

MOSHI CO-OPERATIVE UNIVERSITY

Community Driven Development Horticulture Projects and Youth Economic
Empowerment in Ruangwa District, Tanzania

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COMMUNITY DRIVEN DEVELOPMENT HORTICULTURE PROJECTS AND
YOUTH ECONOMIC EMPOWERMENT IN RUANGWA DISTRICT, TANZANIA

By

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COMMUNITY DEVELOPMENT OF MOSHI CO-OPERATIVE UNIVERSITY,
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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by Moshi Co-operative University a Research Report “*Community Driven Development Horticulture Projects and Youth Economic Empowerment in Ruangwa District, Tanzania*”, in partial fulfilment of the requirements for the award of Master of Arts in Co-operative and Community Development of Moshi Co-operative University.

(Supervisor’s Name)

(Supervisor’s Signature)

Date _____

(Supervisor’s Name)

(Supervisor’s Signature)

Date _____

DEDICATION

I would like to dedicate this work to my beloved husband Rashid Chikoyo (PhD) who has played both roles of a husband, motivator and sponsor.

My dedication also goes to my children Jimmy, Jamillah and Chicco Junior for their encouragement and support. Special dedication is directed to Margaret Msonganzila (PhD), my role model, for unconditional super support, guidance and supervision from the beginning to the end of this work. Also, much respect to my co-mate MACCD Students, 2020-2022 for their outstanding support throughout my education career.

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LIST OF ABBREVIATION

CBF	Community Based Farmers
CBOs	Community Based Organizations
CDD	Community Driven Development
CDDP	Community Driven Development Project(s) DAIDO District Agricultural and Irrigation Office(r)
FGDs	Focus Group Discussions
LGAs	Local Government Authority
MOUs	Memorandum of Utilizations
NGOs	Non-Governmental Organisations
PMC	Project Management Committee
ROI	Return on Investment
YES	Youth Empowerment Strategies

ABSTRACT

Tanzania, like any other developing countries, has established different policies to promote youth empowerment which might improve the quality of life in terms of economic independence. This called for establishment of the community driven development CDD projects for the aim of empowering youth economically. The aim of this research was to assess the contributions of CDD Horticulture Projects in youth Economic Empowerment in Ruangwa District. Specific objectives were to examine the activities undertaken by youth farmers; determine the modality of implementing CDD horticultural projects; examine the benefits accrued by youth farmers; and examine the constraints facing youth in implementing CDD projects. The study adopted Descriptive research design which involved a sample size of 216 respondents. A Purposive sampling was employed in obtaining respondents. Data was collected using structured questionnaires, interviews, and focus group discussion. Data was analysed using descriptive statistics. The study found that youth are engaging in agricultural activities such as horticultural crop production and selling of the produce for income earning. The project was implemented under a group basis. Further, about 60% of youth get little benefits from CDD implementation at $t = (-0.37 < P < 0.005)$ value in one sample of test statistics at 95%. And are facing challenges upon implementation of the project. The study concludes that, Wald test of 9.71 indicates that 40% of the youth has been positively empowered. The study recommended that, Ruangwa District Executive Director through youth empowerment projects should continuously offer technical, financial and information supportive to youths aimed at increasing quality and quantity of harvest to achieve an everlasting impact of youth economic independence.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Community-driven development (CDD) is an umbrella term for projects that actively include beneficiaries in their design and management. Experience from World Bank (2019) has shown that, when given appropriate technical, financial and information support, youth can effectively organise themselves, to identify their priorities and address local problems, by working in partnership with local governments to enhance empowerment. Unlike other development projects, CDD is an approach to development that emphasises community control over planning, decisions and investment resources, (Makenzie, 2021). CDD projects receive support from government and donors. This is one of the main characteristics that differentiate the CDD approach from methods used by Community Based Organizations (CBOs), that CDD projects receive support from government and donors and it gives control of decisions, and resources to community groups. The support that CDD projects receive include strengthening the ability of beneficiaries to plan, implement and manage programs; to facilitate access to services that support the relevant development programs, and to strengthen the link with formal institutions and organisation for example, CBOs, Non-Government Organisations and Traders (Dongier, 2012).

Over the past decade CDD projects have become a key operational strategy for many nations, governments, as well as for international aid agencies. The CDD involves many individual projects that cover thousands of villages and has cost billions of dollars (Vanga, 2018). Moreover, CDD projects can be found working across a broad spectrum of developing country environments, from emergency response projects that follow on from natural disasters and armed conflicts, to projects in middle-income countries that are used to close gaps in basic, small-scale infrastructure and that target national programs of social assistance (Duncan, 2018).

In Asia, Philippines in particular, CDD was introduced in 2002, in which different development projects including horticultural production were carried out (Gorge, 2016 Baldwin *et al* 2016). The CDD projects has benefited more than 1.6 million youth households through almost 6,000 projects providing new water systems, school buildings, day care centres, health stations, and post-harvest facilities. Many youths

have been employed in the projects and were able to sustain even in the absence of funding donors, (Baldwin *et al.*, 2016).

According to Makenzie, (2021), paper on the effects of CDD in sub-Saharan African countries from 2000 to 2009, the CDD projects covered 23 projects in 21 low and middle-income countries. The CDD in these countries have made substantial contributions by improving the quality of small-scale infrastructure like water supply, roads, housing and resource allocation. The CDD projects were able to bring communities together to deliver services quickly under difficult circumstances, (Makenzie, 2021). For example, in Madagascar, CDD projects were used in response to flooding, for an emergency rice production (Pittmat *et al.*, 2019). The local communities were trained in skills to manage the projects, from pesticide use to financial management (Haider, 2012). The community took responsibility for irrigation system maintenance by pooling their own money. This has helped 1.2 million unemployed young people to engage in the project and re- build their country's economy in which its successful empowered youth undertake an economic stand (Makenzie, 2021).

Furthermore, CDD projects were conducted in Cape Verde, Ghana, Mali, Mauritania and Senegal. In these countries the CDD projects were supported by IFAD which provided funds and technical advice to empower victims recovered from internal conflicts and tribal wars, soldiers, mainly youth who were borrowed by their state to fight for the government (Hannie, 2016, Baldwin *et al* 2016). The projects helped rural youth in agriculture entrepreneurship and empowered youth to recover from war shocks and changed communities' attitudes and behaviour to cope with the out of war situation by establishing crop and livestock farming and petty business (Hannie, 2016).

According to (Duncan, 2018), in his Paper on how communities participate in decision making in CDD projects in South Sudan from 2007 to 2009, when the CDD projects were introduced for the first time, the government uses the community engagement specialist to make sure that communities are participating in decision making. The strategy of using specialists has enabled the youth community to articulate visions and goals by coming together to discuss development needs and identify priorities in a transparent manner. The articulation has made youth more empowered and able to make financial and technical planning and decisions (Duncan, 2018).

Likewise, in Uganda, CDD projects were recommended and accepted as a tool for empowerment in the year 2004 (Oketch, 2013). In the year 2005 the CDD projects mechanisms supported Local Government to Service Delivery to youth with innovations and income. The programme aimed at youth who were victims recovered from the shock of internal war. The projects helped to empower more than 54% rural youth with agriculture, health facilities, and small-scale entrepreneurship (Okech, 2013).

In Tanzania, the government has realised the importance of involving communities in their own development through the Community Development Policy of 2009 which is also concerned with youth empowerment. The government established CDD projects which were operated in terms of community-based organisations (CBOs), under the umbrella of partnership projects between CBOs, elected local or municipal governments, private support organisations (NGOs), or direct partnerships with central government (Mjema, 2017; URT, 2017). The policy aimed at creating the enabling environment to build the capacity of the youth and promote development in health, financial services, education and agriculture (URT, 2009). This policy was facilitated by the central government, and the selected Tanzania Horticultural Association (TAHA). The policy in the beginning operated in Regions and District wise, by involving youth in CDD projects (URT, 2017). The Ruangwa District in particular was among the districts which organised and formed CDD projects which were supported by Aga Khan foundation from the year 2015-2019 (Ruangwa, 2021). During the policy implementation, Ruangwa District has selected the potential area for the CDD project in Nkowe Ward whereby groups of Youth were formed in the year 2015 in order to execute the horticultural project. The project aimed at increasing income among youth participants who are engaging in it, and the project was based in horticultural or vegetable production. The CDD project under Agha Khan foundations aimed at building capacity towards increasing youth economic independence (Mataba, 2019). However, in the study area, the contributions of the CDD horticulture project were not yet been described till the project ceased. This study therefore, aimed to assess the contributions of CDD horticulture projects and youth economic empowerment in Nkowe Ward located in Ruangwa District.

1.2 Statement of the Problem

Tanzania, like any other developing countries, has established the CDD for the aim of empowering youth economically as among other community members (World Bank, 2019). In the study area (Ruangwa District) Youth were engaging in a CDD project based on horticultural production. The CDD horticulture Project was sponsored by Aga Khan Foundation with the aim to increase youth's income and become economically independent was not justified on the entire period of the project implementation of which Youth income independent are still unstable (Ruangwa District Council Report, 2021). The CDD established in other areas in Tanzania aimed to bring about income empowerment, however, according to Kayunga et al, (2016), the result seems to have negative empowerment despite donor's support. For instance, Ludewa District in Njombe region is among potential areas where the Youth farmers engaged in vegetable production. It is estimated that more than 10% of youth were economically empowered by producing vegetables and transport to different areas including Mbeya regional market and Iringa searching for good prices and increasing their income. However, youth farmers are still facing income dependence challenges (Mlelwa, 2013). The Tanzanian government has made some efforts to rescue the challenges by establishing policies to promote youth empowerment which might improve the quality of life in terms of economic independence. For example, the National Development Vision of 2025; the information and technology to youth policy (2007), The financial Services for Poverty Reduction Plan (2007), (URT, 2015); the National Youth Development Strategy known as Youth Empowerment Scheme (2008) of which emphasises on CDD projects with donor's support to facilitate youth empowerment through information, technology, and financial services in horticulture production to enhance economic independent, (HODECT, 2020).

Despite the government efforts to rescue the income dependent challenge among Youths, still Youth farmers are not economically stable whereby about 70% of youth quitted the horticultural CDD projects and engaged in other petty business. It is not well known the reasons for quitting CDD (Ruangwa District report, 2020). Therefore, this study aimed to assess the contributions of CDD horticulture projects and youth's economic empowerment in Nkowe Ward, Ruangwa District.

1.3 Objectives of the Study

1.3.1 General objective

The main objective of this study was to assess the contributions of community driven development horticulture projects and youth economic empowerment in Ruangwa District, Tanzania.

1.3.2 Specific objectives

Specifically, the study intended to;

- i. Examine the activities undertaken by youth farmers in horticulture CDD projects.
- ii. Determine the modality of implementing a CDD horticultural farming project.
- iii. Examine the benefits accrued by youth farmers from implementing CDD horticultural projects.
- iv. Examine the challenges facing youth in implementing CDD horticultural farming projects.

1.4 Research Questions

These research questions to guide the study;

- i. What are the activities undertaken by youth farmers in the study Area?
- ii. How are the youth in the study area involved in implementing CDD horticultural projects?
- iii. To what extent do youth in the study area benefit from implementing the CDD horticultural project?
- iv. What are the challenges facing youth in their involvement in CDD horticultural projects?

1.5 Significance of the Study

The aim of the study is to make contributions to knowledge on community driven development on youth empowerment. The study is important since it contributed additional knowledge to policy makers. The findings of this project were essentially useful to the Ministry responsible for Youth Development and Empowerment at the National level that helped them come up with strategies useful in addressing youth empowerment in Tanzania.

The findings from this research would be more useful in formulating, amending and implementation of youth empowerment programmes through community driven

development projects. Thus, the study as such, aimed to assist in directing the efforts of interested parties NGOs, CBO and the government and managers of development planning towards the formulation of measures for fostering youth empowerment through community driven development programmes, in rural areas in Tanzania. The outcomes and recommendations of this study would contribute to widening the experience of the rural youth.

Furthermore, the findings from this study are expected to encourage youths to properly mobilise themselves towards actualizing development goals. It would help to restore the dignity of youths in the society against the inferior status the society accords them. This study would also be beneficial in interjecting to the available information/literature that may be used by educational intellectuals (academicians) who may desire to conduct further research on a similar/ interlinked subject matter. The study is expected to contribute to the knowledge and theory and practice of youth empowerment by providing a comprehensive report on how community driven development projects can be used to bring about changes in attitude among youth and can influence youth empowerment in rural Tanzania. The study enables the researcher to be awarded a Master of Arts in Co-operative and Community Development.

1.6 Organisation of the Study

This research report is organised into five chapters. The first chapter provides the background to the study, problem statement, research objectives, research questions and the significance of the study. Chapter two described literature review with its aspects includes the research concepts, theoretical and empirical literature reviews and conceptual framework of the study. Chapter three comprises the research methodology that covers the research design, description of the study area, population, sample and sampling techniques, data and data collection methods, validity and reliability of instrument and data analysis techniques. Chapter four presents the research findings and discussions in relation to research objectives. Chapter five provides summary, conclusion and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter provides literature review on the implementation of CDD horticultural project on youth empowerment. It begins with the definition of key terms which include youth, Community Driven Development project, youth empowerment, community as beneficiaries. The chapter also provides the theoretical and empirical literature review and the conceptual framework.

2.1 Definitions of the Key Terms

2.1.1 Youth

According to the World Health Organization (WHO, 2013), youth is defined as anyone between the ages of 15 years and 24 years, the Macmillan dictionary on the other hand states the definition of youth as the time of one's life when they are young (Macmillan Dictionary.2015). According to the World Programme of Action for Youth (2012), youth are all people aged 15 to 24 years old and the terms "youth" and "young people" are used interchangeably. Taking into account its types, the African Union adopts the 15-35 as the age definition of youth.

In Kenyan society, the reference of youth is made of an individual, who is at least 12 years of age, but no more than 19 years (Ongeri 2014). In this African context, it is believed that any one above the age of nineteen is of a consenting opinion; hence assuming adult responsibilities and is therefore accountable for all his or her actions. In the context of this study, youth refers to all people between the ages of 18-35 years who are engaged in CDD projects and activities in rural areas.

2.1.2 Youth empowerment

Youth empowerment is a process where young people are encouraged to take charge of their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes, (Bronwyn, 2013). Youth empowerment is achieved through participation in youth empowerment programs whereby young people acquire the skill, authority, and agency to make decisions and implement change in their own lives and the lives of other people, including youth and adults through an attitudinal, structural, and cultural process (Fletcher, 2006).

The three different categories of youth empowerment are individual, organisational and community empowerment (Ledford, 2013; Zimmerman, 2000). Individual empowerment relates to young people or adults with emerging skills to practise control and improve their know-how. Organisational empowerment relies on the opportunity for young people or adults to acquire the skills needed to gain control over their lives and also involves the organisations that provide, and benefit from the youth by providing alternatives to service provision, as well as organisations that develop and influence policy resolutions. In this study therefore, empowerment means creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the direction of others (Vanga 2018).

2.1.3 Youth economic empowerment

Youth economic empowerment is process whereby young people are encouraged to take charge of their lives means by supporting young people to develop the knowledge and skills they need to succeed in the world of work of building up their capacity to participate and contribute to benefit, to take action in order to improve their live skills, future goals, access to resources and transform their consciousness through their believes, values and entrepreneurial mind set (plan international, 2021). In this study youth economic development refers to youth participation in horticulture project work as an entrepreneurship of building up their income capacity.

2.1.4 Community driven development

Community Driven Development is an umbrella term for projects that include beneficiaries in their designing and management. Means community establishes own development groups and are participating in controlling the development process, resources and decision-making authority (Maliki, 2018). It gives control of decisions, and resources to community groups. These groups often work in partnership with demand responsive support organisations and services providers including elected local government, the private sector, NGOs and central government agencies (Dongier *et al*, 2014). It advocates people changing their own environment as a powerful force for development (Danjuma, *et al*, 2017). In this study, CDD refers to the youth horticultural project and its contribution to youth economic empowerment and development.

2.3 Theoretical Literature Review

2.3.1 Self-Determination Theory

The study adopted self-determination theory as developed by Ryan (1985) and used by Tom (2018). The theory suggests that “people are able to become self-determined when their needs for competence, connections and autonomy are fulfilled”. The theory is being significantly influenced by the need for satisfaction. The strengths of the theory are that, theory focuses on building positive assets, connecting youth with local resources, and engaging youth in community service activities for self-determination and self-development. The theory is relevant to this study, as it explains how youth can be able to engage themselves, try out new roles and skills, find a sense of ownership, articulate their own ingenuity and opinions in decision-making processes and increase their income independence. In addition, they can be able to address challenges and experience both failure and success that support them to move away from their normal comfort zone (YES, 2019).

2.3.2 Social Ecological Empowerment Theory

Another theory that will accompany this study is Social Ecological empowerment theory by Sam (2018) which complements self-determination theory. The theory explains how the ecological environment can affect empowerment; in which community develops the interactions between the agriculture activities (social), and the roles environment (ecology) can play within the community. Different levels of empowerment such as individual, group or institutional are brought into dynamic interaction with different environmental conditions such as land production capacities, weather conditions, availability of water and other natural resources availability (environment/ecology) (YES, 2019).

