

1. With more than 70% of the households in these two regions owning less than 2 acres of land, and with just rudimentary farming skills and equipment, future poverty alleviation programmes cannot target farming activities. Programmes must focus on value addition and possible skills transfer for intensive farming efforts especially intensive livestock based production and value addition rather than crop production which is largely understood to be mainly subsistence. This is further buttressed by the fact that more than two-thirds of the households indicated that they own livestock, with 82% of the beneficiaries owning poultry; this means that husbandry skills may only need to be enhanced rather than taught afresh.
2. Further, markets for produce are certainly not developed with only 5% marketing their produce through cooperatives. This is an area of opportunity for future interventions. Poverty reduction interventions must focus on value chain development for whatever crops of livestock chosen to ensure farmers not only produce for the local market but that they get value for money by connecting to external and more lucrative markets to bring more cash into the communities.
3. While the project had planned a COMSIP component, it was established that this was not implemented. The need for this however remains. It is important that future initiatives include a component on savings and credit as part of the growth plans. Overall, the savings culture is weak and savings base not established meaning that most households have no funds to invest in businesses and diversity livelihoods.

ANNEXES

Annex I: Terms of Reference for Consultancy Services to Conduct Impact Assessment On OFID Funded Sub-Projects In Mtwara And Lindi Regions

1.0 BACKGROUND

The Government of the United Republic of Tanzania is implementing the Tanzania Second Poverty Reduction Project (TPRP II) through financing of OPEC Fund for International Development (OFID). The Project is implemented through the Ring fenced window under TASAFII in two regions of Mtwara and Lindi regions. Its Development Objective is to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities. The objective is linked to Millennium Development Goals (MDG's) indicator targets as stipulated in the National Strategy for Growth and Reduction of Poverty (NSGRP/MKUKUTA). The project provides a mechanism that allows local governments to respond to community demands focusing on interventions that will ultimately contribute to the attainment of MKUKUTA objectives and those of the Millennium Development Goals.

The TPRP II project was implemented and guided by TASAF II key principles provided hereunder:

- (i) Autonomous but operating in harmony with other on-going initiatives within the Local Government Reform Program, in order to ensure sustainability of the Fund's achievements.
- (ii) Demand-driven and follows a bottom up planning and decision-making approach.
- (iii) Finances community-initiated projects directly;
- (iv) Acts as a safety net by targeting vulnerable households and poor communities;
- (v) Conform to sector norms and standards.
- (vi) Non-partisan and apolitical.
- (vii) Modalities to access the Fund have to be clear;
- (viii) Delivery structure ensures speedy operations;
- (ix) Adequate and timely technical support;
- (x) Transparent and demonstrate full public accountability;
- (xi) Processing and management are cost-effective; and
- (xii) Strengthen community empowerment.

The TPRP II project is implemented under three major components, namely; i) **Outreach and monitoring:** It's major functions are to enhance capacities of communities and other stakeholders; to promote transparency and accountability in the management of activities at all levels.

ii) **Community Development Initiatives:** Through this component poor communities that lack basic social and market services; poor individuals implementing labour intensive works through temporary employment and Income Generating Activities (IGAs) are supported and promotion of savings culture at community level through COMSIP. .

iii) **Management and coordination:** This component focused on management and enhancing partnership with other stakeholders, collaboration with poverty institutions, and resource mobilization,

2.0 RATIONALE

By February 2015, a total of 585 sub projects have been funded. All these have created substantive number of assets that provide access to social and economic services to the beneficiary communities such as: community roads, dormitories, laboratories, classrooms, teacher's houses, desks, tables and other furniture for schools. In health facilities incinerators, staff houses, dispensary buildings, water systems and electricity or solar systems installation have been

constructed, water supply, drip irrigation schemes, livestock keeping and vegetable gardening. Income Generating Activities (IGAs) and Public Works related activities have been implemented to improve livelihoods and smooth beneficiaries' consumption. About 3,138 members of the Community Management Committees and 7,775 members of Village Council have also been trained on how to manage community sub projects.

All these efforts contribute to reduction of poverty for intended beneficiaries and hence also to the achievements of the national goals on poverty alleviation.

3.0 OBJECTIVES

The objective of the Assignment is to evaluate the extent to which TPRPII through OFID support has achieved its development objective and met the expectations of the intended beneficiaries of the Project in the spheres of access, use and satisfaction of service provided through assets created from sub projects implementation. Accordingly, the study should assess the extent to which training for various groups of beneficiaries at national, LGA and community levels had an impact on the project achievements and in building social capital.

Specifically, the study should look at the following key issues:

- (i) Assess the level of achievements for community development initiatives and capacity enhancement;
- (ii) Assess the effectiveness of implementation modalities for community development initiatives and capacity enhancement in strengthening decentralization at community level.
- (iii) Assess the extent to which the needs of beneficiaries in all components were met; i.e. the extent to which the stated goals of beneficiaries have been achieved through implementation of the stated activities; these include reducing congestions of pupils in classrooms, reducing time spent in fetching domestic water, reducing mortality rates, reducing incidences of sickness and enhancing school attendance, etc.
- (iv) Assess the availability of services, use and satisfaction for services provided from the assets created through implemented subprojects for various sectors
- (v) Identify the unintended results of the interventions, both positive and negative and causes thereof;
- (vi) Assess the extent to which intervention in those areas of beneficiaries complemented the role of LGAs in meeting their objectives of providing social services and building capacities; real
- (vii) Assess cost effectiveness in realizing the intended output;
- (viii) Sustainability aspects in compliance with the sector policies,

Specifically for Food Insecure intervention, the study should address the following key questions:

- (i) Does the program improve income, investment, and savings of beneficiaries?
- (ii) Does the program increase households' consumption? (On health, nutrition, education, shelter)
- (iii) Does the program improve income, investment, and savings for the households?
- (vi) What is the quality of work implemented by the beneficiaries? What is the status of the completed works?

4.0 METHODOLOGY

A consultant is expected to use both quantitative and qualitative techniques to ensure that both qualitative and quantitative information are obtained from different groups that will be interviewed at community, LGA and national levels. Those information will form a basis for drawing up the findings and conclusions in the study report. They shall be provided in form of table and graphs in the text and as annexes.

5.0 SCOPE OF SERVICE

The Consultant shall carry out and submit to TMU the following key deliverables:

- (i) Prepare an inception report;
- (ii) Draw a sample for the study. The sample shall be large enough to give validity of the results.
- (iii) Prepare study instruments that will consist of the Questionnaires and Interview Manual in hard and soft copies;
- (iv) Prepare and submit the draft Assessment Report
- (v) Present the report findings at a stakeholder's workshop, and incorporate the stakeholder's comments; and
- (vi) Submit the final Assessment Report

6.0 CONSULTANT'S QUALIFICATIONS

A consultant should have:

- (i) Proven experience in research and consultancy of not less than 5 years;
- (ii) Knowledge of Tanzania's social, political and administrative structure from national down to the village level;
- (iii) Experience with development projects

7.0 KEY STAFF

The consultant should ensure that the following key skills are available for this assignment:

- (iv) § A Team Leader with at least Master degree in Social Sciences with experiences in administering not less than four similar studies in the past five years.
- (i) § One Statistician/economist with at least Master degree and experience in similar studies and data analysis of not less than five years
- (ii) § One Sociologist/Community Development expert with at least Master degree and not less than five years experience in similar assignment and good in qualitative data collection and analysis;

8.0 TIME FRAME

The Impact Assessment assignment is expected to be completed within two months from the date of contract signing.

9.0 OUTPUTS

The consultant shall ensure that the following outputs are made available:

- (i) Study Sample, to be submitted two weeks after signing the contract;
- (ii) Study Instruments, to be submitted two weeks after signing the contract
- (iii) Interview Manual for use by enumerators/facilitators, to be submitted two weeks after signing the contract
- (iv) Assessment Reports which will be submitted in three phases as follows:

- Inception report to demonstrate understanding of the TOR, to be submitted three weeks after signing the contract
- Draft report to be submitted seven weeks after signing the contract. TASAF Management Unit Review Group will provide comments within a period of one week from the date of submission so that the consultants can incorporate comments into the final draft; and
- Final report to be submitted in eight weeks after signing the contract or two weeks after receiving comments from TMU.

The consultant shall submit three (3) hard copies of the above-mentioned outputs, supported by electronic copies (saved in Compact Disc and Flash Disk). All raw materials will remain the property of TASAF.

10.0 REPORTING ARRANGEMENTS

The consultant shall report to the TASAF Review Group whose secretary will be the TASAF Monitoring & Evaluation Specialist or his/her appointee as the case may be.

11.0 SERVICES TO BE RENDERED BY TASAF MANAGEMENT UNIT

The TMU will provide relevant documents; data and staff to enable the consultant successfully carry out the assignment. TMU will meet all costs for its staff for assignments related to this consultancy.

Appendix 2: Reporting Requirements


- (a) Inception report to demonstrate understanding of the TOR, to be submitted two weeks after signing the contract
- (b) Draft report to be submitted eleven weeks after signing the contract. TASAF Management Unit Review Group will provide comments within a period of one week from the date of submission so that the consultants can incorporate comments into the final draft; and
- (c) Final report to be submitted fourteen weeks after signing the contract or two weeks after receiving comments from TMU.

ANNEX II: HOUSEHOLD SURVEY QUESTIONNAIRES ALL SUB-PROJECTS**Annex II: A –Beneficiary Household Questionnaire for TASAF (TPRP II) Food Insecure (FI) Interventions****THE UNITED REPUBLIC OF TANZANIA:
TANZANIA SOCIAL ACTION FUND (TASAF): TPRP II PROJECT****IMPACT ASSESSMENT TPRP II PROJECT 2009-2014 FOOD INSECURE (FI)****PLEASE ENTER ANSWERS/NUMBERS CORRECTLY IN THE TABLET**

Region:	Rural/Urban:
LGA:	Village/Mtaa:
Date Interview	Name of Interviewer:
Name of Interviewee:	Serial No.

SECTION 1.0: RESPONDENT'S BIO DATA

1.1	Gender (Observe. Don't Ask)	1. Male 2. Female	1 2
1.2	Age	1. 16 – 25 2. 26 – 35 3. 36 – 45 4. 46 – 55 5. 56 – 59 6. 60 and above	1 2 3 4 5 6
1.3	Marital status	1. Married 2. Single 3. Widow/Widower 4. Separated/ Divorced	1 2 3 4
1.4	Highest level of education attained	1. Primary school 2. Adult learning 3. Secondary education 4. Tertiary/college education 5. University 6. No formal education 7. Others (Specify)	1 2 3 4 5 6 7
1.5	Occupation prior to TPRP II interventions	1. Crop farming 2. Fishing 3. Poultry farming 4. Livestock keeping 5. Small business e.g. carpentry, shop, masonry, 6. Domestic worker 7. Pensioner 8. Casual labourer 9. Housewife 10. Formal employment in public sector 11. Formal Employment in private Sector 12. Student 13. Unemployed 14. Other (specify):	1 2 3 4 5 6 7 8 9 10 11 12 13 14

1.6	How long have you lived in this Village/Mtaa?	1. Less than 1 year 2. 1-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. Over 20 years	1 2 3 4 5 6
1.7	Relation to head of household?	1. Head 2. Spouse (husband/wife) 3. Son/Daughter 4. Father/Mother 5. Grandson/Daughter 6. Other relative	1 2 3 4 5 6
SECTION 2.0: HOUSEHOLD PROFILE			
2.1	Who is the head of your household? (<i>not name</i>)	1. Male 2. Female 3. Child 4. Relative e.g. grandparent, uncle, aunt etc	1 2 3 4
2.2	How many permanent members are there in your household?	1. 1-3 persons 2. 4-6 persons 3. More than 6 persons	1 2 3
2.3	How many of your family members fall in the mentioned categories? (Mention numbers) - (<i>Multiple answers allowed</i>)	1. Under 5 Children (U5C) _____ 2. Children under 18 years old _____ 3. Older people (above 60 years) _____ 4. Chronically sick persons _____	1 2 3 4
2.4	Ownership of this House	1. Own 2. Rented 3. Stay with relative(s)	1 2 3  2.9
2.5	How many rooms does your house occupy?	1. 1 room 2. 2-4 rooms 3. More than 4	1 2 3
2.6	If owning more than one house, mention number and Location	Location _____ Number _____	
2.7	If owning house, what is the roof type?	1. Iron sheets 2. Tiles 3. Wood 4. Grass/reeds thatched 5. Mud thatched 6. Palm fronds 7. Plastic 8. Other (specify) _____	1 2 3 4 5 6 7 8
2.8	If owning house, what is the type of wall?	1. Mud 2. Trees/poles 3. Mud & poles 4. Cement blocks 5. Burnt bricks 6. Grass 7. Plastic 8. Other (specify) _____	1 2 3 4 5 6 7 8
2.9	If renting, how much do you pay monthly?	1. Below Tshs 10,000 2. Tshs 10,000 – 20,000 3. Tshs 21,000 – 30,000 4. Tshs 31,000 – 40,000 5. Tshs 41,000 – 50,000 6. Above Tshs 50,000	1 2 3 4 5 6
2.10	What is your current average monthly income?	1. Below Tshs 50,000	1

		2. Tshs 50,000 – 100,000 3. Tshs101,000 – 150,000 4. Tshs151,100 – 200,000 5. Above Tshs 200,000	2 3 4 5
2.11	What does your household possess among the following items? <i>(Multiple answers allowed)</i>	1. Radio 2. Bicycle 3. Bed with mattress 4. Mattress only 5. Motorcycle 6. Motorcar 7. TV Set 8. Mobile phone 9. Table/chairs 10. Other (specify)_____	1 2 3 4 5 6 7 8 9 10
2.12	What is the source of light in your dwelling? <i>(Multiple answers allowed)</i>	1. Lamp (Kibatari) 2. Hurricane lamp (with glass) 3. Battery lamp (TaazaMchina) 4. Electricity (TANESCO) 5. Generator 6. Other (specify)_____	1 2 3 4 5 6
2.13	What kind of fuel do you usually use for cooking? <i>(Multiple answers allowed)</i>	1. Wood collected 2. Wood purchased 3. Charcoal 4. Kerosene 5. Cow dung 6. Electricity 7. Gas 8. Other (specify)_____	1 2 3 4 5 6 7 8
2.14	Does your household own land?	1. YES 2. NO	1 ⇒ 2.15 2 ⇒ 2.22
2.15	If YES, what is the size of your land?	1. Below 1 acre 2. 1-2 Acres 3. 2-3 Acres 4. 3-4 Acres 5. More than 5 Acres 6. I do not know	1 2 3 4 5 6
2.16	What are the uses of your land? <i>(Multiple answers allowed)</i>	1. Homestead only 2. Farming 3. Grazing 4. Small garden 5. Commercial Building 6. Other (specify)_____	1 2 3 4 5 6
2.17	What farm implements do you use?	1. Hand hoe 2. Panga 3. Ox-plough 4. Tractor 5. Fishing boat 6. Fishing nets 7. Power tiller 8. Hives (Bee) 9. Others (Specify)_____	1 2 3 4 5 6 7 8 9
2.18	What farm implements do you own?	1. Hand hoe 2. Panga 3. Ox-plough 4. Tractor 5. Fishing boat 6. Fishing nets 7. Power tiller 8. Bee Hives 9. Others (Specify)_____	1 2 3 4 5 6 7 8 9

2.19	Do you have livestock?	1. Yes 2. No	1 \Rightarrow 2.20 2
2.20	If yes, what type(s) of livestock? (Multiple answer allowed)	1. Cattle 2. Goats/sheep 3. Poultry: Local 4. Poultry: Improved 5. Pigs 6. Bee hives 7. Fish Ponds 8. Other (specify) _____	1 2 3 4 5 6 7 8
2.21	Where do you sell your farm produce/other products you make?	1. Cooperative society 2. Local markets within the village 3. Private companies 4. Small business men 5. I don't sell 6. Others (specify) _____	1 2 3 4 5 6
2.22	If you don't own land, where do you grow your food crops	1. Rent 2. Land belong to my family 3. Other	1 2 3
2.23	What means of transport do members of your family usually use? (Multiple answers allowed)	1. On foot 2. By bicycle 3. Public transport/bus 4. Boat/Auto 5. Motor Cycle/BodoBoda 6. Others (specify) _____	1 2 3 4 5 6

SECTION 3.0: QUESTIONS REGARDING FOOD INSECURE INTERVENTIONS

3.1	Do you know what TASAF (TPRP II) has done in your area/community?	1. Yes 2. No	
3.2	How many able-bodied persons are in your household?	1. 1 person 2. 2 persons 3. more than 3 persons	1 2 3
3.3	How many of these participated in TASAF projects?	1. 1 person 2. 2 persons 3. More than 2 persons	1 2 3
3.4⁷	How much were you or members of your household paid per day for PWP jobs ?	1. Below Tshs 1000 2. Between Tshs 1,001 and 2,000 3. Between Tshs 2,001 and 3,000 4. Above Tshs 3,000	1 2 3 4
3.5	What was your or household members average monthly income before employment in TASAF PWP activities?	1. Below Tshs 50,000 2. Tshs 50,000 – 100,000 3. Tshs101,000 – 150,000 4. Tshs151,100 – 200,000 5. Above Tshs 200,000	1 2 3 4 5
3.6	What was your or household members average monthly income during employment in TASAF Project activities?	1. Below Tshs 50,000 2. Tshs 50,000 – 100,000 3. Tshs101,000 – 150,000 4. Tshs151,100 – 200,000 5. Above Tshs 200,000	1 2 3 4 5
3.7	Who among your household members was deciding on how the earned wages from the projects were used?	1. Myself (PWP beneficiary) 2. Head of household 3. Both wife and husband 6. All household members	1 2 3 4
3.8	Before participating in project activities, how many meals were members of your household taking in a day?	1. One 2. Two 7. 3. Three	1 2 3

⁷ We need to get stats on the average number of days worked, Wage payment Records at LGAs or TASAF

3.9	During your involvement in the TASAF Project activities, how many meals did your household take per day?	1. One 2. Two 8. Three	1 2 3
3.10	How many meals do your household take now after TASAF Project is completed	1. One 2. Two 9. Three	1 2 3
3.11	How did you use the money received from Public Works Projects (PWP) by TASAF?	1. Buy food 2. New Clothes 3. School fees/materials 4. Started IGA/Improvement of business 5. Medical care 6. House improvement 7. Bought/rented piece of land 8. Bought assets (specify), e.g. radio, TV, Ox plough, 10. Other (specify)	1 2 3 4 ⇨ 5 6 7 8 9
3.12	What were your priorities when you got your or household members wages?	1. Buy food 2. New Clothes 3. School fees/materials 4. To start IGA/Improvement of business 5. Medical care 6. House improvement 7. Bought/rented piece of land 8. Bought assets (specify), e.g. radio, TV, Ox plough, 9. Other (specify)	1 2 3 4 ⇨ 3.17 5 6 7 8 9
3.13	After meeting your priorities above, were you or household members able to save any money from employment in PWP projects?	1. Yes 2. No	1 ⇨ 3.14 2 ⇨ 3.16
3.14	If YES, what was the amount you were able to save from earnings/wages from the TASAF (TPRP II)? (monetary value)	1. Below Tshs 50,000 2. Tshs 50,000 – 100,000 3. Tshs 101,000 – 150,000 4. Tshs 151,100 – 200,000 5. Above Tshs 200,000 6. None	1 2 3 4 5 6
3.15	What did you do with the money you saved after fulfilling your priorities?	1. Buy food 2. New Clothes 3. School fees/materials 4. Started IGA/Improvement of business 5. Medical care 6. House improvement 7. Bought piece of land 8. Rented piece of land for farming 9. Bought assets (specify), e.g. radio, TV, Ox plough, 10. Fishing Net/Boat 11. Other (specify)	1 2 3 4 ⇨ 3.17 5 6 7 8 9
3.16	If NO to Q3.13, why didn't you or your household save money from your PWP project earnings?	1. Wages too low to buy enough food stuff 2. No other sources of income 3. Drought/Famine 4. High prices of food 5. Food rationing 6. Other (specify)	1 2 3 4 5 6

3.17	If you started an IGA (Q3.12), what type of IGA /business did you establish?	<ol style="list-style-type: none"> 1. Masonry 2. Poultry farming 3. Livestock e.g. goat, sheep, cattle, beekeeping 4. Piggery 5. Fish Pond/Fishing Boat 6. Moto Cycle/BodaBoda 7. Vegetable selling/ 8. Petty trading (e.g. Kiosk) 9. Sale of local brew 10. Others (Specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9
3.18	Is your IGA/business still in operation?	<ol style="list-style-type: none"> 1. Yes 2. No 	<ol style="list-style-type: none"> 1 \Rightarrow 3.19 2 \Rightarrow 3.30
3.19	Did you get any formal business training during the period of the TASAF project?	<ol style="list-style-type: none"> 1. Yes 2. No 	<ol style="list-style-type: none"> 1 \Rightarrow 3.20 2
3.20	If Yes, from where?	<ol style="list-style-type: none"> 1. LGA 2. Community Leaders 3. Local trainers 4. School teachers 5. Other (Specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5
3.23	If business is still operating (Q3.19), has it improved your monthly incomes since you began?	<ol style="list-style-type: none"> 1. Yes 2. No 3. To some extent 	<ol style="list-style-type: none"> 1 2 3
3.24	Approximately what is your current monthly average income from the business/IGA?	<ol style="list-style-type: none"> 1. Below Tshs50,000 2. Tshs 50,000 – 100,000 3. Tshs101,000 – 150,000 4. Tshs151,100 – 200,000 5. Above Tshs 200,000 	<ol style="list-style-type: none"> 1 2 3 4 5
3.25	If NO to Q 3.18 , why?	<ol style="list-style-type: none"> 1. Ran out of capital 2. Creditors did not pay 3. Lack of basic business management skills 4. Unfavourable climatic conditions 5. Livestock disease outbreak 6. High competition 7. Group misunderstandings/mismanagement 8. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8
3.26	To what extent were you satisfied with the PWP Projects were met the needs of the your needs/expectations	<ol style="list-style-type: none"> 1. Very satisfied 2. Satisfied 3. Neutral 4. Dissatisfied 5. Very dissatisfied 	<ol style="list-style-type: none"> 1 2 3 4 5
SECTION 4: UTILIZATION OF SKILLS ACQUIRED BY FI BENEFICIARIES TO IMPROVE INCOMES			
4.1	What specific skills did you or a member of your household acquire by working in TASAF (TPRP II project) PWD projects or an owner of IGA? <i>(Multiple answers allowed)</i>	<ol style="list-style-type: none"> 1. Construction 2. Tree Planting and Conservation 3. Mechanics 4. Painting 5. Masonry 6. Others (Specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4
4.2	How have you applied the acquired skills? <i>(multiple responses allowed)</i>	<ol style="list-style-type: none"> 1. Gardening 2. Seasonal employment in other construction works 3. Applied in own livelihood activities 4. Started my own IGA (specify) _____ 5. Started own tree nursery 6. Tree planting and soil conservation 7. other (Specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7
SECTION 5.0: POST PROJECT RESILIENCE OF BENEFICIARIES (SUSTAINABILITY)			

5.1	What are your household current coping strategies to access food after completion of project? (<i>Multiple answers allowed</i>)	<ol style="list-style-type: none"> 1. Casual labor 2. Small businesses 3. Selling natural resources e.g. firewood 4. Food vending 5. Sale of local brew 6. Selling livestock products 7. Remittances from relatives 8. Relief from philanthropic/government agencies 9. None (probe further) 10. Other(specify) 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9 10
5.2	If you started an IGA, and it is still going on, how do you keep it running?	<ol style="list-style-type: none"> 1. I generate a profit to run it 2. I borrow from Saving Society to run it 3. I sometimes borrow from relatives/friends 4. I get income from other sources 5. I get remittance from spouse/my children 6. Other (specify) 	<ol style="list-style-type: none"> 1 2 3 4 5 6
5.3	In your opinion, what are some of the unintended benefits that the community got from TASAF projects which they community did not anticipates?(<i>Multiple responses allowed</i>)	<ol style="list-style-type: none"> 1. Gender parity has increase: high level women involvement in community activities 2. Cohesions between community member's 3. Use of information technology like internet, mobile phones 4. Rural urban mobility improved 5. Other (specify) 	<ol style="list-style-type: none"> 1 2 3 4 5
5.4	In your opinion, what are some of the negative things that have been brought to your community by TASAF projects that were not there before?	<ol style="list-style-type: none"> 1. Increased rare of marital problem e.g. divorces, separation, etc. 2. Child labour increases 3. Girl child pregnancy increase 4. School dropouts increased among school girls 5. HIV/AIDS infection rate increased 6. Increase consumption of illicit brews consumption 7. Increase rate of child protection 8. Increased road accidents 9. Other (specify) 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9
5.5	To what extent did the TASAF Projects reduced your household's/community poverty levels	<ol style="list-style-type: none"> 1. Very big 2. Big 3. Small 4. Very small 5. Not at all 	<ol style="list-style-type: none"> 1 2 3 4 5
6.0	UNMET NEEDS		
6.1	In your opinion list almost two (2) critical unmet needs of the community which were not fulfilled during the period of TASAF Project activities	<ol style="list-style-type: none"> 1. 2. 	

THANK YOU FOR YOUR ATTENTION AND VALUABLE TIME

Annex II: B–Beneficiary Household Questionnaire for TASAF (TPRP II) Service Poor (SP) Interventions

**THE UNITED REPUBLIC OF TANZANIA:
TANZANIA SOCIAL ACTION FUND TASAF (TPRP II PROJECT)**

**IMPACT ASSESSMENT TPRP II PROJECT 2009-2014
SERVICE POOR (SP)**

PLEASE ENTER ANSWERS/NUMBERS CORRECTLY IN THE TABLET

Region:	Rural/Urban:
LGA:	Village/Mtaa:
Date Interview	Name of Interviewer:
Name of Interviewee:	Serial No.