Youth economic empowerment in sustainable agriculture (horticulture) depends more on the ecological environment and social environment in which the agriculture project is implemented. The favourable ecological conditions will encourage youth participation in the project, and the social environment in which the community lives will encourage youth adaptation to both technical and financial, and information and improved crop production skills. In return more yield will be obtained and more income. The theory contributed that social ecological empowerment was rooted in the notion that people gained power from having a sense of their personal influence within the structure of social and environmental power and from the environmental condition in which the

community is interacting. This has a greater impact on youth engagement and continuation in the engagement in projects. The strengths of the theory is that it considers interaction with different ecological conditions and social engagement systems that will result in various forms of development relations and sustainability development of the community involved (Matessiah, 2016).

The ecological theory suggests that youth will feel valued, respected, encouraged, and supported when the ecological environment is welcoming and provides them with a safe environment to engage with production opportunities. Again, the environment provides a comfort zone that brings an opportunity for the youth to disclose their state of belonging, able to take risks and their feelings where youth are able to be themselves, try out new roles and skills, and find a sense of ownership. Youth can also articulate their own ingenuity, opinions in decision-making processes, rise to challenges in the environment which allows them to experience both failure and success by supporting them to move away from their normal comfort zone (Tonna, 2016).

However, the theory has the weakness of having a little record of the implementation, effectiveness and accountability of the theories. Also, the theory inherent biases of traditional research methods, in which evaluating the effectiveness of youth empowerment is hindered due to cultural differences, diversity of communities where implemented, and a lack of trust between evaluators and communities has made the theories difficult to implement (Duncan, 2018).

Despite the weakness of these two theories, the researcher seems they suit well in this study for a reason that, the theory explains on the role of ecology and social interactions with in a social system that will enable youth to the adaptations to new technologies, information and gain economic stabilities or may hinder youth's participation in CDD projects only if they lack self-determination, due either ecological conditions, or the social system existing in a particular community. The theories were used in measuring empowerment due to the fact that measuring empowerment is more qualitative than quantitative and the theories explain more on qualitative measures of empowerment.

2.4 Empirical Literature Review

Mwanga (2018) conducted research on the sustainability of community Driven development drilled wells project in Kondoa District. The specific objective was to

determine factors affecting sustainability of CDD. The findings showed that the projects were initiated by external actors in a top-down approach and later on handed over to communities without sufficient social preparation. It was concluded that during the initiation process, important steps were neglected. Handing over was a gap done without appropriate exit strategies to empower communities.

Kayunze (2019) conducted a study in Geita District, to assess the nature of CDD in irrigation) projects in Nzera, Lwenge and Nyamalulu Village. The study used 120 respondents and qualitative and quantitative data analysis through tools like questionnaire, survey, key informant interview, and focus group discussion. The study found that community participation was used more as means rather than ends. He suggested that more research should be conducted to find out CDD as the end not the means to empowerment. A study conducted by Mjema (2017), on the sustainability of community driven agricultural infrastructures irrigation schemes in Korogwe district. The study demonstrated that, although the training and funding were provided, there was evidence of poor knowledge and accountability on project management, which led to insignificant sustainability of the project. He suggested that further studies should be conducted to assess the implementations of interventions at the local level and whether the interventions are realised.

Fabian and Kayunga (2015); have conducted research to assess the extent of local participation in community driven development projects in four villages of Bahi district, and Morogoro District. The main objective was to determine if beneficiaries are involved in development as a parameter of participation. His findings suggested that the CDD activities have increased in the last five years, however such an increase has failed to correlate with the increase of local participation. Only ward councillors, projects engineering committee and village development committee were participating. According to (Mansur and Rao 2014) in their research on Community development projects as an essential cord in the provision of community safety has found that the CDD has posed a tremendous challenge for community development practitioners. As part of a community development program, caring for young people is increasing as well as policy priority for both government and private sector organisations. Moreover, Goldratt (2016) in his research on impedance of CDD projects on young people he concluded that, CDD projects are societal priorities, because they constitute an important source of social capital for the future of communities and societies In terms of

wellbeing, skills development and empowerment for community safety and sustainable progress which is of serious concern to many community development policies. Again, according to Waddington (2017) in his study on the essential for community development on youth participation in CDD horticulture Projects he added that, youth in CDD projects a part of community work to bring about youths' social capital for the future of communities' safety and sustainable economic development. Again, (Jacky 2018) conducted research on Vital for youth empowerment through CDD projects. Her findings suggested that it is vital for African nations to listen to the youth and think strategically about empowering them because of the associated national benefit of doing so. Such as to win the war against poverty and to institute sustainable development, African nations have no choice but to invest in their youth. If ignored and continually marginalised by their respective governments, the youth will be doomed to a life of failure, frustration, and anger. On the other hand, she added that, if young people's concerns are efficiently and effectively addressed, seeds of progress and sustainable development will be planted bearing fruits to be enjoyed by not only the individuals but by future generations as well. She concluded that, by empowering young people and enhancing their citizenship and productiveness as they move into adulthood, government structures and institutions will be equally empowered, resulting in stronger nations, healthy individuals, and communities. In this study vital for empowerment refers to information, technology and financial empowerment.

In Kenya, Studies on youth empowerment have taken different forms. A study done by Agufana (2015) on the influence of youth empowerment programs on national development in Kenya showed that the importance of youth empowerment programs at the regional, national as well as international levels was evidenced by increased interest among policymakers, researchers as well as practitioners in the participation of youths in different areas of the economy. According to Cangia (2014), in his research for CDD project as a tool for marginalised youth, he found out that, since an individual has to be "young to be considered ignore, marginalise, or disempowering such energy, vitality, and potential is to commit a nation to everlasting poverty. Youth represents the ideal time for interventions that can make up for lost opportunities such as literacy and that can provide the needed foundation of skills and attitudes that will allow young boys and girls to escape poverty and the repetition of their parents lives by being able to more fully participate in and benefit from development projects. The study showed that youth

operate small scale business ventures mainly for maintenance and earn only small profits that hinder business expansion opportunities, thus resulting in heavy reliance on credit.

Chikenda (2015), in his research on how CDD projects deals with attitudes, skills and knowledge in capacity building, he has contributed that, it is important to mention that the ability to empower through skills is as important as being able to affect the attitudes of youth in community work. CDD projects deal with attitudes, skills and knowledge in capacity building to increase economic independence. It is therefore necessary to open windows of opportunities and provide services that aid in capacity building and improve empowerment skills. It is in this regard that CDD projects become an important cornerstone for community development through youth lead Programs. Kumar *et al* (2016) in his research on Community Driven Development Projects and Treating the Poor he stressed out that, CDD treat poor people as assets and partners in the development process. The CDD projects work by providing poor communities with direct funding for development with the communities then deciding how to spend the money. In this study the community driven Development in treating the poor means community (youth) are grassroots actors, who plan and build the project and take responsibility for monitoring its progress for the purpose of enabling their own economic conditions and improving their living standards.

According to Garcia and Fares (2018), in their study on Youth empowerment as the most viable development strategy in Uganda, they found that Youth empowerment through DCC is the most viable development strategy for Africa. This, however, demands that Africa invest considerably in its young people. They recommended that, since labour is the most abundant asset of the poor, it is only by harnessing youths' energy, motivation, capabilities, resilience, and ideas that Africa can accomplish the daunting task of moving out of poverty. Importantly African leaders need to understand that youth are their most abundant resource for the foreseeable future and how disastrous it would be not to harness this potential and vitality to stir their currently emancipated populations and economies into prosperity.

According to Jennings (2016), in the study on addressing youth issues in African nations, a case of Busoga District in Uganda, the study suggested that African nations will not only be upholding but also acknowledging the supremacy of their traditional

values and practices in solving their socio-economic issues. He concluded that, by entrusting their young people with family and military security, as has been the case traditionally, Africa will begin its long trek to prosperity. Empowering the youth with enlightenment (education), skills (technological), wealth (finances), power, respect, wellbeing (health), and even affection will be a recognition and appreciation of the struggles of a young person and an indication of the commitment to reducing poverty and sustaining development initiatives. In this study CDD Projects are seen as the most viable development strategies. (Ogunremi *et al.*, 2012) conducted research on community driven development and agricultural youth empowerment, his findings was that, community empowerment through agriculture includes an attempt to better the community, react to risks to quality of life, and allows for people's contribution at a local, state, and national level. He concluded that, Agricultural youth empowerment, has brought about the youth initiative for sustainable agriculture in Nigeria for young graduates of agricultural discipline and other youths interested in agriculture.

The literature above studied how communities engaged themselves in different CDD projects to achieve specific goals of participation. However, these studies do not tell the reader on how the CDD project contributed to youth empowerment. Therefore, the current study will fill that gap by assessing the contribution of CDD projects on youth economic empowerment specifically in Ruangwa District, Tanzania.

2.5 Conceptual Framework

The conceptual framework comprised independent variables and dependent variables. The independent variables are the community driven development projects undertaken by youth, the modality of implementing CDD horticultural farming projects, the benefits encountered by youth on implementing CDD projects, and the constraints faced by youth in implementing CDD projects. On the other hand, a dependent variable is youth economic empowerment which is explained by indicators like financial empowerment, information and technological empowerment.

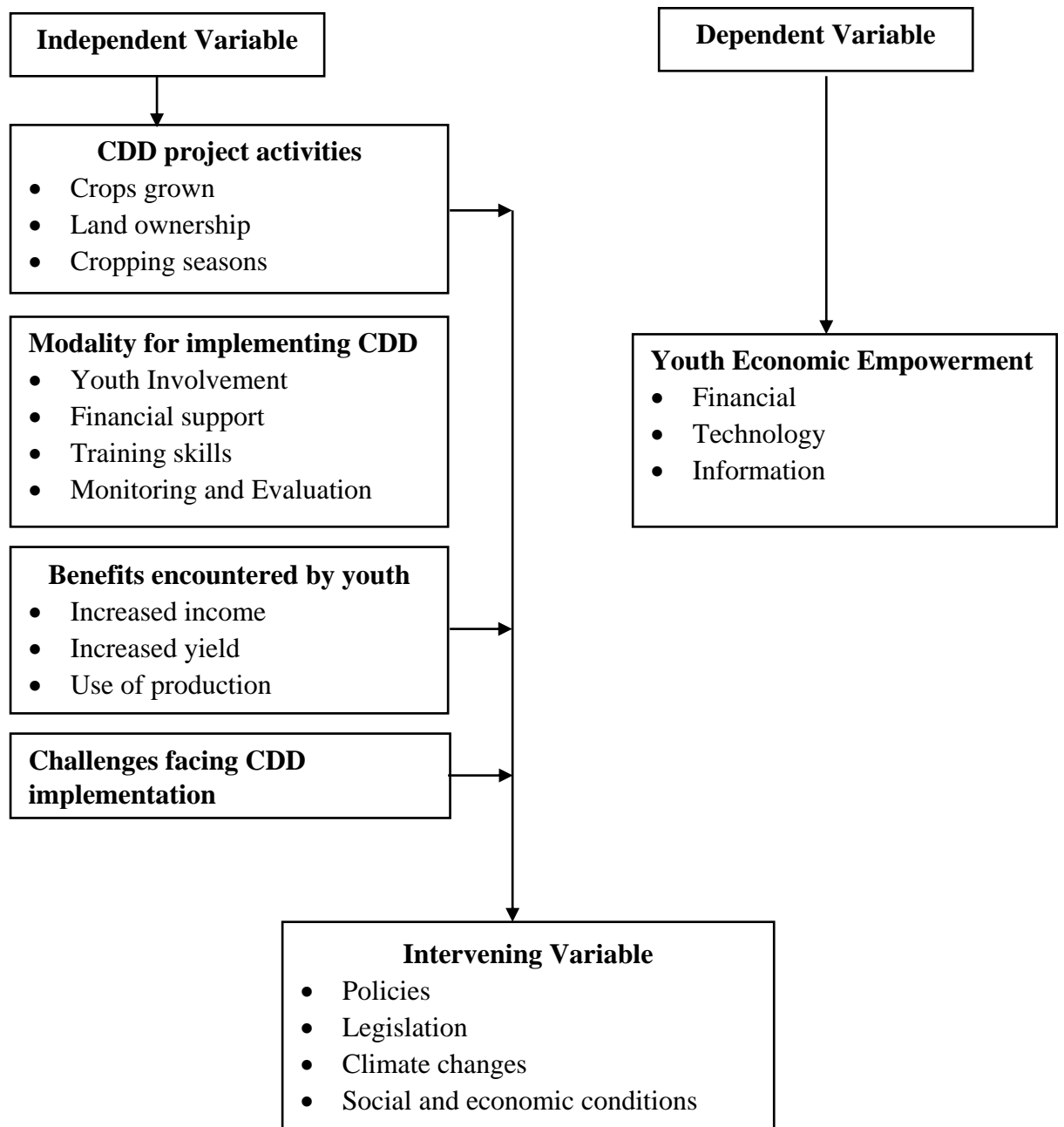


Figure 1: The Conceptual Framework on Assessing the Contribution of CDD project on Youth Economic Empowerment in Ruangwa District, Tanzania.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter discusses the research methodology of the study. It provides research design, the description of the study area, population, sample and sampling procedure, data and data collection methods, data analysis and reliability and validity of the data.

3.1 Research Design

The study adopted cross-section research design that allows data collection at a single point of time and has a greater degree of accuracy and precision in social science studies as compared to other research designs (Kumar, 2018). As reported by Mbwambo *et al* (2022), cross sectional studies allow the examination of multiple factors and multiple outcomes in one single study. Since the study seeks to describe the problem in a more detailed manner, on what, when and how, has been used to gather information from different youth participating in Community Driven Development horticultural projects and the key informants. The data collection methods used were surveys with the use of focus group discussion and structured questionnaires with both closed and open-ended questions.

3.2 Geographical Coverage

This study was conducted in Nkowe Ward in Ruangwa District. The main economic activities of the youth habitats are agriculture production of cereals, legumes, horticultural farming, Sesame and cashew nuts as commercial and export crops. The reason for choosing Ruangwa District and specifically Nkowe ward is that, it is a potential area for vegetable production and also, there are dynamic groups of youth formed to implement horticultural activities which were supported by Agha Khan Foundation as CDD projects with the aims of empowering youth in term of technology, information and economic independent.

3.3 Population, Sample and Sampling Procedure

3.3.1 Population

The target population of this study was 460 youth who were engaged on CDD projects; particularly horticultural farming (Nkowe Ward Executive Officer, 2019). Also, the key informants who are administrative personnel such as Ward Development Practitioners, Ward Executive Officer and Villages' Executive Officer were also involved.

3.3.2 Sample

The sample size of this study was 216 respondents determined by Ryan (2013) as adopted in the Yamane formula developed in 1967.

Formula given: $n = \frac{N}{1+Ne^2}$ at a 5% margin of error as suggested by Yamane to increase reliability of data.

Where, n= Sample size = N=Total population (460) and e = margin of error (5%) = 0.05

$$n = \frac{460}{1+460(0.005)^2} = 216$$

Therefore, the sample size was 216 respondents. The researcher believes that such respondents provided the required data relevant to the study due to the facts that the sample representative population was drawn from the population and the size is enough to provide the required data.

Table 1: Number of respondents by village (n=216)

Village Name (s)	N	n
Nkowe	268	126
Kipindimbi	126	59
Mpumbe	66	31
Total	460	216

Table I shows the sample size drawn from three villages of Nkowe, Mpumbe and Kipindimbi of which 126, 59, and 31 respondents were chosen respectively. The sample selection was based on the proportionality of individuals participating in the CDD project.

3.3.3 Sampling procedure

The study employed purposive sampling of which youths who participated on the CDD horticulture farming in three villages in Nkowe Ward were chosen to be the respondents. The adoption of purposive sampling is due to the fact that the technique is valuable for selecting enough representatives and requires previous knowledge and experience of the population from which the sample is to be selected. The study was carried out in Nkowe ward, and the ward has only three (3) villages: of Nkowe, Mpumbe, and Kipindimbi. On the other hand, proportionate sampling of 47% 47% of youth was considered to represent at least half of the youth participating in CDD

horticulture project based on the village with a large number of youths who were involved in the implementation of CDD horticulture project.

Based on the population of youths in three villages computation was done and the following figures were obtained. Nkowe village 126 respondents were selected out of 268 youths, Kipindimbi village 59 respondents were selected out of 126 Youths and Mpumbe village 31 respondents were selected out of 66 Youth farmers. Based on these figures which are 126, 59 and 31 simple random sampling was employed provided that the list of Youth farmers was available at the Village Executive Office in their respective villages. The researcher called the respondents by name(s) to participate in a duly filled questionnaire in order to supply primary data which were aids to answer the research questions.

3.4 Data and data Collection Method

3.4.1 Types of data and their sources

The study collected both primary and secondary data. Primary data was gathered through questionnaire, interview and focus group discussion while secondary data has been obtained through documentary review such as Aga Khan Foundation reports, Community Based Farmer (CBF) attendance forms, group chairperson files, the Youth farmers meeting records and that of Ward Community Development Officer reports.

3.4.2 Data collection method

3.4.2.1 Questionnaire

The main data collection tool for this study was questionnaire which was invented by Sir Francis Galton in late 1800s whereby a series of questions were prepared for the purpose of gathering primary information from the respondents. The prepared questionnaire involved both open and closed items. Each item was developed to address specific themes of the information. The questionnaire captured the objective one on activities carried out in the CDD horticulture farming project with following aspects, the project identification information, demographic information (age, marital status, education level, and land size, crops grown and land ownership). Questionnaire was administered to the respondents in three villages located in Nkowe ward. The use of duly filled questionnaires as a data collection tool was made to collect information for those members who are conversant in reading and writing. In case the respondent(s) were not able to read and write, the researcher assisted them in filling the questionnaire.