SECTION 1.0: RESPONDENT'S BIO DATA

1.1	Sex (Observe. Don't Ask)	3. Male	1
		1. Female	2
1.2	Age	1. 16 – 25	1
		2. 26 – 35	2
		3. 36 – 45	3
		4. 46 – 55	4
		5. 56 – 59	5
		6. 60 and above	6
1.3	Marital status	1. Married	1
		2. Single	2
		3. Widow/Widower	3
		4. Separated/ Divorced	4
1.4	Highest level of education attained	1. Primary school	1
		2. Adult learning	2
		3. Secondary education	3
		4. Tertiary/college education	4
		5. University	5
		6. No formal education	6
		7. Others (Specify) _____	7
1.5	Occupation prior to TASAF interventions	1. Crop farming	1
		2. Fishing	2
		3. Poultry farming	3
		4. Livestock keeping	4
		5. Small business e.g. carpentry, shop, masonry,	5
		6. Domestic worker	6

		7. Pensioner	7
		8. Casual labourer	8
		9. Housewife	9
		10. Formal employment in public sector	10
		11. Formal Employment in private Sector	11
		12. Student	12
		13. Unemployed	13
		14. Other (specify): _____	14
1.6	How long have you lived in this Village/Mtaa?	1. Less than 1 year	1
		2. 1-5 years	2
		3. 6-10 years	3
		4. 11-15 years	4
		5. 16-20 years	5
		6. Over 20 years	6
1.7	Relation to head of household?	1. Head	1
		2. Spouse (husband/wife)	2
		3. Son/Daughter	3
		4. Father/Mother	4
		5. Grandson/Daughter	5
		6. Other relative	6
SECTION 2.0: HOUSEHOLD PROFILE			
2.1	Who is the head of your household? (<i>not name</i>)	1. Male	1
		2. Female	2
		3. Child	3
		4. Relative e.g. grandparent, uncle, aunt etc	4
2.2	How many permanent members are there in your household?	4. 1-3 persons	1
		5. 4-6 persons	2
		6. More than 6 persons	3
2.3	How many of your family members fall in the mentioned categories? (Mention numbers) - (<i>Multiple answers allowed</i>)	1. Under 5 Children (U5C) _____	1
		2. Children under 18 years old _____	2
		3. Older people (above 60 years) _____	3
		4. Chronically sick persons _____	4
2.4	Ownership of this House	1. Own	1
		2. Rented	2 → 2.9
		3. Stay with relative(s)	3
2.5	How many rooms does your house occupy?	1. 1 room	1
		2. 2-4 rooms	2
		3. More than 4	3
2.6	If owning more than one house, mention number and Location	Location _____ Number _____	

2.7	If owning house, what is the roof type?	<ol style="list-style-type: none"> 1. Iron sheets 2. Tiles 3. Wood 4. Grass/reeds thatched 5. Mud thatched 6. Palm fronds 7. Plastic 8. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8
2.8	If owning house, what is the type of wall?	<ol style="list-style-type: none"> 1. Mud 2. Trees/poles 3. Mud & poles 4. Cement blocks 5. Burnt bricks 6. Grass 7. Plastic 8. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8
2.9	If renting, how much do you pay monthly?	<ol style="list-style-type: none"> 1. Below Tshs 10,000 2. Tshs 10,000 – 20,000 3. Tshs 21,000 – 30,000 4. Tshs 31,000 – 40,000 5. Tshs 41,000 – 50,000 6. Above Tshs 50,000 	<ol style="list-style-type: none"> 1 2 3 4 5 6
2.10	What is your average monthly income?	<ol style="list-style-type: none"> 1. Below Tshs 50,000 2. Tshs 50,000 – 100,000 3. Tshs 101,000 – 150,000 4. Tshs 151,100 – 200,000 5. Above Tshs 200,000 	<ol style="list-style-type: none"> 1 2 3 4 5
2.11	What does your household possess among the following items? <i>(Multiple answers allowed)</i>	<ol style="list-style-type: none"> 1. Radio 2. Bicycle 3. Bed with mattress 4. Mattress only 5. Motorcycle 6. Motorcar 7. TV Set 8. Mobile phone 9. Table/chairs 10. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9 10
2.12	What is the source of light in your dwelling? <i>(Multiple answers allowed)</i>	<ol style="list-style-type: none"> 1. Lamp (Kibatari) 2. Hurricane lamp (with glass) 3. Battery lamp (Taaza Mchina) 4. Electricity (TANESCO) 5. Generator 6. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6

2.13	What kind of fuel do you usually use for cooking? <i>(Multiple answers allowed)</i>	1. Wood collected 2. Wood purchased 3. Charcoal 4. Kerosene 5. Cow dung 6. Electricity 7. Gas 8. Other (specify) _____	1 2 3 4 5 6 7 8
2.14	Does your household own land?	1. YES 2. NO	1 ⇨ 2.15 2 ⇨ .222
2.15	If YES, what is the size of your land?	1. Below 1 acre 2. 1-2 Acres 3. 2-3 Acres 4. 3-4 Acres 5. More than 5 Acres 6. I do not know	1 2 3 4 5 6
2.16	What are the uses of your land? <i>(Multiple answers allowed)</i>	1. Homestead only 2. Farming 3. Grazing 4. Small garden 5. Commercial Building 6. Other (specify) _____	1 2 3 4 5 6
2.17	What farm implements do you use?	1. Hand hoe 2. Panga 3. Ox-plough 4. Tractor 5. Fishing boat 6. Fishing nets 7. Power tiller 8. Hives (Bee) 9. Others (Specify) _____	1 2 3 4 5 6 7 8 9
2.18	What farm implements do you own?	1. Hand hoe 2. Panga 3. Ox-plough 4. Tractor 5. Fishing boat 6. Fishing nets 7. Power tiller 8. Bee Hives 9. Others (Specify) _____	1 2 3 4 5 6 7 8 9
2.19	Do you have livestock?	1. Yes 2. No	1 ⇨ 2.20 2
2.20	If yes, what type(s) of livestock?	1. Cattle	1

	<i>(Multiple answer allowed)</i>	2. Goats/sheep 3. Local Chicken 4. Improved Chicken 5. Pigs 6. Bee hives 7. Fish Ponds 8. Other (specify)_____	2 3 4 5 6 7 8
2.21	Where do you sell your farm produce/other products you make?	1. Cooperative society 2. Local markets within the village 3. Private companies 4. Small business men 5. I don't sell 6. Others (specify) _____	1 2 3 4 5 6
2.22	If you don't own land, where do you grow your food crops	1. Rent 2. Land belong to my family 3. Other	1 2 3
2.23	What means of transport do members of your family usually use? <i>(Multiple answers allowed)</i>	1. On foot 2. By bicycle 3. Public transport/bus 4. Boat/Auto 5. Motor Cycle/BodoBoda 6. Others (specify)_____	1 2 3 4 5 6

SECTION 3.0 QUESTIONS REGARDING SP INTERVENTIONS WITHIN TPRP II

3.1	Do you know what TASAF has been doing in your area/community to provide social services?	1. YES 2. NO	1 ⇔ 2.5 2
3.2	Which of these basic services are available within your community now due to TASAF interventions? <i>(multiple answers allowed)</i>	1. Health facilities: 2. Water Supply - piped 3. Water Supply – Dam/Pond 4. Veterinary services 5. Banking 6. Schools - primary and secondary 7. Market centres 8. Social Halls 9. Extension services 10. Roads - rural and urban 11. Other (specify)_____	1 2 3 4 5 6 7 8 9 10
3.3	Do you think TASAF activities have benefited your household and community/area?	1. Yes 2. No.	1 2
3.4	Do you think TASAF/TPRP II interventions have been successful in your area?	1. Yes 2. No	1 ⇔ 3.5 2 ⇔ 3.14

		3. Don't know	
3.5	If YES, what factors can you say have contributed to the achievements/success of TASAF/TPRP II interventions in your area? <i>(Multiple answers allowed)</i>	<ol style="list-style-type: none"> 1. Good leadership at the community level 2. Good choice of what we required most 3. Timely execution of the services we required most 4. Good training by TASAF/LGAs about the projects 5. Community involvement 6. Monitoring and supervision by TASAF/LGA 7. Funding procedures 8. Involvement of women and marginalized persons 9. Good quality workmanship 10. CMC very well trained, active and committed 11. Good communication with community around 12. Regular follow up support by LGA/TASAF 13. Other (specify)_____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9 10 11 12 13
3.6	Are the TASAF/TPRP II subprojects assets/facilities in your community fully completed functioning now after the end of the TASAF projects?	<ol style="list-style-type: none"> 1. Yes 2. No 	<ol style="list-style-type: none"> 1 2
3.7	Why do you think they are still functioning after end of TASAF Project	<ol style="list-style-type: none"> 1. Good leadership at the community level 2. Good choice of what we required most 3. Timely execution of the services we required most 4. Good training by TASAF/LGAs about the projects 5. Community involvement 6. Good monitoring and supervision by TASAF/LGA 7. Funding procedures 8. Involvement of women and marginalized persons 9. Good quality workmanship 10. CMC very well trained, active and committed 11. Good communication with community around 12. Other (specify)_____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9 10 11 12
3.8	If No successful (Q3.4), what are the reasons	<ol style="list-style-type: none"> 1. Poor leadership at the community level 2. Poor choice of what we required most 3. Timely execution of the services we required most 4. No training by TASAF/LGAs about the projects 5. Community not fully involved 6. Lack of monitoring and supervision by TASAF/LGA 7. Funding procedures 8. Did not Involve a lot of women & the marginalized 9. Poor workmanship 10. CMC not well trained, active and committed 11. Poor communication with community around 12. Other (specify)_____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9 10 11 12
SUB SECTOR SPECIFIC QUESTIONS			

A. PRIMARY EDUCATION			
3.9	Which of these basic primary school facilities are available within your community now due to TASAF interventions? <i>(multiple answers allowed)</i>	<ol style="list-style-type: none"> 1. Class rooms 2. Desks 3. Dormitory/Hostel 4. Ablution facilities/modern toilets/Pit Latrines 5. Piped water 6. Teacher's house 7. Administration block/Staff Office 8. Libraries 9. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9
3.10	Do you think TASAF project interventions in primary schools have reduced the pupils' congestion in the schools in your area?	<ol style="list-style-type: none"> 1. Yes 2. No 	<ol style="list-style-type: none"> 1. ⇨ 3.11 2. ⇨ 3.12
3.11	If YES to Q.3.10 do you think reduced pupils congestion has improved learning environment and examination results in your area?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Don't Know 	<ol style="list-style-type: none"> 1. 2. 3.
3.12	If No to Q3.10, what are some of the reasons you say so?	<ol style="list-style-type: none"> 1. Not enough classrooms were build 2. Improvements increased demand for schools 3. Pupils from other areas look for schools here 4. Other (specify) _____ 	<ol style="list-style-type: none"> 1. 2. 3. 4.
B. SECONDARY EDUCATION			
3.13	Which of these basic secondary schools facilities are available within your community now due to TASAF interventions? <i>(multiple answers allowed)</i>	<ol style="list-style-type: none"> 1. Class rooms 2. Desks 3. Dormitory/Hostel 4. Ablution facilities/modern toilets/Pit Latrines 5. Piped water 6. Teacher's house 7. Administration block/Staff Office 8. Laboratories 9. Libraries 10. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9 10
3.14	Do you think TASAF project interventions in secondary schools have reduced the congestion in the schools in your area?	<ol style="list-style-type: none"> 1. Yes 2. No 	<ol style="list-style-type: none"> 1. ⇨ 3.15 2. ⇨ 3.12
3.15	If YES to Q.3.10 do you think reduced pupils congestion has improved learning environment and examination results in your area?	<ol style="list-style-type: none"> 1. Yes 2. No 3. Don't Know 	<ol style="list-style-type: none"> 1. 2. 3.
3.16	If No to Q3.10, what are some of the reasons you say so?	<ol style="list-style-type: none"> 1. Not enough classrooms were build 2. Improvements increased demand for schools 3. Pupils from other areas came to look for schools here 4. Other (specify) _____ 	<ol style="list-style-type: none"> 1. 2. 3. 4.

3.17	Do you think that TASAF education sector projects/ have been successful in your area	1. Yes 2. No	
3.18	If Yes to Q3.17, what reasons that make you say so? Multiple responses allowed	1. Good leadership at the community level 2. Good choice of what we required most 3. Timely execution of the services we required most 4. Good training by TASAF/LGAs about the projects 5. Strong community involvement 6. Good monitoring & supervision by TASAF/LGA 7. Good funding procedures 8. Involvement of women and marginalized persons 9. Good quality workmanship 10. CMC very well trained, active and committed 11. Good communication with community around 12. Other (specify)_____	1 2 3 4 5 6 7 8 9 10 11 12
3.18	How would you describe the satisfaction level of your community with the education facilities -both primary & secondary - interventions by TASAF	1. Very satisfied 2. Satisfied 3. Fairly satisfied 4. Not satisfied	1 2 3 4
HEALTH SECTOR INTERVENTIONS			
3.19	Which of these health facilities are now available within your community due to TASAF interventions? <i>(multiple answers allowed)</i>	1. Improved health centre/clinic /dispensary building 2. Hospital beds 3. Laboratory equipment 4. Incinerator 5. Doctor's and Nurse's house 6. Clean ablution facilities/modern toilets 7. Piped/Rain water 8. Other (specify)_____	1 2 3 4 5 6 7 8
3.20	Do you think that improved health facilities by TASAF have been successful in your area	3. Yes 4. No	1 2
3.21	If Yes to Q3.20, what reasons make you say so? Multiple responses allowed	1. Good leadership at the community level 2. Good choice of what we required most 3. Timely execution of the services we required most 4. Good training by TASAF/LGAs about the projects 5. Strong community involvement 6. Good monitoring & supervision by TASAF/LGA 7. Good funding procedures 8. Involvement of women and marginalized persons 9. Good quality workmanship 10. CMC very well trained, active and committed 11. Good communication with community around 12. Other (specify)_____	1 2 3 4 5 6 7 8 9 10 11 12

3.22	Do you think that TASAF interventions in the health sector have reduced the time taken by members of your community to access improved health facilities?	1. Yes 2. No	1. ⇨ 3.22 2. ⇨ 3.24
3.23	If YES to Q.3.22, before TASAF interventions, how long did it take your household or community members to and from the nearest health facility?	1. Less than 20 minutes 2. 20-40 minutes 3. 41-60 minutes 4. Over 60 minutes	1. 2. 3. 4.
3.24	After TASAF interventions, how long does it take your household or community members to and from the nearest improved health facility?	1. Less than 20 minutes 2. 20-40 minutes 3. 41-60 minutes 4. Over 60 minutes	1. 2.
3.25	In your opinion, do think TASAF interventions in health sector have reduced prevalence of major diseases like malaria, HIV/AIDS related diseases, respiratory infections and waterborne diseases in your community?	1. Yes 2. No 3. Don't know	1 2 3
3.26	How would you describe the satisfaction level of your community with the education facilities -both primary & secondary - interventions by TASAF	1. Very satisfied 2. Satisfied 3. Fairly satisfied 4. Not satisfied	1 2 3 4

WATER AND SANITATION INTERVENTIONS : NOTE: Rural and urban beneficiaries have different questions

3.27	Which of these facilities are now available within your community due to TASAF interventions? <i>(multiple answers allowed)</i>	1. Piped Water 2. Water Ponds/Dams 3. Water Pump 4. Water Tank 5. Water well 6. Irrigation Water 7. Improved Sanitary/Sewerage facilities 8. Rain water harvesting 9. Other (specify) _____	1 2 3 4 5 6 7 8 9
3.28	Do you think that improved water and sanitation facilities by TASAF have been successful in your area	1. Yes 2. No	1 2
3.29	If Yes to Q3.28, what reasons make you say so? Multiple responses allowed	1. Good leadership at the community level 2. Good choice of what we required most 3. Timely execution of the services we required most 4. Good training by TASAF/LGAs about the projects 5. Strong community involvement 6. Good monitoring & supervision by TASAF/LGA 7. Good funding procedures 8. Involvement of women and marginalized persons 9. Good quality workmanship 10. CMC very well trained, active and committed	1 2 3 4 5 6 7 8 9 10

		11. Good communication with community around 12. Other (specify)_____	11 12
3.30	If YES to Q.3.28, before TASAF interventions, how long did it take your household or community members to and from the nearest water point?	1. Less than 20 minutes 2. 20-40 minutes 3. 41-60 minutes 4. Over 60 minutes	1 2 3 4
3.31	After TASAF interventions, how long does it take your household or community members now to and from the nearest water point	1. Less than 20 minutes 2. 20-40 minutes 3. 41-60 minutes 4. Over 60 minutes	1 2 3 4
3.32	If no to Q3.28, why do you says so?	1. Poor leadership at the community level 2. Misuse of finances 3. Limited community participation 4. Lack of transparency and accountability 5. Delays in approval of plans 6. Delays in fund disbursement 7. Favouritism 8. Political factions 9. Leadership rivalry 10. Embezzlement of funds/Stalled subprojects 11. Don't know 12. Others (Specify)_____	1 2 3 4 5 6 7 8 9 10 11 12
3.33	How would you describe the satisfaction level of your community with the education facilities -both primary & secondary - interventions by TASAF	1. Very satisfied 2. Satisfied 3. Fairly satisfied 4. Not satisfied	1 2 3 4
ECONOMIC INFRSUTRUCTURE			
3.39	Which of these facilities are now available within your community due to TASAF interventions? <i>(multiple answers allowed)</i>	1. New rural road constructed 2. Old road rehabilitated 3. New /Rehabilitated Bridges 4. Irrigation system constructed 5. Culverts constructed 6. Markets 7. Food Storage Facilities 8. Other (specify)___	1 2 3 4 5 6 7 8
3.40	Do you think that improved water and sanitation facilities by TASAF have been successful in your area	1. Yes 2. No	1 2
3.41	If Yes to Q3.40, what reasons make you say so? Multiple responses allowed	1. Good leadership at the community level 2. Good choice of what we required most 3. Timely execution of the services we required most 4. Good training by TASAF/LGAs about the projects 5. Strong community involvement	1 2 3 4 5

		6. Good monitoring & supervision by TASAF/LGA 7. Good funding procedures 8. Involvement of women and marginalized persons 9. Good quality workmanship 10. CMC very well trained, active and committed 11. Good communication with community around 12. Other (specify)_____	6 7 8 9 10 11 12
3.40	Do you think these facilities have improved the livelihood of the people in this community?	1. Yes 2. No	1 2
3.41	If yes, why do you say so?	1. Markets available to sell our produce 2. Roads to go to the market and hospitals 3. Started businesses in the markets 4. Improved houses due to profits from business 5. Acquired new household items due to market 6. Other Specify	1 2 3 4 5 6
3.42	After TASAF Project interventions, what is the time taken by the community members to reach the nearest rural road network?	1. Less than 3 minutes 2. 30 to 60 minutes 3. 61 – 90 minutes 4. 91-120 minutes	1 2 3 4
3.43	In general what do you think are the unmet needs for your community: Things that should have been done but not yet done	1. Inadequate classrooms/secondary schools 2. Inadequate teachers and teachers' houses 3. School sanitation facilities not meeting demand 4. Insufficient number of desks 5. Water supply system not adequate for all of us here 6. Inadequate staffing/equipment at health facilities 7. Other (Specify)_____	1 2 3 4 5 6 7 8
3.44	In your opinion, list any two (2) benefits that your household /community got from TASAF Interventions which were not expected at the beginning by the your household/community? (<i>Interviewer to interrogate & explain to respondents</i>)	1. _____ 2. _____	
3.52	In your opinion, list any two (2) negative things that were brought about by the implementation of TASAF project interventions in this community which were not expected at the beginning. (<i>Interviewer to interrogate & explain to respondents</i>)	1: _____ 2. _____	
	How would you rate the quality of the services provided by the above facilities to your community	1. Very Good 2. Good 3. Fair 4. Poor	1 2 3 4

		5. Very Poor	5
SECTION 4.0 SUBPROJECT SUSTAINABILITY			
4.1	Who owns the completed social infrastructure assets such as schools, health centres, rural & urban roads, water points, sanitary facilities etc)?	1. Community 2. LGA 3. Village Council 4. TASAF 5. Water User Association 6. Don't know 7. Other (specify):	1 2 3 4 5 6 7
4.2	Are you aware of any arrangement put in place for Operations & Management of TPRP assets provided to your community?	1. Community has opened O&M bank account 2. Water User Association/Trained 3. Periodic repair by LGA 4. Periodic repair by TANROADS 5. Others (specify)_____	1 2 3 4 5
4.5	How do you rate the community readiness in attending meetings and attitude towards sustaining the TASAF (TPRP II) projects now that project period is over	1. Very high 2. High 3. Normal 4. Low 5. Very low	1 2 3 4 5

THANK YOU FOR YOUR ATTENTION AND VALUABLE

Annex II: C – Beneficiary Questionnaire for TASAF (TPRP II) for IGAs/VGs Interventions

THE UNITED REPUBLIC OF TANZANIA: TANZANIA SOCIAL ACTION FUND (TASAF): TPRP II PROJECT

IMPACT ASSESSMENT TPRP II PROJECT 2009-2014 INCOME GENERATING ACTIVITIES (IGAs/VGs)

PLEASE ENTER ANSWERS/NUMBERS CORRECTLY IN THE TABLET

Region:	Rural/Urban:
LGA:	Village/Mtaa:
Date Interview	Name of Interviewer:
Name of Interviewee:	Serial No.

SECTION 1.0: RESPONDENT'S BIO DATA

1.1	Sex (Observe. Don't Ask)	1. Male	1
		2. Female	2
1.2	Age	1. 16 – 25	1
		2. 26 – 35	2
		3. 36 – 45	3
		4. 46 – 55	4
		5. 56 – 59	5
		6. 60 and above	6
1.3	Marital status	1. Married	1
		2. Single	2
		3. Widow/Widower	3
		4. Separated/ Divorced	4
1.4	Highest level of education attained	1. Primary school	1
		2. Adult learning	2
		3. Secondary education	3
		4. Tertiary/college education	4
		5. University	5
		6. No formal education	6
		7. Others (Specify)	7
1.5	Occupation prior to TPRP II interventions	1. Crop farming	1
		2. Fishing	2
		3. Poultry farming	3
		4. Livestock keeping	4
		5. Small business e.g. carpentry, shop, masonry,	5
		6. Domestic worker	6
		7. Pensioner	7
		8. Casual labourer	8
		9. Housewife	9
		10. Formal employment in public sector	10
		11. Formal Employment in private Sector	11
		12. Student	12
		13. Unemployed	13

		14. Other (specify): _____	14
1.6	How long have you lived in this Village/Mtaa?	1. Less than 1 year 2. 1-5 years 3. 6-10 years 4. 11-15 years 5. 16-20 years 6. Over 20 years	1 2 3 4 5 6
1.7	Relation to head of household?	1. Head 2. Spouse (husband/wife) 3. Son/Daughter 4. Father/Mother 5. Grandson/Daughter 6. Other relative	1 2 3 4 5 6
SECTION 2.0: HOUSEHOLD PROFILE			
2.1	Who is the head of your household? (<i>not name</i>)	1. Male 2. Female 3. Child 4. Relative e.g. grandparent, uncle, aunt etc	1 2 3 4
2.2	How many permanent members are there in your household?	1. 1-3 persons 2. 4-6 persons 3. More than 6 persons	1 2 3
2.3	How many of your family members fall in the mentioned categories? (Mention numbers) - (<i>Multiple answers allowed</i>)	1. Under 5 Children (U5C) _____ 2. Children under 18 years old _____ 3. Older people (above 60 years) _____ 4. Chronically sick persons _____	1 2 3 4
2.4	Ownership of this House	1. Own 2. Rented 3. Stay with relative(s)	1 2 → 2.9 3
2.5	How many rooms does your house occupy?	1. 1 room 2. 2-4 rooms 3. More than 4	1 2 3
2.6	If owning more than one house, mention number and Location	Location _____ Number _____	
2.7	If owning house, what is the roof type?	1. Iron sheets 2. Tiles 3. Wood 4. Grass/reeds thatched 5. Mud thatched 6. Palm fronds 7. Plastic 8. Other (specify) _____	1 2 3 4 5 6 7 8
2.8	If owning house, what is the type of wall?	1. Mud 2. Trees/poles 3. Mud & poles 4. Cement blocks 5. Burnt bricks 6. Grass 7. Plastic 8. Other (specify) _____	1 2 3 4 5 6 7 8
2.9	If renting, how much do you pay monthly?	1. Below Tshs 10,000 2. Tshs 10,000 – 20,000 3. Tshs 21,000 – 30,000 4. Tshs 31,000 – 40,000 5. Tshs 41,000 – 50,000 6. Above Tshs 50,000	1 2 3 4 5 6
2.10	What is your average monthly income?	1. Below Tshs 50,000 2. Tshs 50,000 – 100,000 3. Tshs 101,000 – 150,000 4. Tshs 151,000 – 200,000	1 2 3 4

		5. Above Tshs 200,000	5
2.11	What does your household possess among the following items? <i>(Multiple answers allowed)</i>	1. Radio 2. Bicycle 3. Bed with mattress 4. Mattress only 5. Motorcycle 6. Motorcar 7. TV Set 8. Mobile phone 9. Table/chairs 10. Other (specify)	1 2 3 4 5 6 7 8 9 10
2.12	What is the source of light in your dwelling? <i>(Multiple answers allowed)</i>	1. Lamp (Kibatari) 2. Hurricane lamp (with glass) 3. Battery lamp (TaazaMchina) 4. Electricity (TANESCO) 5. Generator 6. Other (specify)	1 2 3 4 5 6
2.13	What kind of fuel do you usually use for cooking? <i>(Multiple answers allowed)</i>	1. Wood collected 2. Wood purchased 3. Charcoal 4. Kerosene 5. Cow dung 6. Electricity 7. Gas 8. Other (specify)	1 2 3 4 5 6 7 8
2.14	Does your household own land?	1. YES 2. NO	1 ⇒ 2.15 2 ⇒ 2.22
2.15	If YES, what is the size of your land?	1. Below 1 acre 2. 1-2 Acres 3. 2-3 Acres 4. 3-4 Acres 5. More than 5 Acres 6. I do not know	1 2 3 4 5 6
2.16	What are the uses of your land? <i>(Multiple answers allowed)</i>	1. Homestead only 2. Farming 3. Grazing 4. Small garden 5. Commercial Building 6. Other (specify)	1 2 3 4 5 6
2.17	What farm implements do you use?	1. Hand hoe 2. Panga 3. Ox-plough 4. Tractor 5. Fishing boat 6. Fishing nets 7. Power tiller 8. Hives (Bee) 9. Others (Specify)	1 2 3 4 5 6 7 8 9
2.18	What farm implements do you own?	1. Hand hoe 2. Panga 3. Ox-plough 4. Tractor 5. Fishing boat 6. Fishing nets 7. Power tiller 8. Bee Hives 9. Others (Specify)	1 2 3 4 5 6 7 8 9
2.19	Do you have livestock?	1. Yes 2. No	1 ⇒ 2.20 2
2.20	If yes, what type(s) of livestock? <i>(Multiple answer allowed)</i>	1. Cattle 2. Goats/sheep 3. Local Chicken 4. Improved Chicken 5. Pigs	1 2 3 4 5