Aga Khan Foundation management was having a tendency of conducting meetings for each village looking at the progress of the projects regularly. The researcher took such information to add value to the data collected under individual respondents. This technique has helped a researcher because it was a usable way of collecting data with 100 percent response rate.

3.4.2.2 Interview

In order to capture objective two on modality of implementing CDD horticultural farming projects and, benefits accrued by youth farmers from implementing CDD, a total of nine (9) interviews were conducted by using interview checklist to respondents who were willing and have time to participate in the interview. Interview helped to offset problems which were associated with questionnaires like technical questions. Also, it gave a high response rate as compared to the questionnaire. Interviews helped to clarify issues which were not clear during questionnaire administration. This technique has been used to get information from youths who were engaging in a CDD horticultural farming project, one in which a respondent point of view, experience, feelings, and perception was obtained. The method was suitable as it allows both interviewer and interviewee to explore additional points beyond initial and surface level.

3.4.2.3 Focus group discussion

To improve the reliability of the data collected in using questionnaires, focus group discussion (FGD) has fitted best for this study. Specific issues were explored as follow-up techniques after the questionnaire. A focus group discussion has been used to assess the attitudes of youth towards the CDD horticultural farming project in terms of income earning in Nkowe ward. FGD were conducted to obtain current knowledge and participation awareness, barriers to implementations and determination of the motivational factors in the project. This was used with a selected panel of respondents whereby 8 FGDs with 8 influential youths of both genders were involved during discussion of a proposed topic that was facilitated by a researcher as a note taker.

A focus group discussion guided with structured questions for female and male youth were prepared. Four categories of participants that are female aged (18-30), and (31-35) years and male aged (18-30), and (31-35) were used and two FDGs were conducted for each category. The reason to use categorical FDGs was to ensure that both sex at different ages got an equal chance of participating with no male domination. This

encouraged freedom of interaction among them. Each opinion was taken into consideration regardless of how trivial it sounded. Though the focus group was a very essential method, the researcher was able to collect information which was not available in the questionnaire tool. The method used to capture objective three and four, on the benefits accrued by youth farmers from implementing CDD, participation awareness, and barriers in implementing CDD horticulture farming project. The discussions revealed a lot of issues concerning the contribution of CDD project on Youth economic empowerment.

3.5 Data Analysis

Quantitative data obtained from general information of the respondents has been analysed using descriptive statistics whereby percentage and frequency has been computed with the aid of Statistical Packages for Social Sciences (SPSS). Objective one concerning activities undertaken by the Youth in the study area were analysed using descriptive statistics in order to determine the number of respondents engaged in vegetable production, types of crops grown and size of land used in horticulture farming. Objective two concerning project implementation modality were analysed using Chi-square whereby a researcher at the first point determines the situation of the youth in terms of training involved and income earning before the project in order to see if there is any association in terms of income earning after the projects. Objective three concerning the benefits encountered by respondents upon implementing CDD project were analysed using one sample t-test whereby researchers used respondents' responses on checking whether the project brought about benefits or otherwise. An objective four concerning challenges facing youth's farmers during implementation multiple response analysis were used and presented by percentage whereby common challenges were those spoken out by a high percentage of respondents among others. On the other hand, qualitative data were analysed using thematic analysis whereby actual words were reported to counter argue quantitative data.

3.6 Reliability and Validity of Data

3.6.1 Reliability of the data

Reliability of the data has been carried out to check the consistency of the research tools with a view of correcting them by eliminating errors. The study has measured the internal consistency to ensure reliability of the data by employing the Cronbach's Coefficient Alpha for testing the research tool. A pilot study has been conducted

whereby five questionnaires have been tested with people conveniently which are not a unit of analysis of the study far from the study area. The data from a pilot study has been analysed for reliability using Cronbach's Alpha test. The Cronbach's alpha coefficient value was less than 0.7, and then the questions were adjusted to fit the instrument. The Cronbach's alpha coefficient value was retested and the results were 0.75 which is considered as good for the current study.

Table 2: Variables Reliability

Variables	Sources	Items	Reliability	Sources	Items	Reliability
Activities undertaken in horticulture project	DCC	Mmawa village	10			.752
Modalities of implementing horticulture project	CDD	Kitandi village	03			.748
Benefit encountered by youth in implementing CDD horticulture project		Mitope village	03			.747
Challenges facing youth in implementing CDD horticulture project		Nacho village	04			.749

3.6.2 Validity of the data

Validity shows whether the items measure what they are designed to measure (Borg and Gall, 2019). It talks about the degree to which a study precisely assesses or reflects on the exact concept that the study is trying to measure. It is the degree to which results acquired from the analysis of data actually portrays the phenomenon under study and the preciseness and meaningfulness of inferences, which are based on the research results. In order to ensure validity in a sample survey, validation of the research instrument has been done by use of a pilot study. Prior to the actual study, pilot tests of the measures have been conducted against prospective sample populations in order to measure validity. A pilot test was done to aid in establishing the clarity, relevance, suitability and accuracy of the research instrument. Borg and Gall (2019) noted that two to three cases are sufficient for some pilot studies. For this study, a sample of 10 has been preferred. The sample of ten was picked from members of other groups that are not part of the groups scheduled to take part in the survey. The pilot assisted the study to recognize the items which could have been inadequate and made necessary corrections. The subject to be approached during the pilot has been marked so that they cannot be

applied in the final study. The wording of items has been carefully modified based on the pilot test outcomes and reviews. Pre-testing the questionnaire is of great significance in this survey. The questions have been re-examined to ensure that they are not ambiguous, confusing or potentially offensive to the respondents leading to biased responses. This has enhanced the validity of the research instruments.

3.7 Ethical Consideration

Mugenda and Mugenda (2003) argued that a good research process must observe ethical issues during the research process. Ethics in research refers to the norms and standard of conducting research, including data collection from respondents and reporting them to the public. During the whole research process, ethical issues related to research were considered and observed, not only during the data collection, but also during the report writing and reporting. Before the actual data collection, the researcher introduced himself with the letter issued by Moshi Co – operative University (MoCU) and data collection permit from Lindi Regional Commissioner (RC) and sought for approval to collect data from the targeted respondents in Ruangwa district, Nkowe ward.

Furthermore, the study also sought for respondent's free consent before distributing it with a research questionnaire. During data collection, respondents were assured with privacy and confidentiality of the opinion and the data they provided and that the data collected was used for academic purpose only. Nevertheless, to a great extent, the study observed MoCU research guidelines in report writing and reporting was observed. Human rights were also considered as no one gets harm. Intellectual property rights were observed as previous literatures used under this study are properly cited and acknowledged. Research objectivity was achieved, data were analysed and reported as they were collected. Therefore, pursuit to ethical consideration was the focus of the study.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of the study as captured in the analysis of the objectives. The chapter discusses various variables that are likely to influence youth economic empowerment.

4.1 Socio-Demographic Characteristics of the Respondents

The study carried out respondents' demographic characteristics to check whether age, marital status, gender and education level of respondents has an impact on youth participation in CDD horticulture farming projects in the study area.

Table 3: Respondents' demographic distribution

Years	Frequency (n=216)	Percentage
Respondents Age		
18-24 Years	29	13.4
25-30 Years	38	18.5
31-35 Years	149	68.1
Total	216	100.
Respondents' Marital status		
Single	40	18.5
Married	172	79.6
Widowed	4	1.9
Total	216	100.0
Respondents Gender		
Male	130	60.2
Female	86	39.8
Total	216	100.0
Respondent Education Level		
Secondary School	1	0.5
Primary School	215	99.5
Total	216	100.0

The survey respondent's age under the study simply aimed at finding out the age group that was most interested in the CDD horticulture project. This helped to determine whether older or younger people are the ones keen on the CDD horticulture Project in the study area. The findings showed that the age group that was most interested in the CDD horticulture project was between the ages of 31-35 indicated by 68.1% of the respondents. The findings revealed that the majority of youth were aged between 31-35

years old in the CDD projects, followed by those aged between 25-30 years which was (18.5 %,) and the remaining 13.4% aged between 18-24 years. The finding implies that older youth have more potential in CDD horticulture project than younger youth in the study area. This was justified by 68.1% of respondents who were implementing horticulture farming as economic activities with the aim of improving their life standards and becoming role models to middle aged youth and younger youth. These findings are in line with that of Morton et al. (2010) who showed that middle and late adolescents may benefit from exposure to various types of opportunities and peer groups for identity development while early adolescents may benefit from the influence of positive adult role models. The scrutiny of respondent's marital status under this study simply aimed at finding out the marital group that was most interested in the CDD horticulture project. This helped to determine whether marital status has an effect on youth people empowerment and their engagement on CDD Horticulture project as income and economic generative activities in the study area. The study found that 79.6% of the respondents were married, 18.5% were single, and 1.9% widowed with no divorced participant found in the project.

The findings reveal that the highest number of respondents' participants in the CDD Horticulture project were married, as compared to singles and widowed youth in the study area. The findings implies that married individuals are mostly engaging in CDD horticulture farming projects as economic generative activities which enable them to earn income which is the central component of community development. Married individuals coordinate better and identify opportunities in horticulture projects, which will enable youth in CDD fulfilling family responsibilities such as food, and other family obligations. The findings are in line with that of Elosy *et al*, (2014) who found that married people are able to coordinate better and identify with their participation in any agricultural activity and construct meaning from them hence forming an organised activity involvement which is a central component of identity development.

Again, sex of the respondents helped the researcher to understand whether males or females are mostly engaged in CDD horticulture project and whether their participation has an effect on youth economic empowerment. Out of 216 respondents interviewed, (130) 60.2% were male and (86) 39.8% were female. The analysis showed that almost both sex (males) and (females) participated in the horticulture CDD project activities. However, the majority of the participants in the project were males. The study revealed

that both males and females participated in the horticulture production activities. However, findings indicated that the CDD horticulture production was mainly dominated by male counterparts. However, during the interview, it was observed that the rationale for the men being the biggest group interested in the CDD project for economic empowerment was due to the fact that men are able to rent land and comply with the challenges concerning horticulture production. Moreover, during the in-depth interview, it was observed that a smaller number of the females engage in CDD horticulture projects only for the purpose of ensuring food security at home while men are producing for business purposes aiming to increase access to family income and become economically independent. Again, the access of land to women in the study area society was difficult due to gender stereotypes and gender relations existing in the study area, women access to land is limited leading to low women engagement in CDD horticulture projects. This can be explained by the fact that land ownership and accessibility enable youth farmers to increase the level of production and become more economically empowered, and decrease in land availability decreases the level of production, hence low economic empowerment. Therefore, farmers with high land ownership and land accessibility tend to produce more products which force them to join in CDD projects so as to be assisted in marketing of their products. The term gender describes Males for Men which is a gender. Gender is described as a socio-economic consideration that is useful in analysing the responsibilities, roles, constraints and opportunities of both women and men along diverse religion, ecological lines, and ethnic.

The study revealed that in Ruangwa District, Nkowe Ward, there is limited access to women land ownership which could enable them to engage in CDD horticulture farming projects, with more production. The finding is in line with Boserup (2016) who argue that access to land for women was difficult and cannot access credit for their independent agricultural activities since they are unable to provide collateral. This was the case because most households are male-headed hence men took the leading role in the interviews. Levels of education of respondents who participated in the CDD Project were also studied. The findings from the study revealed that (99.5%) of the respondents who engaged in horticulture farming attained primary education and only (0.5%) of the respondents had attained secondary education level. The findings show that the highest level of education reached by the youth is secondary school level. However, despite

attaining primary education 78% cannot read and write properly. During an in-depth interview conducted, it reported that the majority of individuals (215) 99% responded after completion of primary education and failed to continue with secondary studies; mainly they opt to engage in CDD projects. The aspect of education was considered as fundamental in this study since the absence of education is a bottleneck for economic empowerment and hence economic development. However, the low education level of the respondents in the study area suggests that the empowerment process was hindered by the low level of education. The findings declared that education is an important factor for resource utilisation to enable youth economic development but the factor was absent in the study area and has led to low levels of economic empowerment from the CDD horticulture project.

Therefore, it can be concluded that economic empowerment in the CDD horticulture farming is hindered by those with primary education level and they don't have other options to generate income rather than agricultural activities. This result agrees with the study done by Gershon et al, (2018) who revealed that an individual education level usually places a person where to earn his /her income and become independent or dependent. The study findings are in line with that of Akil (2016) who observed that educating the farmers generally enhances crop production amongst the farmers, seemingly resulting from their efficiency in using new production technologies. Linking to one's school and its resources may be particularly significant for rural youth to acquire the educational help associated with the agricultural activity.

4.2 Examination of CDD Project Activities Undertaken by the Youth

The study investigated the kinds of activities carried out by youth in Nkowe ward under the CDD horticulture project. The finding revealed that 100% of the respondents claimed that they are engaged in horticulture farming as their project economic activities due to favourable conditions for farming. The availability of water, drained soil boosts the growth of horticulture farming. Therefore, on this view, the Aga Khan Foundation selected Nkowe ward to implement the project aimed at improving economic independence hence youth economic empowerment.

4.2.1 Initiative of CDD horticulture project

The study aimed at examining how youth in the study area initiated the CDD horticulture projects activities. The study finding revealed that the initiative of CDD

project was established after knowing the objectives of the project of which the aim was to empower youth on income even if the project phased out.

Table 4: Respondents reasons to initiate horticulture CDD Project

Respondent initiative	Frequency (n=216)	Percentage
Individual self-motivation	29	13.4
Experienced farmers motivation	86	39.8
Parents motivation	16	7.4
Aga Khan foundation motivation	85	39.4
Total	216	100.0

The findings on how the CDD project was initiated in the study area indicated that 39.4% of the respondents received education assistance from Aga Khan Foundation to join in the CDD horticulture project. Respondents reported that during the village meeting the Aga Khan Foundation using the organisation representative encouraged youth to join and form a CDD project, and 39.8% were assisted by experienced farmers (CBF) who realised the importance of horticultural farming in view of income generation. In supporting this argument, one of the respondents said that:

“.... The Aga khan Foundation officer told us; if we join the youth CDD project we will be able to get assistance for production. You know what; the major challenge facing us is lack of capital to establish horticulture farming activities. Therefore, thinking that I would be assisted with finances for production, I was convinced to enter the Project” (Interviewee, Nkowe Village, 22July, 2022)

Further, the findings show that some youths' parents have played a vital role in assisting and educating youth to join CDD projects, represented by 7.4% while only 13.4% of respondents have taken their own initiative to engage on CDD horticulture Projects. The findings confirm that 86.6% lack inner motivation to engage in CDD projects of which the involvement was initiated by external motivation like parents, Aga Khan Foundation and experienced farmers which made the empowerment process to be more difficult due to lack of youth's readiness. This confirms that when youth lack access to external capital it is difficult for them to engage heavily on economic activities.

The study findings agreed with that of Daniels (2019) who claims that the significance of horticulture can be validated by its advantages like whole engagement by a

grower/labourer, and stabilisation of peoples' empowerment by providing assistance opportunities through difference means but the main hindrance factor is lack self-initiations to receive empowerment expected.

4.2.2 The CDD Nkowe Project Duration Period

The study examined the project duration period to determine whether a long term or short-term project was. The project's longevity has an impact on its contributions to youth economic empowerment. The longer the project means more experience will be gained by the participants. The longer the participation increases youth's ability to cope up with stress and builds ability to marketing strategies, saving strategies and gets more information on technological uses of the gained support. In the study area the CDD project was short term. The Aga Khan Foundation facilitator responded that,

“.....The project was planned to be carried out for three years. The financial problem has led to the termination of CDD activities in some villages of Kipindimbi and Mpumbe after being implemented for two years, but the project implementation continued in Nkowe village where few youths remained in the project” (Aga Khan Foundation, 22July, 2022).

The study reveals that apart from the short-planned time for CDD implementation in the study area, the project ceased before the due time due to the financial position of the funding organisation. This causes youth in the study area to quit the project. One of respondent during the interview at Kipindimbi village reported that,

“.....I was so interested in the project. I was to learn a lot of production techniques, went to Mtwara and borrowed money from my Friend's VICOBA group at which I was to return with interest only to reach here and find that the project will no longer operate in our village. I became a laughing stock among fellow members, I felt so embarrassed, this was not fair” (Interviewee, 22 July, 2022).

Apparently, due to the limited attention that public research institutions have given to horticultural crops, projects tend to cease before the time. In reporting this one of respondent reported during the interview that,

“.....yield increase in horticultural have outstripped yield increases in cereals Nevertheless, the expansion of horticultural crops has exceeded that of rice, wheat and maize throughout the project period, but the issue of shortening the time to learn new production techniques has led to youth quitting the project” (Interviewee, 22 July, 2022).

4.2.3 Start-up capital

In order to determine the activities undertaken by youth in the study area the start-up capital is important. The research investigated the source of capital for business.

Table 5: Respondents Initial Capital

Crop	Frequency (n=216)	Percentage
Borrowed capital (loan)	140	64.8
Own savings	76	39.2
Total	216	100.0

The findings on how most of the horticulture enterprises among youth were started show that 64.8% of the respondents have received assistance from different sources including loan from Village Community Bank (VICOBA) to start their horticulture enterprises. In support to this one interviewee said:

“.... I had to borrow money from my fellow friend who lived in Lindi town, but he had no money, then took me to one of private borrowing institutions where I got TZS 500, 000/= as a start-up capital for my horticultural unity. The money which I have to return after harvesting of Crops on yielding bases (after harvesting and selling of horticulture produce” (Interviewee, 22 July, 2022).