		6. Bee hives 7. Fish Ponds 8. Other (specify) _____	6 7 8
2.21	Where do you sell your farm produce/other products you make?	1. Cooperative society 2. Local markets within the village 3. Private companies 4. Small business men 5. I don't sell 6. Others (specify) _____	1 2 3 4 5 6
2.22	If you don't own land, where do you grow your food crops	1. Rent 2. Land belong to my family 3. Other	1 2 3
2.23	What means of transport do members of your family usually use? (<i>Multiple answers allowed</i>)	1. On foot 2. By bicycle 3. Public transport/bus 4. Boat/Auto 5. Motor Cycle/BodoBoda 6. Others (specify) _____	1 2 3 4 5 6
2.24	Do you know what TASAF/TPRP II is or has been doing in your area/community?	1. Yes 2. No	1 ⇨ 2.5 2
2.25	Which of these basic services are available within your community? (<i>multiple answers allowed</i>)	1. Health facility 2. Water Supply – piped 3. Water Supply – Dam/Pond 4. Veterinary services 5. Banking 6. Schools 7. Market 8. Social Halls 9. Extension services 10. Other (specify) _____	1 2 3 4 5 6 7 8 9 10
2.26	How did you come to know about the TASAF Projects for this Village (Outreach & Monitoring) (<i>Multiple answers allowed</i>)	1. Village Elder/CMC/VC 2. LGA/TASAF officials 3. Radio 4. TV 5. Newspaper/Brochures/leaflets/handbill 6. Village meetings 7. Other villagers 8. Church/Mosque 9. Community Self-help group 10. Training 11. Friends 12. Other (specify)	1 2 3 4 5 6 7 8 9 10 11 12
2.27	Who supported your community to access these services? (<i>Multiple answers allowed</i>)	1. Village Elder/Village Council Committee members 2. LGA/TASAF officials 3. Church/Mosque 4. Relative/Spouse 5. Other villagers 6. Community Self-help group 7. Other (specify)	1 2 3 4 5 6 7
2.28	To what extent were you satisfied with level of information and sensitization programmes/activities carried out at the beginning during and after getting into the project	1. Very satisfied 2. Satisfied 3. Neutral 4. Dissatisfied 5. Very dissatisfied	1 2 3 4 5

SECTION 3.0: QUESTIONS REGARDING INCOME GENERATING ACTIVITIES INTERVENTIONS

3.1	Type of Group (Don't ask)	1. Youths Group 2. HIV/AIDS Infected Group 3. Widows Group 4. Elderly Group	1 2 3 4
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		5. Other (Specify)	5
3.2	When did the Group start the business?	1. More than two years back 2. Two years back 3. One year back 6. Less than a year back	1 2 3 4
3.3	Are you still a member of your group?	1. Yes 2. No	
3.4	If not a member now, why did you leave the group?	1: _____ 2: _____ 3: _____	
3.5	If Yes to Q3.3, what is the current size of your group?	1. 1- 10 2. 11-15 3. 16-20 4. 21 – 25 5. 26-30 6. Over 30	1 2 3 4 5 6
3.6	What Income Generating Activity (IGA) was your group performing	1. Poultry farming 2. Livestock e.g. Goat, sheep, cattle, beekeeping 3. Piggery 4. Fish Pond/Fishing Boat 5. Moto Cycle/Boda Boda 6. Vegetable selling/ 7. Petty trading (e.g. Kiosk) 8. Hair dressing 9. Sale of cereals 10. Others (Specify)	1 2 3 4 5 6 7 8 9 10
3.7	What was the amount of start-up capital that you received from TASAF as a group?	1. Below Tshs. 5,000,000.00 2. Tshs. 6,000,000.00 – 10,000,000.00 3. Tshs. 11,000,000.00 – 15,000,000.00 4. Above 15,000,000.00	1 2 3 4
3.8	Are you having the business as a group or individual business?	1. Group Businesses 2. Individual Businesses	1 ⇨ 2 ⇨ 3.9
3.9	If Individual, when did you start the business?	1. More than two years back 2. Two years back 3. One year back 4. Less than a year back	1 2 3 4
	Is your IGA /business still operating?	1. Yes 2. No	1 ⇨ 3.8 2 ⇨ 3.15
3.8	In your opinion, which are the fastest growing: individual or group businesses?	1. Group Businesses 2. Individual Businesses	1 ⇨ 2 ⇨ 3.9 & 3.10
3.9	If YES to Q3.7 & Q3.8 is No 2, in your opinion what are the success factors for individual IGAs? (<i>multiple responses allowed</i>)	1. Availability of start-up capital 2. Savings and reinvesting in same business 3. Saving and investing in other IGAs 4. Good business management 5. Having business experiences 6. Business training and guidance from training experts 7. Business training from fellow business peoples 8. Business counselling and mentoring 9. Developing savings culture 10. Developing business or entrepreneurial culture 11. Patience in business 12. Knowing how to management costs and revenue 13. Other (specify)	1 2 3 4 5 6 7 8 9 10 11 12 13
3.10	In your opinion what are the factors that fail individual IGAs/businesses? (<i>probe for more details</i>)	1. Lack of start-up capital 2. Poor management of working capital 3. Hunger & poverty 4. Sickness of the business owner 5. Sickness in the family 6. Misunderstanding among spouses/family members 7. Crop failure and drought killing animals 8. Not having Savings and reinvesting in same business	1 2 3 4 5 6 7 8 9

		9. Saving and investing in other IGAs other than the same 10. Lack of business training & guidance by experts 11. Not learning from & consulting fellow business people 12. Lack of business counselling and mentoring 13. Impatience with own business: looking for quick returns 14. Lack of costs and revenue management skills 15. Other (specify)	10 11 12 13 14 15
3.11	If Yes Group Business to Q3.8 what are the success factors of Group businesses? (probe for more details)	1. Group power to attract start-up capital 2. Group involvement in management of working capital 3. Ability to increase savings quickly among members 4. Collective management & good leadership member 5. Sharing decision making 6. Commands more respect among donors than individuals 7. Shared business risk and responsibilities 8. Borrowing skills of learned group members and officials Other (specify)	1 2 3 4 5 6 7 8 9
3.12	What are the failure factors of group businesses? (multiple responses allowed)	1. Lack of and little start-up capital 2. Poor management by group leaders 3. Low level of savings among members 4. Disagreements among members 5. Domination by men/women 6. Lack of cohesion in the group 7. Long decision making process – can't take quick decisions 8. High level of illiteracy among many members 9. Poverty and hunger take away members savings 10. Discouragement from non members 11. Pure jealousy within and without membership 12. Poor management skills 13. Poor record keeping 14. Corruption among some members 15. Other (specify)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
3.13	Did you attend any business training during the project period?	1. Yes 2. No	1 ⇒ 3.14 2
3.14	What type of training did you attend?	1. Technical Skills 2. Business Skills	1 2
3.15	Who conducted the training?	1. LGA 2. LSP 3. Other (Specify)	1 2 3
3.16	Did you get adequate training to run a business?	1. Yes 2. No	1 2
3.16	To what extent were the trainings relevant to running a group or individual business?	1. Very relevant 2. Relevant 3. A little relevant 4. Not relevant	1 2 3 4
3.18	Have you been making any profits from the business as a group?	1. Yes 2. No	1 ⇒ 3.19 2 ⇒ 3.20
3.19	How much are you making per month?	1. Less than TShs 100,000/= 2. Tshs101,000 – 200,000/= 3. Tshs201,000 – 300,000/- 4. Tshs301,000 – 400,000/= 5. Tshs401,000 – 500,000/= 6. More than Tshs500,000/=	1 2 3 4 5 6
3.20	If not (Q3.18), what are the reasons? Multiple responses allowed	1. Inadequate start-up capital 2. Poor management 3. Lack of market 4. Group misunderstandings 5. Lack of commitment 6. Weather conditions – droughts, floods	1 2 3 4 5 6

		7. Other (specify)	7
3.21	Have you been making any profits from the business as an individual business person?	1. Yes 2. No	1 ⇒ 3.22 2 ⇒ 3.23
3.22	How much have you been making per month?	1. Less than TShs 100,000/= 2. Tshs101,000 – 200,000/= 3. Tshs201,000 – 300,000/- 4. Tshs301,000 – 400,000/= 5. Tshs401,000 – 500,000/= 6. More than Tshs500,000/=	1 2 3 4 5 6
3.23	If NO to Q3.21 , what are the reasons	1. Inadequate start-up capital 2. Poor management 3. Lack of market 4. Group misunderstandings 5. Lack of commitment 6. Weather conditions – droughts, floods 7. Other (specify)	1 2 3 4 5 6 7
3.24	If you have made profits from group and /or individual IGAs, how have you been spending the money?	1. Buy food 2. New Clothes 3. School fees/materials 4. Started IGA/Improvement of business 5. Medical care 6. House improvement 7. Bought/rented piece of land 8. Bought assets (specify), e.g. radio, TV, Ox plough, 9. Other (specify)	1 2 3 4 5 6 7 8 9
	What were your priorities	1. Buy food 2. New Clothes 3. School fees/materials 4. Started IGA/Improvement of business 5. Medical care 6. House improvement 7. Bought/rented piece of land 8. Bought assets (specify), e.g. radio, TV, Ox plough 9. Other (specify)	1 2 3 4 5 6 7 8 9
SECTION 4.0 SATISFACTION WITH THE PROJECT INTERVENTIONS			
4.1	In your opinion to what extent are the group members how satisfied towards businesses you do?	1. Very satisfied 2. Satisfied 3. Neutral 4. Disatisfied 5. Very dissatisfied	1 2 3 4 5
4.2	For those members in your group with individual IGAs, to what extent are they satisfied with the individual businesses they do?	1. Very satisfied 2. Satisfied 3. Neutral 4. Disatisfied 5. Very dissatisfied	1 2 3 4 5
4.3	If dissatisfied or very dissatisfied, in your opinion, what are the reasons?	1: _____ 2: _____ 3: _____	
SECTION 5: UTILIZATION OF SKILLS ACQUIRED BY BENEFICIARIES			
	Have you acquired any useful skills since joining the group?	1. Yes 2. No	
5.1	What specific skills have you acquired by belonging to the group? (Multiple answers allowed)	1. Book keeping 2. Selling skills 3. Management skills 4. Business Leadership skills 5. Teamwork 6. Group management 7. Poultry keeping 8. Livestock/animal husbandry 9. Savings skills 10. None 11. Others (Specify)	1 2 3 4 5 6 7 8 9 10 11

5.2	How have you applied the acquired skills? <i>(multiple responses allowed)</i>	<ol style="list-style-type: none"> 1. Running by business 2. Managing my staff 3. Keeping my business books and records 4. Working with others 5. Other (Specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5
SECTION 6.0 SUBPROJECT SUSTAINABILITY			
6.1	How do you rate the group members readiness in continue running's the IGAs formerly supported by TASAF (TPRP II) now that the project has been completed now?	<ol style="list-style-type: none"> 1. Very high 2. High 3. Normal 4. Low 5. Very low 	<ol style="list-style-type: none"> 1 2 3 4 5
SECTION 7.0: UNINTENDED AND INTENDED BENEFITS			
7.1	In your opinion, what are some of the unintended benefits that your Group received which they did not anticipate? <i>(Multiple responses allowed)</i>	<ol style="list-style-type: none"> 1. Gender parity has increase: high level women involvement in community activities 2. Cohesions between community member's 3. Use of information technology like internet, mobile phones 4. Rural urban mobility improved 5. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5
7.2	In your opinion, what are some of the negative things that have been brought to your Group or community by TASAF projects that were not there before?	<ol style="list-style-type: none"> 1. Increased rare of marital problem e.g. divorces, separation, etc. 2. Child labour increases 3. Girl child pregnancy increase 4. School dropouts increased among school girls 5. HIV/AIDS infection rate increased 6. Increase consumption of illicit brews consumption 7. Increase rate of child protection 8. Increased road accidents 9. Other (specify) _____ 	<ol style="list-style-type: none"> 1 2 3 4 5 6 7 8 9
5.5	In your opinion, to what extent did TASAF Projects reduce your household's/community poverty levels?	<ol style="list-style-type: none"> 1. Very High 2. High 3. Small 4. Very small 5. Not at all 	<ol style="list-style-type: none"> 1 2 3 4 5
8.0	UNMET NEEDS		
8.1	In your opinion list almost two (2) critical unmet needs of the your group which were not fulfilled during the period of TASAF Project activities	<ol style="list-style-type: none"> 1. 2. 	

THANK YOU FOR YOUR ATTENTION AND VALUABLE TIME

ANNEX III: FDGs and KIIs Question Guides by Subproject

**TASAF/TPRP II IMPACT ASSESSMENT
FOCUS GROUP DISCUSSIONS QUESTION GUIDE NOVEMBER – DECEMBER 2015 -SERVICE POOR (SP)**

Annex IIIA : FDGs Checklist for Service Poor (SP) – CMC members : **FGD: TARGET RESPONDENTS: CMC, VC /MTAA LEADERS**

Date: _____

Time: _____

Interviewer Name: _____

Interviewee names: _____

(Attach list of people)

District: _____

Village Name: _____

KEY PREPARATORY ISSUES TO BE ADDRESSED PRIOR TO THE FDGs.

1. Prior to fieldwork, ensure TASAF PMU communicates officially with the LGA management and Sector Experts for support
2. In the field ensure quick rapport with the LGA and Sector Experts is developed following communication with the LGA
3. Ensure LGA organizes availability of CMC officials at least 4 and maximum 6
4. Ensure environment for the interviews are conducive for FDGs preferably in or near one of the SP facilities
5. Ensure adequate refreshments (Soft drinks/sodas) are available for all the participants
6. Assure participants of confidentiality of the information they will provide – ensure LGA officials do not attend the FDGs
7. During the FDGs ensure at every question a consensus is reached and recorded.
8. Ensure that you inform the participants that you will take group photographs and record the entire or part of the discussions to assist you to remember.
9. Inform the Discussants that you and or your team may wish to visit some of the facilities to see for yourself/selves the current status.

KEY QUESTIONS: SP/PWP

	Questions		Critical Comments:
1.	Briefly tell us which SP Projects the Committee was involved in during the implementation?	Education, Health, Water & Sanitation and Economic Infrastructure	
2.	What were the specific roles played during the beginning and during the Project?		
3.	Were CMC members well prepared and trained to carry out the above responsibilities by TASAF/LGA?		

4.	Were the CE (training) efforts improved your community leadership knowledge and ability to handle the above tasks?		
5.	If no or somehow, why do you say so?		
6.	How do you rate your success as a Committee in completing the subprojects?		
7.	What were the reasons for success or failure		
8.	What is the quality of the completed facilities in your community?		
9.	Has the project improved the provisions of the required service in this area & how?		
10.	To what extent have the projects met the needs of the community?		
11.	Are there some unmet needs and what are they?		
12.	What are most beneficiaries in PWP projects currently do for a living		
13.	Were CMC told before or during implementation project funding would end?		
14.	Are the facilities fully or partly functioning now? If how? If No why?		
10	Can you describe current status of the assets and who is responsible for operation and maintenance?		
15.	Are the facilities fully or partially operational and why?		
16.	What specific knowledge or skills they acquired through TASAF support training program? And how are they using the same now		

Depending on which FGD you are interviewing

Thank everyone for sparing his/her time for this discussion!

TASAF/TPRP II IMPACT ASSESSMENT
FOCUS GROUP DISCUSSIONS QUESTION GUIDE FOR FOOD INSECURE (FI) NOVEMBER – DECEMBER 2015

Annex IIIB : FGDs Checklist for Food Insecure (FI) – CMC/VC members **FGD: TARGET RESPONDENTS: CMC, VC /MTAA LEADERS**

Date: _____

Time: _____

Interviewer Name: _____
 (Attach list of people)

Interviewee names: _____

District: _____

Village Name: _____

- KEY PREPARATORY ISSUES TO BE ADDRESSED PRIOR TO THE FGDs.**
1. Prior to fieldwork, ensure TASAF PMU communicates officially with the LGA management and Sector Experts for support
 2. In the field ensure quick rapport with the LGA and Sector Experts is developed following communication with the LGA by TASAF
 3. Ensure LGA organizes availability of CMC officials at least 4 and maximum 6
 4. Ensure conducive environment for the FGD interviews preferably in or near one of the SP facilities
 5. Ensure adequate refreshments (Soft drinks/sodas) are available for all the participants
 6. Assure participants of confidentiality of the information they will provide – ensure LGA officials do not attend the FGDs
 7. During the FGDs ensure at every question a consensus is reached and recorded.
 8. Ensure that you inform the participants that you will take group photographs and record the entire or part of the discussions to assist you to remember.
 9. Inform the Discussants that you and or your team may wish to visit some of the facilities to see for yourself/selves the current status.

KEY QUESTIONS: FI/PWP

	Questions		Critical Comments:
1.	Briefly tell us which FI/PWP Projects the Committee was involved in during the implementation?	Education, Health, Water & Sanitation and Economic Infrastructure	

2.	What were the specific roles played the CMC/VC at the beginning and during the implementation period?		
3.	CMC members were well prepared and trained to carry out the above responsibilities by TASAF/LGA. Do you agree?		
4.	Were the CE (training) efforts improved your community leadership knowledge and ability to handle the above tasks?		
5.	Of no or somehow, why do you say so?		
6.	How do you rate your success as a Committee in completing the subprojects?		
7.	What were the reasons for success or failure?		
8.	Do you think those community members who worked in PWP projects improved their standards of living from the incomes they earned?		
9.	I Yes, how? If no explain a little more?		
10.	To what extent have PWP projects met the needs of the Food Insecure in this community?		
11.	Are there some unmet needs for the FI beneficiaries and what are they?		
12.	What are most beneficiaries in PWP projects currently do for a living?		
13.	Do you think the FI beneficiaries who worked in the PWP projects acquired any useful skills to enable them use them elsewhere to improve their food intake/incomes?		
14.	Were CMC members told before or during implementation project funding would end?		
15.	What specific knowledge or skills did CMC/VC members acquired through TASAF support training program? And how are they using the same now		

Depending on which FGD you are interviewing

Thank everyone for sparing his/her time for this discussion!

Annex III C: FGDs Question Guide: COMSIP subproject FGD: TARGET RESPONDENTS: COMSIP MEMBERS / OFFICIALS

**TASAF/TPRP II IMPACT ASSESSMENT
FOCUS GROUP DISCUSSIONS QUESTION GUIDE FOR COMSIP SUBPROJECT BY SUBPROJECT NOVEMBER –DECEMBER 2015**

Date: _____

Time: _____

Interviewer Name: _____

Interviewee names: _____ (Attach list of Discussants)

District: _____

Village Name : _____

Name of COMPSIP Group _____

KEY PREPARATORY ISSUES TO BE ADDRESSED PRIOR TO THE FGDs.

1. Prior to fieldwork, ensure TASAF PMU communicates officially with the LGA management and Sector Experts for support
2. In the field ensure quick rapport with the LGA and Sector Experts is developed following communication with the LGA
3. Ensure LGA organizes availability of COMSIP members/ officials at least 4 and maximum 6
4. Ensure environment for the interviews are conducive for FGDs preferably in or near a TASAF facility
5. Ensure adequate refreshments (Soft drinks/sodas) are available for all the participants
6. Assure participants of confidentiality of the information they will provide – ensure LGA officials do not attend the FGDs
7. During the FGDs ensure at every question a consensus is reached and recorded.
8. Ensure that you inform the participants that you will take group photographs and record the entire or part of the discussions to assist you to remember.
9. Inform the Discussants that you and or your team may wish to visit some of the individual INGAs/ projects (if any) to see for yourself/selves the current status.

KEY QUESTIONS: COMSIP

Name of Group;

	Questions	Comments
1.	What was the basis for selecting members of your group?	
2.	What motivated you to form your savings group?	
3.	What is the current membership of the Group?	Male _____ Female _____
4.	What was the original number of the Group	Male

		Female
5.	Do you see any advantage in combining men and women in the same savings group?	
6.	Are there any disadvantages of combining both sexes in same savings group?	
7.	How often do members meet and how much do they contribute per meeting?	
8.	Did your group receive any financial assistance from TASAF/ LGA to start your group? And how much	
9.	What are the evidence that your group is legally recognized?	
10.	What other kind of assistance have you received from TASAF as a group?	
11.	What financial and non-financial benefits do you get from your saving group?	
12.	In what ways have you benefitted from Local Financial Institutions in this area?	
13.	How do you spend your savings and what are your future plans of the Group?	
14.	How often do group members take loans from the group?	
15.	How enthusiastic are members about this group? Are they happy with it?	
16.	Do you agree that this savings group has helped members do improve their living standards?	
17.	How about helping them to start and run their own or group IGAs/business?	
18.	On a scale of 1-5 (1 meaning very poor, 2 poor, 3 fair, 4 good and 5 excellent) how would you assess the rate of loan offtake by the group members?	
19.	On a scale of 1-5 (1 meaning very poor, 2 poor, 3 fair, 4 good and 5 excellent), how would you assess the rate of loan repayment/recovery from group members?	

Depending on which FGD you are interviewing

Thank everyone for sparing his/her time for this discussion!

Annex IIID: KIIs at TMU/LGA Level

**TASAF/TPRP II IMPACT ASSESSMENT
FOCUS GROUP DISCUSSIONS QUESTION GUIDE FOR COMSIP SUBPROJECT BY SUBPROJECT NOVEMBER –DECEMBER 2015**

Region: _____ Name of LGA _____

Interviewees Targeted: LGA Officials, DED/MD, TASAF COORDINATOR, COUNCIL TREASURER, DPLO

Questions	Insert Score	Comments											
<p>1. Impact: On a scale of 1-5 (<i>1 meaning very Low , 2 Low , 3 fair, 4 good and 5 excellent</i>) from your experience about TPRP/TASAF projects how would you rate the overall impact of the following sub Projects in this region/LGA on the beneficiaries</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">(i) Food Insecure (FI) /PWP</td> </tr> <tr> <td style="padding: 2px;">(ii) Service Poor (SP) (education, health, water & sanitation, roads, irrigation water, markets, etc)</td> </tr> <tr> <td style="padding: 2px;">(iii) Community Savings and Investment Promotions (COMSIP)</td> </tr> <tr> <td style="padding: 2px;">(iv) IGAs & VG</td> </tr> </table>	(i) Food Insecure (FI) /PWP	(ii) Service Poor (SP) (education, health, water & sanitation, roads, irrigation water, markets, etc)	(iii) Community Savings and Investment Promotions (COMSIP)	(iv) IGAs & VG	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </table>								
(i) Food Insecure (FI) /PWP													
(ii) Service Poor (SP) (education, health, water & sanitation, roads, irrigation water, markets, etc)													
(iii) Community Savings and Investment Promotions (COMSIP)													
(iv) IGAs & VG													
<p>2. On a scale of 1-3 (<i>1, meaning very low, 2 moderate & 3 high</i>). How would you rate the harmony or synergy of the subprojects with LGAs priorities and plans?</p>	<p>1</p> <p>2</p> <p>3</p>												

3. In which ways have TASAF interventions in this region /LGA affected lives of beneficiaries? <i>Positively and negatively (if any)</i>		
4. What do you suggest as could have been the key issues for sustainability of TASAF sub-projects?		

Depending on which KII you interviewing Thank everyone for sparing his/her time for this discussion!

Annex III C: KIIs at Line Ministry Level:

Name of Ministry: _____

Interviewees: Line Ministry

Date of KII: _____ Name of Interviewee (s) _____ Position _____

Questions	Circle Score	Comments
1. On a scale of 1-3 (<i>1, meaning very low, 2 moderate & 3 high involved</i>). How would you rate your involvement in planning and implementation of TASAF II subprojects related to your ministry? How?	1	
	2	
	3	
2. If rating is 0-3 (<i>0 meaning never, 1 rarely, 2 sometimes & 3 always</i>), In line with standing practices and procedures, how often would you rate your sectors experts consultation in implementing TASAF subprojects?	0	
	1	
	2	
	3	



<p>3. On a scale of 1-5 (<i>1 meaning very poor, 2 poor, 3 fair, 4 good and 5 excellent</i>) how would you assess compatibility of TASAF II subprojects interventions with your sector policies and strategies?</p>	<p>1 2 3 4 5</p>	
<p>4. What are your perceptions on the effects of TASAF intervention to beneficiaries?</p>		
<p>5. In what ways should your Ministry be involved to ensure sustainability of TASAF II subproject?</p>		
<p>6. What are your recommendations on future implementation of TASAF subprojects?</p>		

Annex IV: Impact Assessment for FI/PWP Subprojects Instruments: Village Executive Officers, Village Fund Coordinators Village Fund Assistants and Sector Experts

**KEY INFORMANTS INTERVIEW (KIIs) :
TARGETING VILLAGE EXECUTIVE OFFICERS (VEOs), VILLAGE FUND COORDINATOR (VFC); & VILLAGE FUND JUSTIFICATION ASSISTANT AND SECTOR EXPERT(S)**

I. BASIC INFORMATION ABOUT THE PROJECT

Region: _____ District/Municipality: _____ Ward: _____
 Village/Mtaa: _____ Date of Interview: ____/____/____

Name of Interviewer: _____ Type of Group: _____

Type of sub-project: _____ Subproject location: _____

Total Cost of Subproject: _____ Direct Beneficiaries: _____ / _____ / _____
Male Female Total

II. SPECIFIC ISSUES OF INTEREST

NO	QUESTIONS	RESPONSES	REMARKS
1.	What is your experience (including challenges) in dealing with FI households?		
2.	In what ways do you think FI/PWP intervention helped the beneficiaries in this region/community?		

NO	QUESTIONS	RESPONSES	REMARKS
3.	How was wage rates set?		
4.	Do you think the wage rates set were adequate to improve beneficiaries daily food intake/requirements		
5.	In your opinion do you think the FI/PWP beneficiaries acquired any substantial skills to enable them to be employed elsewhere in other similar construction projects?		
6.	What kind of support did the district/LGA give to the beneficiary community of the PWP subprojects?		
7.	How did PWP interventions compliment LGAs/district development objectives?		
8.	How do you assess the present status of the PWP subprojects (functionality, accessibility, quality etc)?		
9.	<p>What positive changes on district beneficiaries have been associated with the subprojects?</p> <p>Were there negative changes to the community and beneficiaries?</p>		
10. 8	How has the district addressed the issue of O&M of the subprojects ?		