Only 39.2% of the respondents used their own home savings to start up the enterprises. The findings implies that youth lack access to capital to finance their own businesses thus rely heavily on other organisations to start their business ventures so as to prosper income hence economic empowerment.

4.2.4 Types of horticultural crops grown in the study area

One of the aspects of CDD horticulture project activities was to determine types of crops produced in the study area. Types of crops grown have a contribution to the youth economic empowerment.

Table 6: Types of vegetable crops grown

Types of crops grown	Frequency (n=216)	Percentage
Onions	135	62.5
Tomatoes	41	19.6
Cabbage	20	8.6
Sweet pepper	10	4.6
Night black shed	10	4.6
Total	216	100.0

Table above summarises different types of Vegetable crops grown by youth farmers in the study area. The findings revealed that Onions were grown by (62.5%) of the respondents. This is followed by tomatoes (18.9%) and cabbage (9.3%). However, notable differences in the proportion of respondents who reported production of the remaining vegetable products were apparent. For example, a relatively small number of youth farmers reported growing sweet pepper (4.6%), night black shed 10 (4.5%) respectively. During the interview one of respondents said that:

“...Yes, I like dealing with onions, although the work is intensive to manage, but at least the profit is higher compared to sweet paper in the market”.

(Interviewee, Nkowe Village, July, 2022).

The reason given for this variation is that it is partly due to differences in profitability of the products and availability of customers. That is, farmers preferred to cultivate horticulture crops with high profit and those with a good number of customers, with considerations suitable to climate. These vegetables include Onions and Tomatoes as compared to the vegetables with either low profit, low number of customers such as sweet pepper, and Night black shed.

4.2.5 Reasons for the choices on horticulture crop production

The study investigated the reasons why youth have engaged in CDD horticulture production. The aim was to determine whether or not the reasons had helped them being empowered by the CDD horticulture project.

Table 7: Reason for crop production

Reason	Frequency (n=216)	Percentage
Small Investment is Required	72	33.3
Self-employment	75	34.7
Family Traditions	23	10.6
Bring Higher Return	11	5.1
No other alternative for income	35	20.7
Total	216	100.0

The findings unearthed that most of the respondents' reason for horticulture crop production was solely for income earning indicated by 34.7%, since getting white collar employment was not easy due to low level of education in the study area. One of the respondents said that:

“...I completed standard seven then, where will I get employment apart from farming activities? This is enough for my level” (Interviewee, 22 July, 2022).

However, 33.3% of respondents reported to have engaged in CDD projects due to small investment needed for the purpose of horticultural crop farming. In response to this one of CDD project member during a group discussion said:

“...I have a small savings; I couldn't start a big business so I joined horticulture farming as it requires small investment” (Interviewee, Nkowe Village, July, 2022).

Meanwhile, (10.6%) and 20.7 % respondents reported to engage in horticulture farming as a family tradition and had no other alternatives for income generation. This shows that the aim was not to be empowered but only as family culture to engage in horticulture farming as daily and routine activities.

4.2.6 Traditional cash crops grown for income generation

In this study the traditional crops grown for income generation was considered an important factor in economic empowerment before the CDD project. The study aimed to determine types of economic bases in crops produced by youth in the study area for economic empowerment.

Table 8: Traditional crops

Crop	Frequency (n=216)	Percentage
Sesame	140	64.8
Cashew nuts	76	39.2
Total	216	100.0

It was found that the crops produced by the farmers were Sesame and Cashew nuts for local and export markets. About 64.8% of the respondents grew Sesame for export while 35.2% respondents grew Cashew nuts for local and export markets. The results show that there is a slightly higher preference (35.2%) for growing Cashew nuts for the local market compared to Sesame. In recent years in the study area youth opted to grow Cashew nuts for income generation with low intensive management as a perennial crop compared to Sesame. One of the respondents reported that:

“.... Firstly, the relatively high price of the Cashew nut produces as compared to Simsim products; hence increase demand of the Perennial crop for long term income earning. Secondly, availability of agricultural inputs like improved cultivars, pesticides and manpower facilitate increased perennial crop production, specifically Cashew nuts for both export and local demand” (Interviewee, 22 July 2022).

When a researcher was conducting a farm visit to interview some of the youth who are still engaging in the project, it was observed that some are shifting from perennial crop production to vegetable for export. During the interview, it was established that, the leading factor responsible for this trend is increase in the number of customers for horticulture products due high population growth of the nearby towns and districts, i.e., Lindi and Mtwara, Nachingwea and Masasi districts which led-to increased income among horticulture growers in the study area. One of the respondents reported that:

“.....Do you see this man? He was our fellow CDD member but now he is dealing with exporting perennial crops to Mtwara and Lind town. He acts like a middle man; we sell our products to him and we get money for taking care of household expenses' ' (Interviewee, 22 July, 2022).

The findings suggest that the CDD project has helped youth shifting from traditional income crops to commercial horticultural production and this is frequently related with higher incomes hence food security and economic growth at the household level.

4.2.7 Horticulture major crops for income generating in the CDD

Table 9: Major crops for income generating in the CDD

Crop	Frequency (n=216)	Percentage
Onions	140	64.8
Tomato	76	35.2
Total	216	100.0

The majority of the respondents perceive producing vegetables to be at the moment the new alternative for income generation to them. During data collection the researcher observed that the majority opt to grow vegetables more than any other agricultural products.

The findings show that 140 (64.8%) of the respondents said onions is in higher demand than any other vegetable, followed by 76 (35.2%) of respondents who agreed that tomato is also one of the demanded products, The findings indicate that onions were the first vegetable with high demand at the market Onions were sold in and out of Ruangwa. Nachingwea, Lindi Masasi and Tomatoes also were demanded in the market. Still, most of the people do not like to produce tomatoes as one of the income sources; but as home consumption. When asked why, one of respondents said that,

“....Onions are sold out of this ward to other places like Mtwara and Lindi, moreover those businessmen are coming to our farms to buy onions. Tomatoes are good but cannot stay longer before they perish. So, better to produce onions which stay longer” (Interviewer, 22 July 2022).

4.2.8 Cycles of crop production in a year

In order to determine the quantity yield obtained from farming activities and the income generated in a household one should know the production cycle. The more frequency the farming productions are conducted the more yield and more income is expected and so the economic empowerment.

Table 10: Respondents response on production cycles in a year

Cycles	Frequency (n=216)	Percentage
1-2 cycles	129	59.7
3cycles	73	33.8
More than 3 cycles	14	6.5
Total	216	100.0

Finding from Table 10 is about the production cycle of horticultural crops in the study area. The study found that 60% of the respondents cultivate twice per season and 33.8% of the respondents cultivate thrice, while 7% reported to have more than 3 times per season. The findings revealed that the majority 60% of respondents cultivate horticulture crops twice and the remaining time they rest while waiting for annual crop production for food. Meanwhile, the numbers of cycles that farming-activities are being conducted determine the quantity produced obtained from farming activities and the income generated in the household. The finding revealed that there is a low number of crops produced due to the low number of cycles of production in a year in the study area. The more frequency the farming productions are conducted the more yield is expected and in returns more income is expected by the producer. From the findings it is obvious that most youth have low returns and low earnings due to the reduced number of cropping cycles per season in a year. Moreover, farmers who engage more often in horticultural farming activities would be more experienced and be in a position to predict production risks when it may occur in the area and the coping strategy to increase income than those who engage less.

These finding is in line with that of Mbwambo, (2022) who reported that, farmers who engage more often in farming activities, would be more experienced and be in a position to predict when Cost Variables and vulnerability are occurring in the area and which coping strategy work well in that particular area than those who engage less. Similar findings were obtained by Ojo and Baiyegunhi (2018) in Southern Nigeria who reported that farming experiences increase the probability in household annual income.

4.2.9 Farm size

The study established the scrutiny farm size to check whether or not it contributes to CDD horticulture farming income independently.

Table 11: Area under horticultural farming

Farm size (Acreage)	Frequency (n=216)	Percentage
Less than 1 Acre	125	57.9
1.2 Acres	51	23.6
2-3 Acres	31	14.3
3-4 Acres	9	4.2
Total	216	100.0

Findings from Table 11 indicated that 57.9% cultivated less than one acre of land, 23.6% had 1 to 2, of land acres to cultivate, 14.3% have between 2-3 acres and 4.2% use more than 3 acres of land for horticultural production. The study reveals the likelihood of economic empowerment is reduced based on farm size. Horticultural growers with bigger land are likely to produce more and earn more income hence economic empowerment. Again, during farm visits, it was observed that poor families have small farm sizes. The farm size indicates how families react to a reducing ratio of farm holding to family. Farm households with small farms have a high tendency to relapse their livelihood methodology to non-farm jobs. That's why in the study area, some of the youth have to leave CDD projects and join other petty businesses as a coping strategy for alternative livelihood.

4.2.10 Land ownership

Land is a key factor in horticulture. The ability to own land is expected to play a vital role in ensuring stability in horticulture farming hence economic empowerment.

Table 12: Respondents types of land ownership

Types of land ownership	Frequency (n=216)	Percentage (%)
Sole ownership	12	5.6
Joint ownership	19	8.8
Lease land	136	63.0
Inherited land	49	22.7
Total	216	100.0

The results showed that 63.0% of the respondents leased land, and 22.7% had inherited the land, and 8.8% of the respondents had joint ownership while 5.6% had sole ownership. These results imply that the common means of acquiring land for farming by the youth in the study area was leasing followed by inherited land. The results reveal that, although land is a key factor in horticulture, 63% of youth doesn't own land. The findings indicated that many youths lack land ownership and this is a great inhibitor for

smallholders to acquire economic development due to low productivity and also amount to rent land sometimes exceed or equal to income generated. Moreover, lack of land ownership has rendered poor access to banking finances and loans among youth. Most banking collaterals require land ownership. Due to this, youth in the study area are eligible to get loans and so they are facing the problem of lack of capital. The findings are in line with that of FAO (2016), reporting that land ownership that is insecure is typical of many growers in less developed countries. Insecure land ownership comes from several sources, largely resting on the historical pattern of land acquisition and settlement. Land ownership has the potential to increase or decrease agricultural production thus empowering youth.

4.3 CDD Horticulture Project Implementation Modality

In order to examine the modality of carrying out the CDD horticulture project the researcher used data obtained from an interview, group discussion and questionnaire. In order to empower the youth, Aga Khan Foundation released funds for the project by following a process in collaboration with the government. The Foundation set an approach to obtain youth for CDD projects following involvement of youth training on knowledge and skills on horticultural production. The aim was to examine the contributions of these factors to youth economic empowerment.

4.3.1 The CDD Project fund releasing process

The fund releasing involved the following procedures: The Project Management Committee (PMC) consisting of Ward Project chairman, and the three Community Based Farmers (CBF) members' one from each village of Nkowe, Mpumbe and Kipindimbi respectively fills and submits a request for funds using CDD grant forms and to the District Agricultural and Irrigation Development Officer (DAIDO) who indorses the form. Secondly, once the funds are approved, funds are withdrawn from the account by the chairperson after the consent of members. Then, the Project chairperson retains copies and sign forms for future reference.

From the interview, (93%) of the youth respondents mentioned that the Project Management Committee (PMC) involved them well in writing a fund request budget proposal, as one of the main CDD grant application processes in the implementation process. Supporting this view is one of the youth representatives, remarked:

“...The PMC involved youth in writing project fund requests. PMC submits the request to the Aga Khan Chief or directly to the DAIDO. Do you know what; this process is indeed, inadequately supervised and organised. But one of its undisputed contributions to the youth career development is its mobilisation of youth community contribution, in utilisation and the signing of MOUs with the government” (Interviewee, 22 July, 2022).

The finding contributes that; Facing common problems as a solitary group and finding solutions collectively leads to great self-assurance and pride over the group's ability to act productively. However, during focus group discussion, the study found that the project has already been dictated by the funders, and most youth groups were not benefited from the funds provided by the project's funders (Agha Khan Foundations). During a focus group discussion one of the respondents reported that;

“.....The leaders too started their own horticulture farms projects and we as local youth have our own projects, the most interesting part is that, we write proposals but they take all the money to their project. We remain with nothing.....” (Interviewee, 22 July, 2022).

From responses above, the research study reveals that only leaders' groups were able to utilise the provided fund, leaving common youth groups with no access to funds provided by Aga Khan Foundation through the Ruangwa District Council. Moreover, CDD under Aga Khan supporters does offer the youth chances and/or opportunity to explore the practical application of the grants to activities that contribute to their capacity building.

However, researchers contend that CDD is demand driven; it tends to select the communities that already have a kind of commitment as the responses stated above and planning capacity. This can mean that, in the absence of careful selection criteria, the poorest youth with limited capacity are crowded out. This view was supported by one of the key informants who asserted that:

“...The Report approval processes are laborious, expensive and too technical and bureaucratic for the community members. It requires the youth to draft an activity elaborated and technical Report for the groups, which I think is too much to ask of the community as youth, considering their relatively low knowledge and academic levels” (Interviewee, 22 July, 2022).

The findings reveal that the process was laborious, and bureaucratic, that those common youth who reached standard seven with low level of reading and writing were left out. Only those few elites were able to write a proposal for funding and could access the funding. The finding in this study suggests that Ruangwa District Authority couldn't establish localised projects boards, but it gives youth only a narrow scope of responsibility, or make them dependent on government funding, or bind them with government-imposed rules on how they are to operate. There can be no doubt that, because of the subversive potential of community projects, that CDD project at Nkowe may itself be subverted and for the reason it was observed during the group discussion that 85% of youth in the study couldn't access funding.

The findings are in line with that of Kent (2016) who contributed, thus, central powers (or rural elites) may resist community-based development projects. Their resistance may take the form of outright prohibitions (in our study case fund releasing process). More commonly, however, their resistance is likely to take the form of tokenism, or accession. They are likely to advocate it in form, but do whatever is possible to empty it of substance.

4.3.2 Youth training

One of the easiest ways to assess the level of empowerment before and after the formation of CDD project was to ask the youth whether or not they had been involved in any education training during the project lifecycle (a period when the Agha Khan Foundations Supported the project). The findings showed that the respondents in the project have in one way or another been involved in education and skill training.

Table 13: Respondents involvement in the training

Youth responds on training	Frequency (n=216)	Percentage
Yes	174	80.6
Not	42	19.4
Total	216	100.0

The majority of respondents agreed that they received some literacy training. The findings indicate that 80.6% of the respondents in the CDD horticulture project reported having acquired knowledge on horticulture production and management during the project cycle of three years. Only 19.4% reported to have no training received. On a

response as to youth training is concerned one of the Agha Khan facilitators complained that;

“...When youth found that they were only provided with education and not money, the number of attendances dropped down with time” (Aga Khan Foundation, 22 July, 2022).

This was contrary to the participants' responses who reported to have received little training and sensitization by the CDD Project facilitators, at inception of the CDD project, although they complained that the training was for a day and therefore not adequate. The findings reveal that the information provided by key informants and those provided by youth participants differ in one way; youth complain about the short period of the training while Key informants think inadequate youth participation is due to absence of money during training. This area needs further studies to examine the underlined factors during training.

When new or additional information is made available and accessed accordingly, results not only in increased knowledge and improved skills, but also in behavioural change, and later attitudinal change. In the Nkowe CDD project these preliminaries were missed out. Generally, the Agha Khan Foundations couldn't take an effective training skill in which not only facilitate the uptake of knowledge and skills by youth but also facilitate the use of skills in the implementation of development interventions in the CDD project. However, the failure of Agha Khan to attain the product of education in the study area (Nkowe CDD Project) has been observed during group discussion as lack of discipline by the learners, and poor facilitation skills provided by the project supporters. It is thought that people have to learn obedience and self-control in order to succeed in education and perform well in everything they do in order to attain the expected goals.

4.3.3 Modalities of empowering youth

Objective two aimed at finding modalities or procedures used to facilitate youth participation and engagement in CDD horticulture farming projects. The Table below represents approaches used by the Agha Khan foundation in empowering youth through the CDD project.

Table 14: Approaches used by Aga Khan Foundations in empowering youth

Modalities for youth involvement	Frequency (n=216)	Percentage
Village General Meeting Announcement	41	18.9
Inputs provision and assistance	52	24.1
On Farm training and field visits Farmers)	64	29.6
Farmers Field School (FFS)	30	13.9
Study Tours by CBF (Community based	29	13.5
Total	216	100.0

The study findings revealed that, there are mixtures of different approaches and methods asserted by the Agha khan foundations in playing the role as part and partial of CDD fostering a conscientised change with youth in empowerment in the community. During the interview with the key informants, one mentioned that

“...CDD project in its implementation undergo numerous steps that the local government and the Agha Khan Foundations go through to access, utilise and empower youth at Nkowe ward. The village meetings were held in each of the three villages up to at the initial stage of awareness, then inputs such as water tank and water pumps, quality seeds, fertilisers and insecticides were provided to active members in groups having not less than five (5) members but not more than 25 members. The study tour was done only to the selected community members on behalf of other group members. The selected members were called CBF (community-based Farmers, and attended a visit at Kikafuchini, and Ruvu irrigation sites in Kilimanjaro Region and also a zonal training in Lindi town and Mtwara respectively was carried out”. (Interviewee, 22 July, 2022).

The farmers’ field school was established at the base of the production site for youth farmers to observe; one of the key informants reported;

“...We established the farm field school as the Aga Khan believes that seeing believes rather than hearing only” (Interviewee, 22 July, 2022).

On-farm training was also carried out by the CBF who had undergone prior study from Aga Khan. One of the CBF at Mpumbe Village reported that;

“...I attended the training at Moshi, Arusha and Lindi, I learnt how other youth farmers in Kilimanjaro and Arusha are working, the seminars and observations

were very interesting. When I came back, I explained this to my Fellow youth, but could not understand until I practised what I learnt on my farm. The yield I got was a lesson to them and a motivational factor that some youth has taken into action. Now they are great at work and their income is high. Now I am self-sustaining through a horticultural project” (Interviewee, 22 July, 2022).

The study results indicate that 41(18.9%) responded that they have been involved in village general meeting and announcement, while 52(24.1 %) respondents reported to have been assisted with inputs, whereas on farm training was the major project method applied by the project supporters in involving youth in the project as 64(29.6%) respondents have been involved, farmers field school targeted 30(13.9%) respondent and study tour was conducted top only 291(3.9%) respondents. The findings reveals that the Aga• Khan Foundation has equipped youth with proper information, and awareness. Also has given input assistance to CDD youth Groups in each of the three villages. For farmers to observe the Aga Khan established a so -called *Shamba Darasa* (Farmers Field School) for those reluctant to change could observe the results of skill used. Moreover, few Youth leaders were attending special courses outside Nkowe ward and became key teachers to fellow youth in the CDD project. Therefore, youth in the project were positively involved in the empowerment process.

4.3.4 The skills involved during training

The study sought to find out types of skills provided to youth in CDD projects during the training. The reason was to check whether the skill involved in the training by Aga Khan Foundation has an impact on Youths economic empowerment.

Table 15: Skill provision to youth groups by the Aga Khan foundation

Skills provided to respondents	Frequency (n=216)	Percentage
Information	139	64.0
Technological supports	75	35.1
Financial supports and financial record keeping skills	2	0.9
Total	216	100.0

The findings reveal that 64% of the skills involved in youth training were provision of information. One of respondent from Nkowe Village reported that,

“... The Aga Khan leader was here and he conducted a meeting in which he introduced the project, and the meaning of working together as youth, and during farm activities he did come to the farm to introduce new ways of spacing during planting. It was very interesting” (Interviewee, 22 July, 2022).

The study also indicated that the Aga Khan Foundation provided youth in the study area with technological support. This was represented by 35.1% meanwhile, very few youths' participants, the CBF 0.9% were provided with financial record skills. These findings observe that training is essential in ensuring youth are equipped with the knowledge and skill required for production that will enable youth to become self-independent in terms of income generating through the CDD horticulture Project. Provision of proper skills that will help youth produce more per unit area resulting in high yield, better use of undulating lands, and stabilisation of youths' production opportunities. In this study youth were given proper information on horticulture production together with technological support, but no or little financial support was provided. The study reveals that there was inadequate technological support as only few youths were reached due to bureaucracy of the Aga Khan Representative and local government authority.

It can be analysed from the above response that, youth in the CDD project mainly understood the potential of working together in participatory manner, and has defined a collaborative intervention where young people are fully consulted and informed with an implication of mutual cooperation and responsibility, recognizing that young people and/or youth generally need experiences working at this level before processing to becoming leaders and initiators of development, if appropriate conducted.

4.3.4.1 Skills and Knowledge Utilisation among Youth

The Table 16 shows how youth has been utilising the skills and knowledge provided by Aga Khan Foundations for horticultural production.

Table 16: Skill utilisation by youth respondents

Skill Utilisation among youth groups	Frequency (n=216)	Percentage
Formation of youth groups	45	20.8
Community work participation	67	31.0
Pesticide application skills	53	25.0
Seeds and seedling production skills	30	13.9
Irrigation technological skills	20	9.3
Total	216	100.0

The findings on the respondents' utilisation of skills provided towards the projects indicate that only 20.8% of the respondents in horticulture projects said that there was a change in mindset towards the formation of youth groups. In response to this one of the respondents from Mpumbe village reported that,

“...During a meeting the Aga Khan Officer directed us how to form groups of 2 to 25 youth so that we can get input support such as water pump, irrigation pipes and water tank. We formulated a group using the information we got from the officer” (Interviewee, 22 July, 2022).

On the other hand, 31% of the respondents have used the skills in community work participation and working together as groups, 25% have gained the skill on pesticide application in horticultural crops and now are able to apply proper pesticide to control proper diseases and pests. However, there was little use of planting and irrigation technologies on youth groups in the study area. And about 13.9% reliable seeds, on which they now sell onions, seed to other wards in Ruangwa District. 9.3% gained irrigation skills respectively in which they use irrigation pipes and water tanks for drop irrigation.

From the findings few respondents see the importance of the seed and seedling production, as well as irrigation skills to horticultural crops, and are ready to own and take care of them for their benefits. The absence of a change in mind in seedling production and irrigation skills set among the majority of the respondents in youth groups is an indication that the implemented projects were just taken for granted. This was regardless of the technological support provided by Agha Khan Foundations; and this seems to have affected the sustainability of the implemented interventions.

The low level of acquisition of knowledge and skills on horticulture production and it contributes to youth empowerment, might have been caused by inadequate or lack of knowledgeable and skilled extension staff in the villages where infrastructure horticulture projects were implemented. As reported by extension officer,

“.....There are three villages in this ward, both are located about two kilometres away to each other, reaching all the needs at the same time is very difficult, moreover there is only one extension officer in the whole ward, more over during the project only one Aga Khan officer was reporting to Ruangwa District which has other Wards apart from Nkowe” (Interviewee, 22 July, 2022).

4.4 Benefit encountered by Youth through the CDD Project

On examining objective three of the research study on benefits encountered by youth in the CDD horticulture project, the study attempted to find out whether or not youth gained any benefit through their engagement in the CDD horticulture Project. At first the study employed a descriptive statistics analysis where frequency and percentage were used. Furthermore, the one sample t-test was used to determine the income before and after the project.

4.4.1 Participation of youth in monitoring and evaluation of the project

The variable youth's participation in monitoring and evaluation of the project has been tested among youth to whether or not they do participate. The responses were as follows:

Table 17: Youth participation on monitoring and evaluation of the project

Activities participation	Frequency (n=216)	Percentage
Objective achievements analysis	149	69.0
Income gained effectiveness	14	6.5
Efficiency of technology used	8	3.7
Yield estimation	5	2.3
Sustainability of the farming activity in the future	40	18.5
Total	216	100.0

The results from the study shows that youth respondents' participation in monitoring and evaluation as one of the benefits, also respondents have some income gained through horticulture projects although it was inadequate to support their progressiveness. The study reveals that youth were engaged in different evaluation

processes of the project. 69% of respondents reported to have participated in simple objective achievement analysis by the use of cost of inputs and other expenses incurred in relation to income gained after sales of the horticultural products. Youth were able to predict the income of the farming activities. Meanwhile, 18.5% of respondents reported having the ability to determine whether the farming activities will be sustainable in the future, so as to decide whether to continue or to drop the farming activities. 3.7% of the respondents were able to evaluate the efficiency of technology used in terms of farm management and 2.3% were able to go through yield estimation respectively.

These findings are supported by Shaun *et al.* (2014) in a paper on smallholder growers being linked to evaluation of the activities in farming and the effects to advisory and extension services which was done to explore the agricultural extension services responsibilities and the developing emphasis on the business and marketing needs of smallholder growers. This study showed that there was a need to help the small holder farmers in finding better means in coordinating sustainable services that would develop the capacities of the growers to increase incomes by connecting them to different type of evaluation techniques comprising of different informal hence easing poverty (Poulton *et al.*, 2016) reported that, empowerment of youth occur when CDD is embedded in existing systems of sufficient quality, with strong attention to M&E systems and learning-by-doing.

4.4.2 The level of income gained

Table 18: Respondents income after CDD horticulture project

Income in TZS/Week	Frequency (n=216)	Percentage
10,000 -20000	47	21.8
30,000-40000	35	16.2
40,000-50000	46	21.3
50,000-450,000	88	40.7
Total	216	100.0

The study indicated that the income gained by youth who launched the project varies from very high income to at least low income. The results found out that, the majority of youth 40.7% has income above TZS 50,000/= to 450,000/= per week during a harvesting period, relatively 21.8% of the respondent has 10,000/= to 20,000/= per week and 21.8% has 40,000 to 50,000/= in a week, while only 16.2% has low income of 30,000 to 40, 000/= per week. The results indicate that the incomes generated by the

farmers after the project ending up have had some impact on their livelihoods. Youth were able to reach some satisfactory level for their basic needs on food, shelter and health. Access to different types of foods have increased the number of meals and were able to improve the status of the housing. This was the positive impact of the CDD project in youth empowerment.

These findings are in line with the theory of Maslow's Hierarchy of needs theory (1970) that states that each need must be satisfied in turn, starting with the first, most obvious needs for survival itself, one should reach some satisfactory level for their basic needs on food, shelter and health. The study analysed the contributions of CDD Project on youth's household income Respondents were requested to indicate if CDD project contributed to youth's household income in the study area.

Table 19: Annual income (TZS) received by youth in CDD project

Annual income	Frequency (n=216)	Minimum	Maximum
Average income before engaging in CDD project activities	216	50,000	300,000
Average income after engaging in CDD Project activities	216	200,000	2,000,000

The findings indicated that youth in the study area received significantly higher income per annum after being involved in CDD projects compared to the period before engaging in CDD project. These findings suggest that, CDD project supported by Aga Khan Foundation has a significantly higher contribution toward reducing income poverty among households in the study area than any other production. Income determines the purchasing power at household level, such that the higher the income the higher the ability of the households to meet basic social services.

4.5 Challenges Facing Youth CDD Project

In the study, objective four was analysed using a descriptive analysis, whereby frequency and percentage on the major challenges facing youth in CDD horticulture projects in the study area, was presented on the basis of those which were mentioned by majority. Lately the binary logistic regression was used to determine validity contributions of variables on youth economic empowerment.

Table 20: Challenges

Challenges	Frequency (n=216)	Percentage (%)
Poor project management	13	6.0
Limited implementation time of the project	42	27.3
Lack of skilled personnel to conduct the project	59	23.1
Higher cost of inputs	50	23.1
Lack of capital	32	14.8
Inadequate marketing information	20	9.3
Total	216	100.0

The finding revealed that despite the Aga Khan Foundations support to Youth CDD Project in the study area, members were found to encounter different challenges that probably limit their chances to empowerment success. The finding shows that 59 (27.3%) of the respondents complain about lack of skilled personnel at the project farm level in mobilising the community to participate in the development activities. The study revealed that lack of horticultural skills among the youths who engaged in horticulture production is responsible for the low quantity of vegetables produced. Extension officers argued that the number of extension officers at the village level is not adequate for the vegetable growers in the given villages in the ward. This makes it difficult for the farmers to get consultation from these experts. This has been supported by Onger (2014) that the challenges in skills mismatching between horticulture production and the requirement of accessing expert knowledge in the production. This led to low production of horticultural crops and also reduced the return on investment (ROI). This has made them turn into other businesses that will bring them more returns.

Higher cost of running projects among youth has been reported as the major factor contributing to high rates of challenges in youth empowerment projects in the study area. 50(23.1%) respondents said that producing vegetables, especially onions, needs seeds, and fertiliser to be used. Although the Aga Khan Foundation produced input for the horticulture projects, there was a biased provision of inputs complained by the youth in the project area. The Aga Khan Management team in the study area used to provide inputs only to key farmers (CBF), and to farmers field school members in the study areas while leaving some of the youth facing inadequate inputs, hence lowered production and low income generated which forces youth to drop out horticulture and engage in other petty business.

Furthermore, the study revealed that the respondents interviewed said that lack of capital was another challenge; as most rural youth lack capital for investing in horticulture production. Moreover, lack of capital was reported by 32 (14.8%) respondents. The respondents interviewed said that producing horticulture crops, especially onions, needs seeds, and fertiliser to be used. But these small-scale farmers do not have access to capital hence they fail to achieve maximum production. The finding reveals that only key farmers (CBF), one from each village and few selected early adopters and project leaders were funded as explained earlier.

Another challenge reported was inadequate marketing information was reported by 20 (9.3%) of respondents. The study reveals that youth lacks marketing information to sell their horticulture crops. The local market was the only one prevailing. The local export market was very low; this has made youth products deteriorate in the farm hence lower its quality and reduced prices. When extension officers were asked, they all agreed that the market is one of the major problems in the study area. They said if there were to be a constant market producers could produce enough products to meet the demand. Instead, most of the horticultural crop's grower produces only what they believe it is possible to sell. These findings concur with the findings of Khaoya and Makori (2016) research findings where they emphasised on the need of exposing the rural youth to marketing networks for their products. It was seen that marketing was a challenge especially after the youth had been provided with loan as working capital, failing to sell their produce leading to loan defaults and youth financial frustrations.

Another challenge was poor management and workmanship on the projects which made the project not constructed according to prescribed standards. The findings on project management indicate that supervision and monitoring of project implementation was inadequate. 6.0% respondents reported that there was poor project management and there were early cut off of the project before the agreeable time frame in Mpumbe and Kipindimbi villages and completed project was only at Nkowe village however, even the completed one was not put in use as most of youth has quitted the horticulture farming. In reporting this, one of the CBF said;

“.....There was an abrupt cut of the project. The project was expected to take three (3) years. But all of a sudden in two years and a half, we could no longer

access the Aga Khan team Leader, when we asked our CBF chairperson he told us that the project has been terminated” (Interviewee, 22 July, 2022).

Project management involves the structures, processes and tools to determine achievable time, cost and quality targets as the first step, to ensure that targets are met. The finding reveals that the cut-off of the project halfway, has led to the motivational breakdown of many youths. Caused failure in the project and youth withdrew from the project.

4.6 Statistical Validity Testing of Variables

The study carried out a test statistic of objectives used in the study to determine their fitness and conclusions were made based on the results of validation of variables. Objective one of the activities carried out in the CDD horticulture project was tested using one sample t-test model, objective on methodology was analysed using an inferential analysis model, and objective on challenges facing youth in CDD horticulture project was analysed using a binary regression model.

4.6.1 One sample t-test analysis on activities carried out in CDD horticulture farming

The study also sought to establish the statistical test on variables under activities carried out in the CDD horticulture project in Nkowe to check the associations among the variables used to determine the empowerment amongst the youth. The statistical analysis information was mainly to seek whether the model used will prove the association existing in variable to be true measure of empowerment or otherwise. .

The study carried analysis to variables on activities carried out in the CDD horticulture project to determine the association between the CDD project activities and the empowering effectiveness of youth. In order to establish the fitness of the model used, a one sample t-test denoted by p-value, to establish the difference between the explanatory variables against the model used.

Table 21: One sample t test n = 216

	t	df	Sig.(2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Ownership of horticultural enterprises	-.261	216	.000	.62	.74	.50
Number of Individual Shared Horticulture Farming	-.46	216	.000	.56	.64	.47
Horticultural Crops Mostly Produced	-.37	216	.000	.64	.70	.58
Cycles of Horticulture Production in a season	-.11	216	.000	.53	.62	.45

Test model (t) denoted by P-value is the critical value which rejects the null hypothesis $\alpha = 0.005$ significant level at 95% confidence interval.

The model was compared against the explanatory variable to see whether it significantly fit the data. Independent variables are said to be a significant predictor when P – value denoted by (t) in the simple test statistics is less than absolute critical value, $\{P < 0.05\}$.

The findings of the test statistics analysis indicated that Ownership of horticultural enterprises is significant in empowering youth at $t = (-0.38 < P < 0.005)$ value in one sample test statistics at 95%. This shows that the data collected on type of land ownership has very Strong evidence that it relates to youth empowerment. This can be explained by the fact that land ownership and accessibility enable farmers to increase level of production and decrease in land availability decreases level of production, therefore, farmers with high land ownership and land accessibility tend to produce more products. The study revealed that in Ruangwa District there is limited access to land which could enable those youth with more production, on the other hand some of youth with access to land through in heritage from their parents they have tendency of selling land to engage in other activities as stated previously.

From the table it indicates that, number of individuals who share the enterprise has a very strong relationship with youth empowerment at the significant level of $t = (-0.46 < p < 0.005)$. Since the majority contributors to this sector are the small holders, it is prudent that to ensure crop productivity improvement while aiming at reducing the cost of production through maximum utilisation of area under production to increase revenue, youth in Nkowe, Ruangwa District has decided to use a jointly/ shared enterprises for the aim of economic gaining. This suggests that the variable is related to

youth empowerment. Again, the findings of the test statistics analysis indicated that Ownership of horticultural enterprises is significant in empowering youth at $t = (-0.37 < P < 0.005)$ value in one sample test statistics at 95%. This shows that the data collected on the type of crops produced has very Strong evidence that it relates to youth empowerment. This is the highest predictor of youth participation due to the fact that the main motive behind the CDD horticulture farming project was to help youth farmers to market their products and obtain reasonable prices which will earn maximum profit. As suggested above on types of crops mostly produced it was seen that onions were the leading crop in the market and majority of youth in the project preferred to onions production, due to marketing availability of the product in Ruangwa district and outside Ruangwa District, and thus this variable become the most associated with empowerment in the project. The findings in table above on the number of cycles of production per season in a year were statistically significant at $p < 0.05$ ($p = -0.011$). Indicates that, there is strong evidence in the variable is association with youth empowerment in CDD horticulture farming. It is evidently true that from the findings it is obvious that most of the youth have low returns and low earnings due to the reduced number of cropping cycles per season in a year. Moreover, farmers who engage more often in horticultural farming activities would be more experienced and be in a position to predict production risks when it may occur in the area and the coping strategy to increase income than those who engage less.