**FOCUS GROUP DISCUSSION (FGD)
FOR VC, CMC AND MTAA LEADERS: FI/PWP**



BASIC INFORMATION ABOUT THE PROJECT

Region: _____

District/Municipality: _____ Ward: _____

Village/Mtaa: _____

Date of Interview: ____/____/____

Name of Interviewer: _____
(Attach names and their positions)

Type of Group: _____

Type of sub-project: _____

Subproject location: _____

Total Cost of Subproject: _____
Male Female

Direct Beneficiaries: _____ / _____ / _____
Total

SPECIFIC IMPACT ASSESSMENT ISSUES OF INTEREST

NO	QUESTIONS	RESPONSES	REMARKS
1	What were your tasks in PWP subprojects?		
2	What were the criteria for selection of PWP beneficiaries?		



NO	QUESTIONS	RESPONSES	REMARKS
3	Why did you choose/select this specific PWP subproject?		
4	What was the process of identifying this particular PWP subproject?		
5	How was the wage rate set? Do think it was enough to reduce income poverty among beneficiaries		
6	What were the challenges associated with the set wage rate?		
7	In your opinion, what aspects did the PWP subproject benefits the targeted beneficiaries?		
8	What evidence do you have to confirm that they benefited in that way?		
9	How did the community as a whole benefit from PWP subproject?		
10	How do you assess the status of your project now in terms of intended felt needs (quality and functionality)?		
11	The subproject is completed, how do the former beneficiaries cope in meeting their livelihood security needs now?		
12	What lessons have you learned in TASAF's initiatives to address poverty (livelihood security) through PWP?		
13	How do you assess the workmanship (quality) of the assets created through PWP interventions?		
14	What arrangements are in place for the operation and maintenance (O&M) of the completed PWP subproject?		
15	What other food security/relief related programmes/agencies have operated in your area?		

NO	QUESTIONS	RESPONSES	REMARKS
3	How do you view the participation of men and women in implementation of public works?		
4	How did you spend the income you were earning from PWP subproject?		
5	What specific knowledge/skills were acquired from your participation in PWP subproject?		
6	How have you used the acquired skills to improve your living standards?		
7	As men in what specific aspects did this subproject benefit you?		
8	Now that the subproject is completed, what are other sources of income to sustain your livelihood security?		

**FOCUS GROUP DISCUSSION (FGD)
CHECKLIST FOR FI/PWP BENEFICIARIES – WOMEN FGDs**

I. BASIC INFORMATION ABOUT THE PROJECT

Region: _____ District/Municipality: _____ Ward: _____

Village/Mtaa: _____ Date of Interview: ____/____/____

Name of Interviewer: _____ Type of Group: _____ Type of sub-project: _____

Subproject location: _____ Direct beneficiaries: ____/____/____

Men Women Total

SPECIFIC IMPACT ISSUES OF INTEREST

NO	QUESTIONS	RESPONSES	REMARKS
1	What is your opinion on the beneficiary selection process within the gender context?		
2	What were your specific tasks (involvement) in the implementation of the subproject?		

NO	QUESTIONS	RESPONSES	REMARKS
3	How do you view the participation of men and women in implementation of public works?		
4	How did you spend the income you were earning from PWP subproject?		
5	What specific knowledge/skills were acquired from your participation in PWP subproject?		
6	How have you used the acquired skills to improve your living standards?		
7	As men in what specific aspects did this subproject benefit you?		
8	Now that the subproject is completed, what are other sources of income to sustain your livelihood security?		

Annex IV : Interview Guide for Enumerators



TANZANIA SOCIAL ACTION FUND

IMPACT ASSESSMENT OF TPRP II PROJECT IN MTWARA AND LINDI

INTERVIEW GUIDE

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PART I GENERAL INFORMATION

1.1 Introduction

All development support projects in general aspire to know what they have achieved at the end of their period of operation. In the same way of thinking, the OPEC funded TASAF/TPRP II in Mtwara and Lindi, which aimed to improve access of beneficiary households to enhanced socio-economic services and income generating opportunities would wish to make an impact assessment. The project, which ended in 2014 provided a mechanism that allows local governments to respond to community demands focusing on interventions that ultimately were expected to contribute to the attainment of MKUKUTA objectives and those of the Millennium Development Goals (MDGs). This guide therefore is set to make enumerators fluent in data collection for the purpose of making a thorough project impact assessment.

1.2 The objective of the assignment

This assignment aims to evaluate the extent to which OPEC support has achieved its development objectives and met the expectations of the intended beneficiaries of the Project in the spheres of access, use and satisfaction of service provided through assets created from sub projects implementation. Specifically, the study shall look at the following key issues:

1. Assess the level of achievements for community development initiatives and capacity enhancement;
2. Assess the effectiveness of implementation modalities for community development initiatives and capacity enhancement in strengthening decentralization at community level.
3. Assess the extent to which the needs of beneficiaries in all components were met; i.e. the extent to which the stated goals of beneficiaries have been achieved through implementation of the stated activities; these include reducing congestions of pupils in classrooms, reducing time spent in fetching domestic water, reducing mortality rates, reducing incidences of sickness and enhancing school attendance, etc.
4. Assess the availability of services, use and satisfaction for services provided from the assets created through implemented subprojects for various sectors
5. Identify the unintended results of the interventions, both positive and negative and causes thereof;
6. Assess the extent to which intervention in those areas complemented the role of LGAs in meeting their objectives of providing social services and building capacities;
7. Assess cost effectiveness in realizing the intended output;
8. Submit the final Assessment Report

1.3 Key Issues during data collection

Immediately after the inception report is endorsed, field enumerators will be recruited and get trained on data collection using a GIS platform anchored on Duploo **SurveyToGo®**. The household data will be collected and transmitted digitally to a cloud based database which can be accessed by the consultants and the TASAF TMU. This is when every enumerator will be conversant with the tablets and related equipments.

For data collection exercise, every enumerator is expected to have all important aids for the job as follows:

1. Identity Card;
2. 'Tablet' including all accessories;
3. Letter of Introduction;
4. Interview Guide for the impact assessment assignment;
5. List of households selected for the assignment;
6. Note book and pen;
7. Questionnaire.

1.4 Ethical Issues during the Assignment

Enumerators are strongly urged to observe and keep ethical standards during all the period of data collection. They are expected to give participants information about how their data will be used, what will be done with case materials, photos and audio or video recordings, and secure their consent. In the course of the assignment, enumerators are therefore expected to take care of the following among others:

1. Honesty – strive for honesty in all communication regarding data collection. Do not deceive respondents or the public in general.
2. Objectivity – strive to avoid bias in handling respondents (whether men, or women, old or young, educated or not educated, Christian or Muslim, rural or urban etc.). Avoid or minimize bias or self-deception. Disclose personal or social interests that may affect the assignment.
3. Integrity - Keep your promises and agreements; act with sincerity; strive for consistency of thought and action.
4. Carefulness - Avoid careless errors and negligence by carefully and critically examining your own work. Keep good records of assignment activities, particularly data, and handle the 'tablet' and related equipment appropriately. Otherwise report any problems to your supervisor promptly.
5. Confidentiality - Protect confidential communications. Assure respondents that all communication between you is highly protected and will never be communicated to any other person, and will be used exclusively for the intended purpose.
6. Legality – the assignment is being carried in accordance to the relevant laws and institutional and governmental policies.

PART 2 THE INTERVIEWING PROCESS

2.1 Entering into a Household for the First Time

Enumerators need to know that as they enter any household for data collection, each of them is new to the other. In other words the enumerator is new to the household and vice versa. The first responsibility of a competent enumerator is to create a friendly atmosphere for the process. Take care of your first appearance, particularly clothing and your language including body language. Female respondents are strongly urged to take with them *khanga* and/or *kitenge* to cover them well especially where they might be compelled to sit down during interviews as not all households may have chairs to sit on.

Remember you are going there in the name of Tetralink Taylor & Associates and therefore any misconduct will tarnish the name of the company. Before you start your duties, your supervisor will have communicated to the village leadership about you going there and the village leadership will have informed all selected households for the interview.

2.2 Enumerator's Responsibility

Enumerators must understand that they bear the basic responsibility of making sure that the assignment becomes a success. The quality of the assignment findings is a function of the quality of data that will be collected by enumerators. For quality work therefore, enumerators are deemed to effectively observe the following:

1. Create an interview friendly climate by making sure that you appear in a manner that is accepted by the community in which you work. Be friendly to them by appearing in a way that is expected of you. Use the language that is friendly to all. Be confident and make them have confidence in you.
2. Convince respondents that they know what you want out of them and that it is all for the good of the community. However, do not at all mention or promise any support or immediate benefits they will get because first you are just collecting data for impact assessment the outcome of which you do not know, and such promises may affect the data that you will get.
3. Assure respondents of the confidentiality surrounding your study. All communication should be between you and the respondents and no other person(s) should be accessing the same.
4. Control the communication process. Make the conversation or responses as short as possible but do not make any interactions or support to the respondent. Take care of your personal feelings by not showing anger or happiness because of a particular response. Just record well what is coming from the respondent.
5. As you organize for interview, make sure you request for time that is conducive for the respondent and keep time as far as possible.

6. Where a respondent might be reluctant to give answers, do not show to be frustrated. Slowly explain the aim of the assignment and gently ask the question again. Mind you, it is not a wonder to see some respondents denying response to some questions. This will depend on your mastery of asking questions by using not only your mouth but also your facial gestures, body language and friendly appearance. If one gives a vague answer, do not interrupt promptly, just listen to the end, and then try to acknowledge the response but beg for pardon and restate the question more clearly.
7. Lastly, if you fail to get data in an unexpected rate, you are advised to contact your supervisor for remedial moves.

2.3 Working with difficult households

While everyone has his/her own tactics of how to convince those who seem to be unfriendly and therefore not ready to respond, the following may help you to win them:

1. Make sure you impart on them the sense of being very important to the extent of being selected for the interview on behalf of others in the village, and in case they are experiencing some difficulties such as disease or any other problem show them that you are empathetic and sorry for them.
2. Show them that you are ready to communicate with them as and when they have time, and that the information is very important and will completely be very confidential.
3. Try hard to convince them for the interview by telling them how important the assignment is. Otherwise you may need to get the help of village leadership, and if no response, contact your supervisor for the same. All in all, you are required to record the household just as you do for those who respond well.

PART 3 USING THE QUESTIONNAIRES

3.1 Introduction

This data collection exercise involves four (4) questionnaires, one for every subproject under TASAF TPRP II interventions viz: (1) Food Insecure (FI) and Public Works Programme (PWP), (2) Service Poor (SP), (3) Income Generating Activities (IGA), and (4) Community Savings Investment Promotion (COMSIP). For effective data collection and for meeting the expectations of the assessment, the questionnaires are divided into about nine (9) parts as follows:

1. Respondent's bio data
2. Household profile
3. The Specific Project Intervention
4. Perceived changes in living standards of TPRP II beneficiaries
5. Beneficiaries participation in M&E of TPRP II Project
6. Utilization of Skills acquired by Beneficiaries
7. Sustainability

8. Project Sustainability
9. Recommendations

3.2 Respondent's Bio Data

Section one of the questionnaire deals with just understanding the respondent you are talking to. The questions are simple and self explaining that focus on personal information of the respondent him/herself. Gently go one by one and let the respondent(s) give you the right answer(s).

3.3 Household Profile

Section two of the questionnaire focuses on the household. In total there are 28 questions about the household. The questions are set in a simple and straight language so that respondents do not take too much time. Enumerators are advised to take note of questions that direct them to other questions, particularly questions q2.4, q2.14 and q2.24. All enumerators are expected to have understood all questions well and know exactly where they are expected to go. Be sure you understand the rationale of going where you are directed to go. Otherwise all other questions are easily understood and your expertise in handling respondents is the only input to getting the most quality data. Struggle to ensure that all respondents give answers to this section.

3.4 Specific TASAF (TPRP II) Intervention

Households will respond to the set of questions in this section depending on which sub-project they fall in. These questions now focus on the sub-projects and they need extra care and understanding. Enumerators are expected to have internalized the questions before interviewing date. You need to be very fluent before respondents. Where clarity is needed, be confident and respond adequately and properly. It is noteworthy that questions that direct you to another question are understood well and the rationale of doing so is also understood.

3.8 Remaining Parts of the Questionnaire

For the remaining parts of the questionnaire;

1. Perceived changes in living standards of TPRP II beneficiaries
2. Beneficiaries participation in M&E of TPRP II Project
3. Utilization of Skills acquired by Beneficiaries
4. Sustainability
5. Project Sustainability
6. Recommendations

All respondents are expected to respond to them. The aim of these parts is to assess the impact of the TPRP II on the living standards of beneficiaries of all the sub-projects, their participation in the M&E of the project, Utilization of the skills acquired through the project, sustainability of the project and the sub-projects and recommendations. Enumerators must understand the questions very well and be fluent in explaining them to respondents and clarify anything whatsoever for quality information.