4.6.2 Modality in implementing CDD Horticulture Project and youth empowerment

On test statistics on modalities in implementing CDD horticulture Project, the study carried a regression analysis to variables to determine if there is any association between the mode of implementing CDD project and the empowering process of youth. Inferential analysis was used to get an equation which defines the degree to which the variation in the dependent variable is described by the independent variable. Regression analysis is a suitable tool to examine the strength of the relationship variables but the bet used to determine the associations was regression analysis. The study used a regression model to establish the variables on modalities used to involve youth in CDD projects based on youth empowerment.

Table 22: Inferential Statistics

Factors	n= 216	r
Youth Training on CDD Horticulture project		-0.066
The usefulness of training on CDD		0.158*
The skill utilisation among youth groups		-0.062
Benefit encountered by youth		-0.004
Horticultural crops mostly produced		0.111
Youth Experience on Horticultural farming		0.150*
The level of farm income		0.159

Test model (r) denoted by P-value is critical value which rejects null hypothesis $\alpha = 0.005$ significant level at 95% confidence interval. If $r = p$ -value, when $p > 0.05$ accept; $r = p, < 0.05$ reject,

The correlation analysis performed in order to evaluate the validity of variables used. The correlation analysis performed on modalities used in CDD projects in empowering youth has shown that in the study, the mode of training literacy used has a negative relationship with youth empowerment but insignificant at ($r = -0.066$, $p < 0.005$). This reveals that the methodology used by CDD supporters to empower youth through training was not relevant to the objectives of youth empowerment and could not reach the intended objective. Again, although the training methodology was irrelevant to the empowerment, but the training conducted has been positively accepted by youth in relation to information empowerment, and technological empowerment objectives and was of use at the significant level of ($r = 0.158^*$, $p > 0.005$). This reveals that, although the approach was not good but the content of the training was good enough to be used by youth, however, it could not bring about youth empowerment.

The output also shows that skill Utilisation among different youth groups after the training to attain empowerment has a negative relationship with the empowerment objective of CDD horticulture project at insignificant level at ($r = -0.62$, $p > 0.005$). This reveals that, although the skills were provided to youth the utilisation of the provided skills was not good among youth groups. As discussed previously, few youths were able to utilise it but the majority could not see its importance to horticulture production. The reason might be the method used to train youth was not relevant to youth's expectations. This needs to be considered in the long run for an effective utilisation of provided support for real attainment of empowerment.

The correlation on Benefit encountered by Youth through CDD project has shown that, there is no relationship between the training given and the benefit gained by youth through CDD at ($r = -0.004$, $p < 0.005$). This reveals that the more the training given to youth the less the income was reported to be gained. Thus, the project could not help youth to gain benefit from it. This has led to more youth quitting the project as they could not see the expected and intended benefit. Moreover, Horticultural Crops Mostly Produced by youth in the project were insignificant to the empowerment at ($r = 0.0111$, $p < 0.005$). The level of horticulture production was very low which led to low income hence inadequate income was reported as a result economic empowerment through CDD projects became difficult to implement.

On testing for Youth experience on horticultural farming, the correlation shows that, there is a significant positive relationship between youth experiences and the empowerment process at ($r = 0.0150^*$, $p > 0.005$). This reveals that integrating youth's experiences in farming activities together with new technology and information skills has a positive and significant impact to youth's empowerment. Therefore, the project was to use youth experiences in horticulture farming, together with the supporters' technologies and information awareness would have brought a high level of empowerment. This was lacking in the study area. Youth's experiences were ignored by the supporters which led to the majority of youth to leave the project hence led to early withdrawal of donors and early project cease before the due time. Again, the level of farm income was insignificant to empowerment objectives at ($r = 0.159$, $p > 0.005$). This means that the more the resources used the less the income is gained. Thus, it reveals that although more resources were used in horticulture farming there are very little returns. This has led to youth quitting the project and shift to other alternatives of income generating activities like *boda boda* and petty business. Generally, the variables in the correlation performed seems to have not been significant except for usefulness of the skills after training and youths experience ($r = 0.158^*$, $p > 0.005$) and ($r = 0.0150^*$, $p > 0.005$) respectively.

4.6.3 Challenges that hinder youth empowerment in CDD Project

Binary logistic regression was performed to assess the challenges facing youth in CDD project implementation. The model contained six independent variables (poor project management, limited implementation time, lack of skilled personnel, high cost of

inputs, lack of capital, and inadequate) and youth economic empowerment as dependent variable as shown in Table 23

Table 23: Binary logistic regression n = 216

Challenges	B	S.E	Wald	Sig.	Exp(β)
Poor project management ability	3.102	1.776	9.710	0.000	7.167
Inadequate marketing information	3.450	1.373	11.164	0.006	9.453
Lack of capital	2.591	0.234	5.129	0.011	3.321
Limited implementation time of the project	2.513	2.636	4.918	0.000	3.484
Lack of skilled personnel to conduct the project	-1.638	0.676	0.765	0.041	0.965

Omnibus test of model coefficient $\chi^2 = 70.52$, $p = 0.000$, Cox and Snell $R^2 = 0.515$, Nagelkerke $R^2 = 0.647$, Hosmer and Lemeshow test $\chi^2 = 20.890$, $p = 0.762$

The full model containing all predictors was statistically significant $X^2 (5, N = 216) = 70.52$, $p < 0.05$, indicating that the model was able to distinguish between respondents who reported that there are challenging factors on youths' engagement on CDD horticulture projects. Tests of Model Coefficients shows that the predictor model of goodness of fit is better than the block 0 model fit where the $p = 0.000$ ($p < 0.05$) and the chi-square is 63.98 and degree of freedom is 6. The model summary explains the model as a whole explained between 51.5% (Cox & Snell R Square) and 64.7% (Nagelkerke R Square) of the variance in challenges facing youth in DCC projects 77.5% of cases. All independent variables made a unique statistically significant contribution of challenges to the model. Moreover, Hosmer and Lemeshow Test findings also support the study model as being worthwhile. For Hosmer and Lemeshow Goodness of Fit Test, poor is indicated by $p < 0.05$ but for our model result, $p = 0.762$ which is larger than 0.05. Therefore, the model (with our set variables used as predictor variables) is better explanatory than SPSS original guesses shown in Blok 0.

The other strong challenge that faced youth in CDD horticulture projects is inadequate management ability of the CDD horticulture project. The findings were statistically significant at $p < 0.05$ [$p = 0.000$, Wald statistic = 9.71 and Exp (β) = 7.167]. Wald test of 9.71 indicates that poor project management significantly contributed to youth non empowerment by the project hence deciding to quit the project in the study area. The findings in Table 21 further justify the increase in better management by 3.102, the odd

ratio is 7.167, implying that with the increase in ability to manage the CDD horticulture project, and youths' engagement in the project is 7.167 times. This can be explained by the fact that better horticultural project management enables youth to increase level of production and decrease in management of the project decreases level of production, therefore, youth tend to quit the project. This implies that, supervision and monitoring of projects implementation was inadequate, poorly project management lead to early cut off of the project before the agreeable time frame in Mpumbe and Kipindimbi villages and completed project was only at Nkowe village however, even the completed one was not put in use as most of youth has quitted the horticulture farming.

This shows that poor Project management in the study area has led to the project cut off and in results youth quitted the project. Therefore, the aim of youth empowerment by the CDD project was not well archived. The strongest challenge that faced youth during the project implementation in (Table 21) is inadequate marketing information. The findings were statistically significant at $p < 0.05$ [$p = 0.006$]. Wald test of 11.164 indicates that inadequate market information significantly contributed to youth failure to economic empowerment. The findings further signified the increase in marketing information and accessibility by 3.45, the odd ratio is 9.453 implying that, increase in marketing information, more likely youth empowerment and income independence increase by 8.667 times. This is the highest predictor of youth participation due to the fact that, the main motive behind the youth empowerment CDD horticulture project formation was to help youth farmers to market their products and obtain reasonable price which will earn maximum profit hence economic independence, otherwise inadequate marketing availability will lead to youth farmers in Tanzania especially in Ruangwa district move to more profitable produce for higher income.

Another challenge faced youth in implementing the CDD project capital size. The findings in Table 21 were statistically significant at $p < 0.05$ [$p = 0.011$]. Wald test of 5.129 indicates that, size of capital is significantly $p = 0.011$ contributed in predicting economic empowerment in the study area. The results further show that, the increase in size of capital by 2.591, the odd ratio is 3.321 implying that, increase in size of capital to youth farmers, more likely their empowerment will increase by 3.721 times, otherwise will decrease by the same ratio. *This* can be true due to the fact that agro-business needs sufficient capital to increase the size of production (number of acres) and improve the quality of products to be produced. Therefore, due to this need, more

expenses will arise which requires youth to have sufficient capital to meet their production expenses. Due to this need, they prefer to quit CDD projects for '*bodaboda*' and other pretty business. This implies that producing horticulture crops, especially onions, needs seeds, and fertilizer to be used. But these small-scale farmers do not have access to capital hence they fail to achieve maximum production. The finding reveals that only key farmers (CBF), one from each village and few selected early adopters and project leaders were funded as explained earlier.

Lack of skilled personnel to conduct the project hindered youth farmers to get profitability expected. Profit is the core objective of any production activity and youth view that CDD will enable them to be economically empowered. By enabling them to fetch high prices in the market and earn maximum profit. But if we lack skilled personnel, the objective won't be achieved. The findings in Table 21 were statistically significant at $p < 0.05$ [$p = 0.000$]. Wald test of 2.018 indicates that, level of skilled personnel expected significantly contributed in predicting youth economic empowerment in the CDD horticulture project. The findings further indicate that, with an increase in the level of skilled personnel by 2.513, the odd ratio is 3.484 implying that, with an increase in the level of skilled personnel, they are more likely to get the intended skills and become empowered by 3.484 times. This can be explained by the number of skilled personnel will increase the ability of the project to serve youth and conduct more training. As a result, this attracts more youth to participate in CDD horticulture Production to earn maximum profit.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Major Findings

The findings conclude that land ownership of horticultural enterprises is significant in empowering youth at $t = (-0.38 < P < 0.005)$ value in one sample of test statistics at 95%. This shows that land ownership has very Strong evidence that it relates to youth empowerment. This can be explained by the fact that land ownership and accessibility enable farmers to increase level of production and decrease in land availability decreases level of production, therefore, farmers with high land ownership and land accessibility tend to produce more horticulture products. The study revealed that in Ruangwa District there is limited access to land ownership which could enable those youth with more production, on the other hand some of youth with access to land through in heritage from their parents they have tendency of selling land to engage in other activities such as *boda boda* and pretty business instead of empowered through CDD horticulture project.

The modality of implementing CDD used has a negative relationship with youth empowerment but insignificant at ($r = -0.066, p < 0.005$). This reveals that the methodology used by CDD supporters to empower youth through training was not relevant to the objectives of youth empowerment and could not reach the intended objective. Again, although the training methodology was irrelevant to the empowerment, the training conducted has been positively accepted by youth, 95% reported to have acquired the knowledge related to information empowerment, and technological empowerment. This reveals that, although the approach was not good but the content of the training was good enough to be used by youth, however, it could not bring about youth empowerment.

On benefits encountered by youth, this study found that the introduction of CDD horticulture project activities enabled most respondents to participate in simple objective settings. 69.3% of respondents reported to have participated in simple objective achievement analysis by use of cost inputs to expense and income gained. Concerning income level 40% of respondents reported having an increased income base from the minimum annual income of 50,000tsh to 300,000tsh. The results indicate that, income generated by youth farmers has some impacts in their livelihood changes.

The other strong challenge that faced youth in CDD horticulture projects is inadequate management ability of the CDD horticulture project. The findings were statistically significant at $p < 0.05$ [$p = 0.000$, Wald statistic = 9.71 and Exp (β) = 7.167]. Wald test of 9.71 indicates that poor project management significantly contributed to youth non empowerment by the project hence deciding to quit the project in the study area. This can be explained by the fact that better horticultural project management enables youth to increase level of production and decrease in management of the project decreases level of production, therefore, youth tend to quit the project. This implies that supervision and monitoring of project implementation was inadequate, poor project management led to early cut off of the project before the agreeable time frame in Mpumbe and Kipindimbi villages and completed project was only at Nkowe village with low level of economic empowerment at 40%.

5.2 Conclusion

The study concluded the length of the project was short, which is about three (3) years, which was not enough over and terminated in the middle of the project at 2 years. Moreover, Land size cultivated was very less and was under lease ownership, crop farming for export was inadequate, which led to poor production of horticulture crops. The methods used were not relevant to the objective of youth economic empowerment. There was no good monitoring system and adaptive methodology to the implementation of the project resulting in a low level of youth's economic empowerment.

The study also concludes that, although there is slightly increase in the level of income, however, full integration with the relevant line ministries and youth are often absent in Ruangwa District, Nkowe ward government, and youth, and CDD horticultural Project facilitators, which means that CDD, like many other development and empowerment interventions, becomes very difficult to reach the intended economic empowerment.

On the other hand, Ruangwa District and the Agha Khan foundations, failed to ensure that objectives are clear to what the 'benefit' is expected to be, and Agha Khan foundations failed to collect evidence to determine if intended beneficiaries are actually benefiting, and this made youth CDD horticulture farming project in Ruangwa district Nkowe ward to fall well short of the mark, leading to youth quitting from horticulture farming instead of being economically empowered.

5.3 Recommendations

Based on the findings, this study recommended that, on activities carried out in CDD projects on economic bases, the Ruangwa District should consider export crops like onions and tomatoes as an income raising product. I recommend that, DED should check on marketing availability to export crops, especially onions. This should be taken for positive empowerment of youth. Youth in Ruangwa District should be equipped with financial literacy training as it is vital in finding reliable marketing. It is advisable for the Ruangwa district authority to conduct financial training to help youth save enough to provide adequate capital to invest in their horticultural projects and in finding reliable markets. Financial literacy training should be based on income and marketing in consideration to education levels because most of the youth in the district have attained only standard seven.

Moreover, highly educated consumers with high incomes can be just as ignorant about financial issues as less educated and lower income youth. Youth should be asked to choose among various investment and savings products because the financial landscape is very dynamic. The Government, through youth empowerment projects should continuously offer training to youths especially those with no technical skills, information skills and financial skills on horticultural production techniques that aim at increasing quality and quantity of harvest to achieve lasting impacts. This study recommends that the Ruangwa District authority should foster public partnerships between the district government, development partners, non-governmental organisations, financial institutions and other relevant financial institutions to ensure that youth are provided with low conditional loans that can help them access capital towards investing in horticulture production.

On project modality and information bases, the researcher recommends that, Agha Khan Foundations as well as DED, should encourage the on-farm training as could be the best way in which individual farmers could be reached apart from village meetings. Moreover, information like traders' supporting terms, probable array of prices, availability of horticultural inputs, marketing information and availability of other companies worth contacting youth empowerment should be provided in advance.

To benefit from CDD horticulture farming empowerment through technological bases, this study recommends that DED should consider Agriculture industrialization, and should be boosted to create more marketing opportunities. The marketing opportunities

may increase youth's income through industrialization of horticulture produce like chill sauce industries, tomato cunnig industries and others to overcome marketing problems and the ever-rising number of lack of economic bases among youths in the study area and a country as whole. Since horticulture farming is not a holistic solution to lack of income among the youths and not every youth is interested in horticulture farming, horticulture farming industrialization will encourage more youth to participate in CDD projects and raise their economic independence.

In general, the study recommends that youth empowerment through CDD projects must be supported by the willingness to share knowledge and collectively work together so that to expand outreach to the youth growing populations enabling a collective environment that will maximise the impact of the rush forward of youth entering the horticultural workforce instead of quitting hence empowering of youth in terms of economic, technological and information bases.

5.4 The Contributions of the Study to Policy Implications

The findings show that the majority of people in the study area are shifting from producing cereal crops to vegetable production. The policy implication for this situation is that, Complex interventions like CDD have uncertain courses of change. CDD has all the bones to be a really remarkable way to do development; it requires an "insert" of capable institutions at the bottom and the top and full integration with the relevant line ministries. Consequently, they do much better with very long-term engagement, good monitoring systems with feedback loops, and an adaptive approach. Government Policies and investment must be geared towards the support of education on enhancing bottom-up engagement and actively supported by a good monitoring system and adaptive methodology to the implementation of the project with a capable central state that has the backing of local activists who are confronting local elites.

5.5 Recommendations for Areas of Study for Further Research

This study recommends that further studies should be conducted specifically to improve the delivery of financial literacy training, and on record keeping which proved to be a difficult subject to train on. Another area for study is on the influence of market opportunities or technical assistance on the performance of horticulture enterprises among youths. Further research should be conducted in another region for the purposes of comparison in engagement of rural youth in horticulture activities to know whether

this is a venture that will help the Country create employment for the youth through the horticulture sector. This will enable understanding of how empowerment influences youth, groups, or the whole community with intersections like sexuality, gender, race, culture, class and language among other inequalities.