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ANNEX III: LIST OF FGD AND KII PARTICIPANTS

IGA FGD

	NAME	TITLE	SUBPROJECT	VILLAGE
1.	ABASI HASHIM MAYEMBE	VEO	VEG GROUP - IGA,	NAPUTA SOKONI,
2.	HAMISI RAPHAELI SAIDI	VILLAGE CHAIR	VEG GROUP - IGA,	NAPUTA SOKONI
3.	AZIZI FUMAO AIBU	PROJECT CHAIR	VEG GROUP - IGA,	NAPUTA SOKONI
4.	MAHABUBI DADI MPALA	COMMITTEE MEMBER	VEG GROUP - IGA,	NAPUTA SOKONI
5.	MAHAMUDU MAMIU MKALA	COMMITTEE MEMBER	VEG GROUP - IGA,	NAPUTA SOKONI
6.	ZAINABU MTANGA	GROUP TREASURER	VEG GROUP - IGA,	NAPUTA SOKONI
7.	SHABIA MWINGUKU	V/SECRETARY	VEG GROUP - IGA,	NAPUTA SOKONI
8.	AMINA LUWOMBO	GROUP TREASURER		NAPUTA SOKONI
9.	ABASI HASHIMU MAYEMBE	VEO	ROAD PROJECT -FI	NAPUTA SOKONI
10.	HAMISI RAPHAELI SAIDI	VILLAGE CHAIR	ROAD PROJECT-FI	NAPUTA SOKONI
11.	AHAMADI DADI NYORORO	GROUP SECRETARY	ROAD PROJECT-FI	NAPUTA SOKONI
12.	MAHAMADI HARIDI ISMAIL	GROUP CHAIR	ROAD PROJECT-FI	NAPUTA SOKONI
13.	FATUMA MFALME LIPANDULA	TREASURER	ROAD PROJECT-FI	NAPUTA SOKONI
14.	JIDE SAIDI MPAPA	COMMITTEE MEMBER	ROAD PROJECT-FI	NAPUTA SOKONI
15.	OMARI MAMU	VILLAGE REP		NAPUTA SOKONI
16.	JAMALI BANDARI	VILLAGE REP		NAPUTA SOKONI
17.	SAIDI MAWAZO	VILLAGE REP		NAPUTA SOKONI
18.	FAHAMU CHINGONGWA	VILLAGE REP		NAPUTA SOKONI
19.	ISSA LUKUNDU	VILLAGE REP		NAPUTA SOKONI
20.	MUSTAFA NAHUNDA	VEO	SCHOOL -SP	MACHEDI
21.	HASANI LILANGA	VILLAGE REP	SCHOOL -SP	MACHEDI
22.	HAMISI NAKUCHIMA	VILLAGE REP	SCHOOL -SP	MACHEDI
23.	SAID ATHMAN MALEHA	VILLAGE REP	SCHOOL -SP	MACHEDI
24.	AMIDA SAID MNALNUMBULLA	VILLAGE REP	SCHOOL -SP	MACHEDI
25.	SALUMU HAWAZI	VILLAGE REP	SCHOOL -SP	MACHEDI
26.	SAMIRA MUSA	PROJECT CMC	SCHOOL -SP	MACHEDI
27.	NAIMUNA MPINI		SCHOOL -SP	MACHEDI
28.	MOHAMMEDI NJALALE		SCHOOL -SP	MACHEDI
29.	RABIA KUNDOWELA		SCHOOL -SP	MACHEDI
30.	ARABI NANGOLE		SCHOOL -SP	MACHEDI
31.	SHAIBU BAKIRI		SCHOOL -SP	MACHEDI
32.	NAKUCHIMA MWAYA	CHAIR SCHOOL MGT COMMITTEE	SCHOOL -SP	MACHEDI
33.	BAKARI MTANDA	HEAD TEACHER	SCHOOL -SP	MACHEDI
34.	OMARI M.LIDAMBO	CHAIR-VILLAGE COUNCIL		NAMAHONGA
35.	MUSTAFA ABUBAKARI	VILLAGE EXECUTIVE	DAIRY CATTLE - IGA	NAMAHONGA
36.	MOHAMMEDI NANGURILE	VILLAGE REP	DAIRY CATTLE - IGA	NAMAHONGA
37.	FATUMA MTUMBI	CMC CHAIR	DAIRY CATTLE - IGA	NAMAHONGA
38.	MUSTAFA MITOLE	CMC SECRETARY	DAIRY CATTLE - IGA	NAMAHONGA
39.	AIBUNI AHMADI	VILLAGE REP	DAIRY CATTLE - IGA	NAMAHONGA
40.	AMASHA LIDAMBO	VICE SECRETARY	DAIRY CATTLE - IGA	NAMAHONGA

NAME	TITLE	SUBPROJECT	VILLAGE
41. SAID AHMED NALOMBE	MEMBER	VILLAGE COUNCIL	MAUNDO SEC SCH
42. MUKWASA JUMA CHILIPO	CMC SECRETARY	ADMIN BLOCK - SP	MAUNDO SEC SCH
43. ABDALLA SAID BANIANI	CMC-CHAIR	ADMIN BLOCK - SP	MAUNDO SEC SCH
44. RAMADHAN MTAULE	HEAD TEACHER	ADMIN BLOCK - SP	MAUNDO SEC SCH
45. JAMALI MWALIMU	VILLAGE REP	ADMIN BLOCK - SP	MAUNDO SEC SCH
46. SHARIFA ISMAEL	CHAIR CMC	WATERWAYS & ROAD	MAJENGO/BIAFRA
47. ZIHA HALIDE	ORGANIZAING SEC	WATERWAYS & ROAD	MAJENGO/BIAFRA
48. JOHN KUNDI	TREASURER	WATERWAYS & ROAD	MAJENGO/BIAFRA
49. SALUMU NAMAPATU	CHAIR	VULNERABLE GROUP	LUWELU JANGWANI
50. HASSAN NGANGA	SEC	VULNERABLE GROUP	LUWELU JANGWANI
51. ASHA MKUPUKUPU	MEMBER	VULNERABLE GROUP	LUWELU JANGWANI
52. ASHA ATHUMAN NDWANGA	MEMBER	VULNERABLE GROUP	LUWELU JANGWANI
53. FATUMA HEMED	CHAIR	VULNERABLE GROUP	NALIENDELE
54. HAMIDA KASINGE		VULNERABLE GROUP	NALIENDELE
55. REHEMA MWIDINI	SECRETARY	VULNERABLE GROUP	NALIENDELE
56. JANDDINE MONGA	VILLAGE CHAIR	IGA - VULNERABE	BOMBA LA BURE
57. HASSAN NALOLA	GROUP CHAIR	IGA - VULNERABE	BOMBA LA BURE
58. BARIKI MWAKIPESILE	ORG SEC	IGA - VULNERABE	BOMBA LA BURE
59. SALUM	MEMBER	IGA - VULNERABE	BOMBA LA BURE
60. SOFIA SALUM	VILLAGE CHAIR	IGA - VULNERABE	MAHUTA/JANGWAN I
61. TWALIB MOHAMMED	VEO	IGA - VULNERABE	MAHUTA/JANGWAN I
62. ESTHER DANFORD	MEMBER (VC)	IGA - VULNERABE	MAHUTA/JANGWAN I
63. DAUDI EDWARD ABDALLA	CHAIR	IGA - VULNERABE	MAHUTA/JANGWAN I
64. MWAJUMA ABDALA WENDA	TREASURER	IGA - VULNERABE	MAHUTA/JANGWAN I
65. MARY FAITH MNYALU	SECRETARY	IGA - VULNERABE	MAHUTA/JANGWAN I
66. HAMIS TEMU	CHAIR	VILLAGE COUNCIL	MTINGIDA VILLAGE
67. SILAJI VINCENT	VEO	VILLAGE COUNCIL	MTINGIDA VILLAGE
68. FARAJI MNAPITA	MEMBER	CMC	MTINGIDA VILLAGE
69. HAMISI CHIBWANA	MEMBER	CMC	MTINGIDA VILLAGE
70. MSHIMU NJOMBI	MEMBER	CMC	MTINGIDA VILLAGE
71. ZAIBU H.	MEMBER	CMC	MTINGIDA VILLAGE
72. MOHAMED BUTU	SECRETARY	CMC	
73. HAWA NAMALA	AG. CHAIR	CMC	
74. FARAJI NATOSA	CHAIR	SCHOOL COMMITTEE	
75. YAHAYA M. LIYONJO	MEMBER		
76. FATU B. ALLY	MEMBER	SCHOOL COMMITTEE	
77. MIRIAM MASALI	MEMBER	SCHOOL COMMITTEE	
78. HAMZA LULANJE	SCHOOL TEACHER		
79. LAI HEMEDI	VEO	MALOPOKELO	MALOPOKELO
80. JUMA FAMA	CHAIR	VILLAGE COUNCIL	MALOPOKELO
81. FATUMA LIVEVE	SECRETARY	VG – DAIRY COWS PROJECT	MALOPOKELO
82. HAMISI MITAVA	TREASURER	VG – DAIRY COWS PROJECT	MALOPOKELO
83. MOHAMMED LIVANGA	CHAIR	VG – DAIRY COWS PROJECT	MALOPOKELO
84. SHARIFA MOHAMMED BUNO	HEAD TEACHER		
85. SHAMILA AYUBU	MEMBER	CMC	

NAME	TITLE	SUBPROJECT	VILLAGE
86. NURDIN MKUSA	CHAIR	SCHOOL COMMITTEE	
87. SOFIA MPAKATIKA	MEMBER	SCHOOL COMMITTEE	
88. ZAWINA TUBONEVE	MEMBER		
89. MNOVA HAMISI	MEMBER		
90. ALI MUHANJE	VEO	VILLAGE COUNCIL	MATOGORO
91. SALUMU ALI	MEMBER	CMC	
92. SAID LUNGA	CHAIR	VILLAGE COUNCIL	
93. MASUDI AHMED	MEMBER	VILLAGE COUNCIL	
94. MWAJUMA AHMED	MEMBER	CMC	
95. HAWA MUSA	MEMBER	CMC	
96. PILI MOHAMMED	MEMBER	CMC	
97. IMELDA MAPUNDA	VEO		
98. SALUM MNYETO	CHAIR	VILLAGE COUNCIL	MTULENI
99. KISSIAN MATEY	MEMBER	VILLAGE COUNCIL	
100. SELEMAN CHEGE	MEMBER	VILLAGE COUNCIL	

ANNEX IIIB: LIST OF PERSONS INTERVIEWED IN KIIS**I. MTWARA**

S/N	NAME	SEX	SECTOR
1.	Mahela G. Njile	M	Health
2.	No name		Education
3.	Dr. Nizari K. Iddi	M	Livestock& Fisheries
4.	Hussein Kitingi	M	PO-Tamisemi
5.	Mzingwa Ramadhani	M	Works
6.	Donald Nsoko	M	Ag Municipal -Tamisemi
7.	Eng. F. Fugemalila	M	Works
8.	Reniece J. Mhagama	M	Agriculture
9.	Win C.K. Mwamkalaba	F	Health gender and Children
10.	A.R. Mzava	M	Secondary Education
II. TANDAHIMBA			
11.	Issa Naumanga	M	Agriculture
12.	R.E Mwanauma	M	Livestock Fisheries
13.	Ismael Mbilinyi	M	Community Development
14.	A.H. Njovu	M	Local Government
15.	Patrick Mpangala	M	Land &Human Settlement
16.	T. Mzenga	M	District Education Officer
17.	C.J. Kasese	M	Finance and Planning
LINDI			
18.	David E.Kwavi	M	Livestock and fisheries
19.	Charles Makama	M	Environment
20.	Charles Msaipopo	M	Tourism, Environment& Natural Resources
21.	Mohamed A. Longoi	M	Agriculture
22.	Ndaura A.	M	Land (DED)
23.	J. Mauna	M	Environment
24.	Esta H. Kiane	F	Technician
25.	Mpita Ngilangwa	M	Water
26.	Hadija Kabojela	F	Ag: DED
27.	Dr. Dugange F.J.	M	MMO
28.	Rashid Namkulala	M	DCDO
29.	Engeneer J.D. Mshahara	M	Municipal Engineer
30.	Johari M. Satura	M	Director (Municipal)

ANNEXIII : TPRP II SUBPROJECTS DATA: NORMALITY TEST RESULT**Appendix N1: Normality Test Results: Food Insecure**

Descriptive Statistics						
	N	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
3.6 What was your household members' average monthly income during employment in TASAF Project activities?	157	1.89	1.437	.194	1.631	.385
3.9 During your involvement in the TASAF Project activities, how many meals did your household take per day?	157	2.45	-.341	.194	-.882	.385
3.10 How many meals do your household take now after TASAF Project is completed	157	2.30	-.246	.194	-.602	.385
3.14 If YES, what was the amount you were able to save from earnings/wages from the TASAF (TPRP II)? (monetary value)	49	1.88	1.932	.340	2.857	.668
3.24 Approximately what is your current monthly average income from the business/IGA?	142	4.20	-.542	.203	-1.626	.404
Valid N (listwise)	44					

Appendix N2: Normality Test for Vulnerable Group /Income Generating Activities VAIGA Subproject

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
3.19 How much are you making per month?	173	3.606	.185	9.876	.367
3.22 How much have you been making per month?	136	2.640	.208	7.954	.413
3.7 What was the amount of start-up capital that you received from TASAF as a group?	200	.080	.172	-1.736	.342
Valid N (listwise)	123				

Appendix N1: Service Poor

Descriptive Statistics						
	N	Mean	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
3.23 If YES to Q.3.22,before TASAF interventions, how long did it take your household or community members to and from the nearest health facility?	55	3.22	-1.027	.322	-.374	.634
3.24 After TASAF interventions, how long does it take your household or community members to and from the nearest improved health facility?	85	1.84	.920	.261	-.769	.517
3.30 If YES to Q.3.28,before TASAF interventions, how long did it take your household or community members to and from the nearest water point?	26	2.54	.061	.456	-1.497	.887
3.31 After TASAF interventions, how long does it take your household or community members now to and from the nearest water point	52	1.73	1.233	.330	-.202	.650
3.42 After TASAF Project interventions, what is the time taken by the community members to reach the nearest rural road network?	45	2.24	.529	.354	-1.036	.695
Valid N (listwise)	4					