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2. CDD Project Activities

- i. What were the reasons for you to initiate in CDD horticulture farming?
- ii. How did you start your horticulture enterprise?
(Please tick appropriately in the box provided)
 - a). Borrowed loan
 - b). Used my savings
 - c) others specify
- iii. Is the CDD horticulture farming enterprise shared or individual? (Please tick appropriately in the box provided)
 1. Individual
 2. Shared
- iv. What horticultural crops are you mostly involved in production? (Please tick where appropriate)
 - A. Local Vegetables; Cabbages , kales , Tomatoes , potatoes , carrots , Chili others specify.....
 - B. Export vegetables; French beans , Snow peas , Sugar snaps , Garden Peas Onions , okra others
 - C. Other (Please specify.....)
- v. Why did you prefer horticulture production
.....
- vi. What are the major income generating crops in the CDD horticulture farming project?
.....
- vii. What were the major traditional crops for income generating?
.....
- viii. In the last two seasons, how many cycles of horticulture production have you done? (Please tick in the box provided)
 - a) 1 -2 cycle
 - b) 3cycles
 - c) Above 3 cycles
- ix. What size of land do you normally cultivate per crop cycle of horticulture produce? (Please tick appropriately in the box provided)
 - a) 01- 0.2 acres
 - b). Over 1 acre
 - c) 0.2-0.3 acres
 - d) More than 1 acre
 - e) 0.3-0.4 acres
- x. What is the legal ownership status of the land under cultivation? (Please tick appropriately in the box provided).
 - a) Sole ownership
 - b) Community land
 - c) Joint ownership

- d) Leased land []
- e) Inherited family land []

D. Project implementation Modality

1. a). Youth Involvement

- i. Are you involved in the fund releasing process in project implementation?
Yes..... No.....
- b) (If yes) how?

2. Approaches and Methods of youth involvement CDD

- i. What were the approaches and methods used to empower youth in the CDD horticulture farming project in Nkowe Ward? (please tick the appropriate method in the provided box).
 - a) Village general meeting []
 - b) Input provision []
 - c) On farm training and field visit []
 - d) Farmers field school []
 - e) Study tour []
 - ii. Have you been trained on a CDD horticulture project? 1. YES [] 2. NO []
If yes,
 - iii. What were the skills involved? (Mention at least three).
 - a)
 - b)
 - c)
- a) Were the training on CDD horticulture project farming skills literacy useful to you?

3. Skills and Knowledge Utilisation

- a) How are the youth under different CDD groups utilising the skills and knowledge acquired?
 - a)
 - b)
 - c)

E. Benefit encountered by youth

- i. How monitoring and evaluation of CDD projects is done at the local level?
Briefly explain
- ii. Do you participate in monitoring and evaluation of the CDD project

iii. What is the level of farm incomes generated from the horticulture activities?

Tick () the appropriate

- a) 10,000 -20000
- b) 30,000-40000
- c) 40,000-50000
- d) 50,000-450,000

a) Please indicate the income before the project (how much did you get).....

b) Please indicate income after the project (how much did you get).....

c) How did the income contribute to household income? ((Please tick appropriately in the box provided).

- a) Excellent []
- b) V. Good []
- c) Good []
- d) Fair []
- e) Poor []
- f) others.....(specify).....

F. Challenges

- i. Please give two challenges you have experienced in handling financial records
.....
.....
- ii. What are the challenges that hindered the skills utilisation in the CDD horticulture project?
.....
.....
- iii. What should be done to mitigate the above challenges?
.....
.....
- iv. What do you recommend as far as youth empowerment in CDD is concerned in your area?
.....
.....

**THANKS SO MUCH FOR YOUR CONTRIBUTION
MAY GOD BLESS YOU SO MUCH!**

Appendices II: Interview Guide for Key Informants

Dear respondent,

RE: ACADEMIC RESEARCH

My name is **Christina J. Makundi**, I am a student at Moshi Cooperative University currently pursuing a Master Degree in Co-operative and Community Development (MACCD). As part of the course requirements, I have to undertake a research project. To this effect therefore, I am conducting research on The Contribution of Community Driven Development Projects on Youth Empowerment. A case of horticulture farming sub project in Ruangwa District Nkowe ward. I am strictly assuring you that the information on this questionnaire will not be given to any authorised individual and will be kept confidential.

I am kindly requesting for your assistance in responding honestly to this questionnaire

Name.....

Village

Occupation**Job Description**.....

Duration of the project:

1. What is your highest education level?
 - a) O level [] b) A Level [] c) Primary School [] d) Secondary school [] e) Tertiary college [] f) University [] g) Not schooled []
2. What horticultural crops are you mostly involved in production? (Please tick where appropriate)
 - A. Local Vegetables; Cabbages [], kales [], Tomatoes [], potatoes [],carrots [], Chili []
 - B. Export vegetables; French beans [],Snow peas [],Sugar snaps[],Garden Peas []

C. Other specify

3. In Which way did you involve youth in the horticulture project?
 - a)
 - b)
 - c)
4. Who initiated the project?
 - a) Central government directories []
 - b) Local government directories []
 - c) The village chairperson []

- d) The Agha Khan Agents
- 5. Which support have you given to youth in the horticulture project? (Tick whichever is appropriate).
 - a) Financial support
 - b) Information support
 - c) Technological support

Challenges

- i. Please give two challenges you have experienced in handling the projects financial records
.....
.....
- ii. What are the challenges that hindered the skills utilisation in the CDD horticulture project?
.....
.....
- iii. What should be done to mitigate the above challenges?
.....
.....
- iv. What do you recommend as far as youth empowerment in CDD is concerned in your area?
.....
.....

**THANKS SO MUCH FOR YOUR CONTRIBUTION
MAY GOD BLESS YOU SO MUCH!**

Appendices III: Interview Checklist Guide for Respondents (FGDs)

Dear respondent,

RE: ACADEMIC RESEARCH

My name is **Christina J. Makundi**, I am a student at Moshi Cooperative University currently pursuing a Master Degree in Co-operative and Community Development (MACCD). As part of the course requirements, I have to undertake a research project. To this effect therefore, I am conducting research on The Contribution of Community Driven Development Projects on Youth Empowerment. A case of horticulture farming sub project in Ruangwa District Nkowe ward. I am strictly assuring you that the information on this questionnaire will not be given to any an authorised individual and will be kept confidential

1. Project Modality

a). Youth Involvement

4. Have you been trained on CDD horticulture project farming literacy?
5. What were the skills involved? (Mention at least three).
6. Were the training on CDD horticulture project farming skills literacy useful to you?

b) Skills and Knowledge Utilisation

a) How did you utilise the skills and knowledge acquired in the Project?

c) Youth experience

i. Why did you prefer to start horticulture crop production?

d). Approaches and Methods of youth involvement CDD

b) What approaches are used in the process of empowering youth under CDD?

c) What are the methods used in this process of empowerment?

d) How monitoring and evaluation of CDD projects is done at the local level?

e) Do you participate in monitoring and evaluation of the CDD project as beneficiary?

a. If yes, where do you get the authority to do monitoring and evaluation of the

f) What do you exactly monitor and evaluate in the CDD project?

2. Benefit encountered by youth

- i. What is the level of farm incomes generated from the horticulture activities?
- ii. How has your experience been on keeping your financial records?

3. Challenges

- i. What are the challenges that hindered the skills utilisation in the CDD horticulture project?
- ii. What should be done to mitigate the above challenges?
- iii. What do you recommend as far as youth empowerment in CDD is concerned in your area?

THANKS SO MUCH FOR YOUR CONTRIBUTION

MAY GOD BLESS YOU SO MUCH!

Appendix IV: Logistic regression equation

$$\text{Where; } \text{Logit}[p(x)] = \log \log \left[\frac{p(x)}{1-p(x)} \right] = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \dots \dots \dots \varepsilon \dots \dots \dots 1$$

Logistic regression involves fitting an equation of the following form to the data:

$$\text{Logit}(p_t) = \alpha + \beta_1 X_{1,t} + \beta_2 X_{2,t} + \beta_3 X_{3,t} \dots \dots \beta_p X_{p,t} + \varepsilon \dots \dots \dots 2$$

Whereby; Logit (P_i) = Y; represents the probability of youth membership, coded as 0= Non-Membership and 1 = Membership

α = Intercept

$\beta_1 - \beta_p$ = Regression coefficients

X_{1,i} - X_{p,i} = Independent variables or predictor variables

e = Error term,

Variables		Variables' definition and unit of measurements
Dependent variable		
Youth economic empowerment		Ordinal: 1 = Low, 2 = Moderate, 3=High
Independent variables		
X₁	Poor project management ability	Binary 0=No, 1=Yes
X₂	Inadequate marketing information	Binary 0=No, 1=Yes
X₃	Lack of capital	Binary 0=No, 1=Yes
X₄	Limited implementation time of the project	Binary 0=No, 1=Yes
X₅	Lack of skilled personnel to conduct the project	Binary 0=No, 1=Yes

Appendix V: Manuscript

Journal of Cooperative and Business Studies (JCBS)

**COMMUNITY DRIVEN DEVELOPMENT PROJECTS AND YOUTH
ECONOMIC EMPOWERMENT IN RUANGWA DISTRICT, TANZANIA**

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COMMUNITY DRIVEN DEVELOPMENT PROJECTS ON YOUTH ECONOMIC EMPOWERMENT IN RUANGWA DISTRICT, TANZANIA

Abstract

Tanzania, like any other developing countries, has established different policies to promote youth empowerment which might improve the quality of life in terms of economic independence. This call for establishment of the CDD projects for the aim of empowering youth economically. The aim of this paper was to assess the contributions of CDD Horticulture Projects in youth Economic Empowerment in Ruangwa District. Specific objectives were to examine the activities undertaken by youth farmers; determine the modality of implementing CDD horticultural projects; examine the benefits accrued by youth farmers; and examine the constraints facing youth in implementing CDD projects. The study adopted Descriptive research design which involved a sample size of 216 respondents. A Purposive sampling was employed in obtaining respondents. Data was collected using structured questionnaires, interviews, and focus group discussion. Data was analysed using descriptive statistics. The study found that youth are engaging in agricultural activities such as horticultural crop production and selling of the produce for income earning. The project was implemented under a group basis. Further, about 60% of youth get little benefits from CDD implementation and facing challenges upon implementation of the project. The study concludes that 40% of the youth have been positively empowered. The study recommended that, Ruangwa District Executive Director through youth empowerment projects should continuously offer technical, financial and information supportive to youths aimed at increasing quality and quantity of harvest to achieve an everlasting impact of youth economic independence.

Key words: *Community Driven Development project, youth economic, Empowerment, Ruangwa.*

1.0 Introduction

1.2 Background of the Study

Community-driven development (CDD) is an umbrella term for projects that actively include beneficiaries in their design and management. CDD projects receive support from the government and donors that are one of the main characteristics that differentiate the CDD approach from methods used by Community Based Organizations (CBOs). The support that CDD projects receive include strengthening the ability of beneficiaries to plan, implement and manage programs; to facilitate access to services that support the relevant development programs, and to strengthen the link with formal institutions and organisation for example, CBOs, Non-Government Organisations, Traders, etc (Dongier, 2012).

Over the past decade CDD projects have become a key operational strategy for many nations, governments, as well as for international aid agencies. The CDD involves many individual projects that cover thousands of villages and has cost billions of dollars (Vanga, 2018). Moreover, CDD projects can be found working across a broad spectrum of developing country environments, from emergency response projects that follow on from natural disasters and armed conflicts, to projects in middle-income countries that are used to close gaps in basic, small-scale infrastructure and that target national programs of social assistance (Duncan, 2018).

In Asia, Philippines in particular, CDD was introduced in 2002, in which different development projects including horticultural production were carried out (Gorge, 2016 Baldwin *et al.* 2016). The CDD projects has benefited more than 1.6 million youth households through almost 6,000 projects providing new water systems, school buildings, day care centres, health stations, and post-harvest facilities. Many youths have been employed in the projects and were able to sustain even in the absence of funding donors, (Baldwin *et al.*, 2016).

In sub-Saharan African countries, the CDD projects covered 23 projects in 21 low and middle-income countries. The CDD in these countries have made substantial contributions by improving the quality of small-scale infrastructure like water supply, roads, housing and resource allocation (Makenzie, 2021). For example, in Madagascar, CDD projects were used in response to flooding, for an emergency rice production (Pittmat *et al.*, 2019). The local communities were trained in skills to manage the

projects, from pesticide use to financial management (Haider, 2012). The projects were conducted in Cape Verde, Ghana, Mali, Mauritania and Senegal. In these countries the CDD projects were supported by IFAD which provided funds and technical advice to empower victims recovered from internal conflicts and tribal wars, soldiers, mainly youth who were borrowed by their state to fight for the government (Hannie, 2016, Baldwin *et al* 2016).

In Tanzania, CDD projects operates in terms of community-based organisations (CBOs), under the umbrella of partnerships projects either between CBOs and elected local or municipal governments or private support organisations (NGOs), or direct partnerships between CBOs and central government (Mjema, 2017; URT, 2017). The Tanzanian government has realised the importance of involving communities in their own development through the Community Development Policy of 2009 which is also concerned with youth empowerment. The policy aimed at creating the enabling environment to build the capacity of the youth and promote development in health, financial services, education and agriculture (URT, 2009). This policy was facilitated by the central government, NGOs, and Tanzania Horticultural Association (TAHA) and operated in Regions and District by involving youth in CDD projects (URT, 2017). Ruangwa District in particular organised and formed CDD projects which were supported by Aga khan foundation from 2015-2019 (Ruangwa District Report, 2021).

In the study area the CDD horticulture Project was sponsored by Aga Khan Foundation in order to increase income and become economically independent. The aim of the CDD to increase income and become economically independent was not justified for the entire period of the project implementation of which Youth income independence is still unstable (Ruangwa District Council Report, 2021). This study therefore, aimed to assess the contributions of CDD projects on youth economic empowerment in Nkowe Ward located in Ruangwa District, specifically, examining the activities undertaken by youth farmers; determine the modality of implementing CDD horticultural farming projects; examine the benefits, accrued by youth farmers from implementing CDD horticultural project; and examine the challenges facing youth in implementing CDD horticultural farming project.

The study adopted self-determination theory as developed by Ryan, (1985) and used by Tom (2018). The theory suggests that “People are able to become self-determined when

their needs for competence, connections and autonomy are fulfilled". The theory is being significantly influenced by the need for satisfaction. The strengths of the theory are that, theory focuses on building positive assets, connecting youth with local resources, and engaging youth in community service activities for self-determination and self-development. The theory is relevant to this study, as it explains how youth can be able to engage them, try out new roles and skills, find a sense of ownership, articulate their own ingenuity and opinions in decision-making processes and increase their income independence. In addition, they can be able to address challenges and experience both failure and success that support them to move away from their normal comfort zone (Zimmerman and Perkins, 2019).

Empirically, Mwanga (2018); conducted research on examining the sustainability of community Driven development drilled wells project in Kondo District; Kayunze, (2019) conducted a study in Geita District, to assess the nature of CDD in irrigation projects in Nzera, Lwenge and Nyamalulu Village; Mjema (2017) conducted a study on the sustainability of community driven agricultural infrastructures irrigation schemes in Korogwe district; Fabian and Kayunga (2015) have conducted research to assess the extent of local participation in community driven development projects in four village of Bahi district, and Morogoro District; and Agufana (2015) conducted a study on the influence of youth empowerment programs on national development in Kenya showed that the importance of youth empowerment programs at the regional, national as well as international levels was evidenced by increased interest among policymakers, researchers as well as practitioners in the participation of youths in different areas of the economy.

The literature above studied how communities engaged themselves in different CDD projects to achieve specific goals of participation. However, these studies do not tell the reader on how the CDD project contributed to youth empowerment. Therefore, the current study will fill that gap by assessing the contribution of CDD projects on youth economic empowerment specifically in Ruangwa District, Tanzania.

2.0 Research Methods

The study adopted cross-section research design that allows data collection at a single point of time and has a greater degree of accuracy and precision in social science studies as compared to other research designs (Kumar, 2018). This study was conducted in

Nkowe Ward in Ruangwa District. The main economic activities of the youth habitats are agriculture production of cereals, legumes, horticultural farming, Sesame and cashew nuts as commercial and export crops. The reason for choosing this ward is that it is a potential area for vegetable production in the district. Also, there are dynamic groups of youth formed to implement horticultural activities which were supported by Agha Khan Foundation as CDD projects with the aims of empowering youth in terms of technology, information and economic independence. The sample size of this study was 216 respondents determined by Ryan (2013) as adopted in the Yamane formula developed in 1967. The study employed purposive sampling of which youths who participated on the CDD in three villages in Nkowe Ward were chosen to be the respondents. The study has been carried out in Nkowe ward which has three (3) villages: of Nkowe, Mpumbe, and Kipindimbi. On the other hand, proportionate sampling was used based on the village with a large number of youths who were involved in the implementation of CDD.

Based on the population of youths in three villages computation was done and the following figures were obtained. Nkowe village 126 respondents were selected out of 268 youths, Kipindimbi village 59 respondents were selected out of 126 Youths and Mpumbe village 31 respondents were selected out of 66 Youth farmers. Based on the figure which is 126, 59 and 31 simple random sampling were employed provided that the list of Youth farmers was available at the Village Executive Office in their respective villages. The researcher called the respondents by name(s) to participate in a duly filled questionnaire in order to supply primary data which were aids to answer the research questions.

The study collected both primary and secondary data. Primary data has been gathered through questionnaire, interview and focus group discussion while secondary data has been obtained through documentary review such as Aga Khan Foundation reports, Community Based Farmer (CBF) attendance forms, group chairperson files, the Youth farmers meeting records and that of Ward Community Development Officer reports. However, the interview method and focus group discussion was conducted by using an interview checklist to key informants who were willing and had time to participate in the interview. This technique has been used to get information from youths who were engaging in a CDD horticultural farming project, one in which a respondent point of view, experience, feelings, and perception was obtained.

Quantitative data obtained from general information of the respondents has been analysed using descriptive statistics whereby percentage and frequency has been computed with the aid of Statistical Packages for Social Sciences (SPSS). Objective one concerning activities undertaken by the Youth in the study area were analysed using descriptive statistics in order to determine the number of respondents engaged in vegetable production, types of crops grown and size of land used in horticulture farming. Objective two concerning project implementation modality were analysed using Chi-square whereby a researcher at the first point determines the situation of the youth in terms of training involved and income earning before the project in order to see if there is any association in terms of income earning after the projects. Objective three concerning the benefits encountered by respondents upon implementing CDD project were analysed using one sample t-test whereby researchers used respondents' responses on checking whether the project brought about benefits or otherwise. An objective four concerning challenges facing youth's farmers during implementation multiple response analysis were used and presented by percentage whereby common challenges were those spoken out by a high percentage of respondents among others. On the other hand, qualitative data were analysed using thematic analysis whereby actual words were reported to counter argue quantitative data.

3.0 Findings and Discussion

3.1 Examination of CDD Project Activities Undertaken by Youth

The study investigated the kinds of activities carried out by youth in Nkowe ward under the CDD horticulture project. The finding revealed that 100% of the respondents claimed that they are engaged in horticulture farming as their project economic activities due to favourable conditions for farming. The availability of water, drained soil boosts the growth of horticulture farming. Therefore, on this view, the Aga Khan Foundation selected Nkowe ward to implement the project aimed at improving economic independence hence youth economic empowerment.

Together with activities undertaken by youth this study aimed at examining how youth in the study area initiated the CDD horticulture projects activities. The study finding revealed that the initiative of the CDD project was established after knowing the objectives of the project of which the aim was to empower youth on income even if the project phased out. The findings on how the CDD project was initiated in the study area indicated that 39.4% of the respondents received education assistance from Aga Khan

Foundation to join in the CDD horticulture project. Respondents reported that during the village meeting the Aga Khan Foundation using the organisation representative has encouraged youth to join and form a CDD project, and 39.8% were assisted by experienced farmers (CBF) who realised the importance of horticultural farming in view of income generation. However, one of the aspects of CDD horticulture project activities was to determine types of crops produced in the study area. The findings revealed that Onions were grown by (62.5%) of the respondents. This is followed by tomatoes (18.9%) and cabbage (9.3%). However, notable differences in the proportion of respondents who reported production of the remaining vegetable products were apparent. For example, a relatively small number of youth farmers reported growing sweet pepper (4.6%), night black shed 10 (4.5%) respectively.

The majority of the respondents perceive producing vegetables to be at the moment the new alternative for income generation to them. During data collection the researcher observed that the majority opt to grow vegetables more than any other agricultural products. The findings show that 140 (64.8%) of the respondents said onions is in higher demand than any other vegetable, followed by 76 (35.2%) of respondents who agreed that tomato is also one of the demanded products, The findings indicate that onions were the first vegetable with high demand at the market Onions were sold in and out of Ruangwa. These include Nachingwea, Lindi, Masasi and Mtwara markets.

3.2 CDD Horticulture Project Implementation Modality

In order to examine the modality of carrying out the CDD horticulture project the researcher used data obtained from an interview, group discussion and questionnaire. In order to empower the youth, Aga Khan Foundation released funds for the project by following a process in collaboration with the government. The Foundation set an approach to obtain youth for CDD projects following involvement of youth training on knowledge and skills on horticultural production. The aim was to examine the contributions of these factors to youth economic empowerment.

The funding releasing involved the following procedures: The Project Management Committee (PMC) consisting of Ward Project chairman, and the three Community Based Farmers (CBF) members' one from each village of Nkowe, Mpumbe and Kipindimbi respectively fills and submits a request for funds using CDD grant forms and to the District Agricultural and Irrigation Development Officer (DAIDO) who

indorses the form. Secondly, once the funds are approved, funds are withdrawn from the account by the chairperson after the consent of members. Then, the Project chairperson retains copies of forms to be signed for future reference.

From an momentum view, (93%) of the youth respondents mentioned that the Project Management Committee (PMC) involved them well in writing a fund request report, as one of the main CDD grant application processes in the implementation process. Supporting this view is one of the youth representatives, remarked:

“...The PMC involved youth in writing project fund request reports, PMC submits the Report to the Aga Khan Chief or directly to the District Council, which is indeed, may be inadequately supervised and organised. But one of its undisputed contributions to the career development is its mobilisation of community contribution utilisation and the signing of MOUs with the government” (Interviewee, 22July, 2022).

The finding contributes that, facing common problems as a solidary group and finding solutions collectively leads to great self-assurance and pride over the group's ability to act productively. However, during focus group discussion, the study found that the project has already been dictated by the funders and no group benefits from the grants by the project's funders at the District. Respondent reported that:

“.....The leaders have their own projects and we as youth have our own projects but they cannot give us the money for our own projects” (Interviewee, 22July, 2022).

From the response the research reveals that only leaders groups were funded and common youth groups could not access the funds provided by Aga Khan Foundation through the Ruangwa District Council. Moreover, CDD does offer the youth chances and/or opportunity to explore the practical application of the grants to activities that contribute to their capacity building.

The finding in this study suggests that, Central governments may establish localised projects boards, but give them only a narrow scope of responsibility, or make them dependent on government funding, or bind them with government-imposed rules on how they are to operate. There can be no doubt that, because of the subversive potential

of community projects, that sort of project may itself be subverted and for the reason it was observed during the group discussion that 85% of youth in the study couldn't access funding. The findings are in line with that of Kent (2016) who contributed, thus, central powers (or rural elites) may resist community-based development projects.

The Table below represents approaches used by the Aga Khan foundation in empowering youth through the CDD project.

Table 1: Approaches used by Aga Khan Foundations in empowering youth (n=216)

Modalities for youth involvement	F	%
Village General Meeting Announcement	41	18.9
Inputs provision and assistance	52	24.1
On Farm training and field visits Farmers)	64	29.6
Farmers Field School (FFS)	30	13.9
Study Tours by CBF (Community based	29	13.5
Total	216	100.0

The study findings revealed that, there are mixtures of different approaches and methods asserted by the Agha khan foundations in playing the role as part and partial of CDD fostering a conscientised change with youth in empowerment in the community. During the interview with the key informants, one mentioned that

“...CDD project in its implementation undergo numerous steps that the local government and the Agha Khan Foundations go through to access, utilise and empower youth at Nkowe ward. The village meetings were held in each of the three villages up to at the initial stage of awareness, then inputs such as water tank and water pumps, quality seeds, fertilisers and insecticides were provided to active members in groups having not less than five (5) members but not more than 25 members. The study tour was done only to the selected community members on behalf of other group members. The selected members were called CBF (community-based Farmers, and attended a visit at Kikafuchini, and Ruvu irrigation sites in Kilimanjaro Region and also a zonal training in Lindi town and Mtwara respectively was carried out”. (Interviewee, 22July, 2022).

The farmers’ field school was established at the base of the production site for youth farmers to observe; one of the key informants reported;

“...We established the farm field school as the Aga Khan believes that seeing believes rather than hearing only” (Interviewee, 22July, 2022).

On-farm training was also carried out by the CBF who had undergone prior study from Aga Khan. One of the CBF at Mpumbe Village reported that;

“...I attended the training at Moshi, Arusha and Lindi, I learnt how other youth farmers in Kilimanjaro and Arusha are working, the seminars and observations were very interesting. When I came back I explained this to my Fellow youth, but could not understand until I practised what I learnt on my farm. The yield I got was a lesson to them and a motivational factor that some youth has taken into action. Now they are great at work and their income is high. Now are self-sustaining through horticultural project” (Interviewee, 22July, 2022).

The study results indicate that 41(18.9%) responded have been involved in village general meeting and announcement, while 52 (24.1 %) respondents reported to have been assisted with inputs, whereas on farm training was the major project method applied by the project supporters in involving youth in the project as 64(29.6%) respondents have been involved, farmers field school targeted 30 (13.9%) respondent and study tour was conducted top only 29 (3.9%) respondents. The findings reveals that the Aga Khan Foundation has equipped youth with proper information, and awareness. Also has given input assistance to CDD youth Groups in each of the three villages. For farmers to observe the Aga Khan established a so called *Shamba Darasa* (Farmers Field School) for those reluctant to change could observe the results of skill used. Moreover, few Youth leaders were attending special courses outside Nkowe ward and became key teachers to fellow youth in the CDD project. Therefore, youth in the project were positively involved in the empowerment process.

3.3 Benefits Encountered by Youth Through the CDD Project

The study has attempted to find out whether or not youth has gained any benefit through their participation in CDD horticulture Projects. The results from the study shows that youth respondents' participation in monitoring and evaluation as one of the benefits, also respondents have some income gained through horticulture project although was inadequate to support their progressiveness in the project as follows: Youth's

participation in monitoring and evaluation of the project has been tested among youth to whether or not they do participate. The study reveals that youth were engaged in different evaluation processes of the project. 69% of respondents reported to have participated in simple objective achievement analysis by the use of cost of inputs and other expenses incurred in relation to income gained after sales of the horticultural products. 18.5% of respondents reported having the ability to determine whether farming activities will be sustainable in the future. 3.7% of the respondents were able to evaluate the efficiency of technology used and 2.3% were able to go through yield estimation respectively.

These findings are supported by Shaun *et al.* (2014) in a paper on smallholder growers being linked to evaluation of the activities in farming and the effects to advisory and extension services which was done to explore the agricultural extension services responsibilities and the developing emphasis on the business and marketing needs of smallholder growers.

Concerning the level of income gained by the youth, the study indicated that the income gained by youth who launched the project varies from very high income to at least low income. The results found out that, the majority of youth 40.7% has income above TZS 50,000/= to 450,000/= per week during a harvesting period, relatively 21.8% of the respondent has 10,000/= to 20,000/= per week and 21.8% has 40,000 to 50,000/= in a week, while only 16.2% has low income of 30,000 to 40, 000/= per week. The results indicate that the incomes generated by the farmers after the project ending up have had some impact on their livelihoods. Youth were able to reach some satisfactory level for their basic needs on food, shelter and health. Access to different types of foods have increased the number of meals and were able to improve the status of the housing. This was the positive impact of the CDD project in youth empowerment.

These findings are in line with the theory of Maslow's Hierarchy of needs theory (1970) that states that each need must be satisfied in turn, starting with the first, most obvious needs for survival itself, one should reach some satisfactory level for their basic needs on food, shelter and health.

3.4 Challenges facing youth Community Driven Development Project

The finding revealed that despite the Aga Khan Foundations support to Youth CDD Project in the study area, members were found to encounter different challenges that probably limit their chances to empowerment success. The finding shows that 59 (27.3%) of the respondents complain about lack of skilled personnel at the project farm level in mobilising the community to participate in the development activities. The study revealed that lack of horticultural skills among the youths who engaged in horticulture production is responsible for the low quantity of vegetables produced. Extension officers argued that the number of extension officers at the village level is not adequate for the vegetable growers in the given villages in the ward. This makes it difficult for the farmers to get consultation from these experts. This has been supported by Ongeru (2014) that the challenges in skills mismatching between horticulture production and the requirement of accessing expert knowledge in the production. This led to low production of horticultural crops and also reduced the return on investment (ROI). This has made them turn into other businesses that will bring them more returns.

Higher cost of running projects among youth has been reported as the major factor contributing to high rates of challenges in youth empowerment projects in the study area. 50(23.1%) respondents said that producing vegetables, especially onions, needs seeds, and fertiliser to be used. Although the Aga Khan Foundation produced input for the horticulture projects, there was a biased provision of inputs complained by the youth in the project area. The Aga Khan Management team in the study area used to provide inputs only to key farmers (CBF), and to farmers field school members in the study areas while leaving some of the youth facing inadequate inputs, hence lowered production and low income generated which forces youth to drop out horticulture and engage in other petty business.

Furthermore, the study revealed that the respondents interviewed said that lack of capital was another challenge; as most rural youth lack capital for investing in horticulture production. Moreover, lack of capital was reported by 32 (14.8%) respondents. The respondents interviewed said that producing horticulture crops, especially onions, needs seeds, and fertiliser to be used. But these small-scale farmers do not have access to capital hence they fail to achieve maximum production. The finding reveals that only key farmers (CBF), one from each village and few selected early adopters and project leaders were funded as explained earlier.

Another challenge reported was inadequate marketing information was reported by 20 (9.3%) of respondents. The study reveals that youth lacks marketing information to sell their horticulture crops. The local market was the only one prevailing. The local export market was very low; this has made youth products deteriorate in the farm hence lower its quality and reduced prices. When extension officers were asked, they all agreed that the market is one of the major problems in the study area. They said if there were to be a constant market producers could produce enough products to meet the demand. Instead, most horticultural crops producers produce only what they believe it is possible to sell. These findings concur with the findings of Khaoya and Makori (2016) research findings where they emphasised on the need of exposing the rural youth to marketing networks for their products. It was seen that marketing was a challenge especially after the youth had been provided with loan as working capital, failing to sell their produce leading to loan defaults and youth financial frustrations.

Another challenge was poor management and workmanship on the projects which made the project not constructed according to prescribed standards. The findings on project management indicate that supervision and monitoring of project implementation was inadequate. 6.0% respondents reported that there was poor project management and there were early cut off of the project before the agreeable time frame in Mpumbe and Kipindimbi villages and completed project was only at Nkowe village however, even the completed one was not put in use as most of youth has quitted the horticulture farming. In reporting this, one of the CBF said;

“..... There was an abrupt cut of the project. The project was expected to take three (3) years. But all of a sudden in two years and a half, we could no longer access the Aga Khan team Leader, when we asked our CBF chairperson he told us that the project has been terminated” (Interviewee, 22July, 2022).

These findings concur with that of Grace (2014) on investigating factors affecting success of projects funded by youth enterprises development projects in Kenya using a case study of Kigumo District which revealed that most failure in the project which causes youth withdraw is based on poor management and supervision of the project managers which lead to weak project implementation in terms of achievable time, costs, quality targets, and poor community mobilisation.

Moreover, the findings are at hand with that of Denika (2018) that, CDD has all the bones to be a really terrific way to do development, but ensuring that objectives are clear and what the 'benefit' is expected to be, and how to obtain, and collect evidence to determine if intended beneficiaries are actually benefiting that's where CDD tends to fall well short of the mark.

4.0 Conclusion and Recommendations

4.1 Conclusion

On activities undertaken in the CDD youth project, the study concluded the length of the project was short, which is about three (3) years, which was not enough to have terminated in the middle of the project at 2 years. Moreover, Land size cultivated in CDD Nkowe project was very less and most of the youth participants had a rent type of ownership, crop farming for export was inadequate, which led to poor production of horticulture crops.

On project modality, the methods used were not relevant to the objective of youth economic empowerment. There was no good monitoring system and adaptive methodology to the implementation of the project, resulting in a low level of youth's economic empowerment.

On benefit accrued, the study concludes that, although there is slightly increase in the level of income, however, full integration between Aga Khan Foundation, Ruangwa District authority, Nkowe youth participant in the CDD project, and facilitators are often absent, means that CDD, like many other development and empowerment interventions, becomes very difficult to reach the intended economic empowerment.

On challenges faced CDD, Ruangwa District and the Agha Khan foundations, failed to ensure that objectives are clear to what the 'benefit' is expected to be, and Agha Khan foundations failed to collect evidence to determine if intended beneficiaries are actually benefiting, and this made youth CDD horticulture farming project in Nkowe to fall well short of the mark, leading to youth quitting from horticulture farming instead of being economically empowered.

4.2 Recommendations

Based on the findings, this study recommended that, on activities carried out in CDD projects on economic bases, the Ruangwa District should consider export crops like

onions and tomatoes as an income raising product. I recommend that, DED should check on marketing availability to export crops, especially onions. This should be taken for positive empowerment of youth. Youth in Ruangwa District should be equipped with financial literacy training as it is vital in finding reliable marketing. The District authority conducts financial support to help youth save enough to provide adequate capital to invest in their horticultural projects and in finding reliable markets. Financial literacy training should be based on income and marketing in consideration to education levels because most of the youth in the District have attained only standard seven. Moreover, highly educated consumers with high incomes can be just as ignorant about financial issues as less educated and lower income youth. Youth should be asked to choose among various investment and savings products because the financial landscape is very dynamic. The Government, through youth empowerment projects should continuously offer training to youths especially those with no technical skills, information skills and financial skills on horticultural production techniques that aim at increasing quality and quantity of harvest to achieve lasting impacts.

On startup capital, this study recommends that the Ruangwa District authority should foster public partnerships between the district government, development partners, non-governmental organisations, financial institutions and other relevant financial institutions to ensure that youth are provided with low conditional loans that can help them access capital towards investing in horticulture production.

On project modality and information bases, the researcher recommended that Agha Khan Foundations as well as DED, should encourage the on-farm training as could be the best way in which individual farmers could be reached apart from village meetings. Moreover, information like traders' supporting terms, probable array of prices, availability of horticultural inputs, marketing information and availability of other companies worth contacting youth empowerment should be provided in advance.

To benefit from CDD horticulture farming empowerment through technological bases, this study recommends that DED should consider Agriculture industrialization, and should be boosted to create more marketing opportunities. The marketing opportunities may increase youth's income through industrialization of horticulture produce like chill sauce industries, tomato cuning industries and others to overcome marketing problems and the ever-rising number of lacks of economic bases among youths in the country.

Since horticulture farming is not a holistic solution to lack of income among the youths and not every youth is interested in horticulture farming, horticulture farming industrialization will encourage more youth to participate in CDD projects and raise their economic independence.

In general, the study recommends that youth empowerment through CDD projects must be supported by the willingness to share knowledge and collectively work together so that to expand outreach to the youth growing populations enabling a collective environment that will maximise the impact of the rush forward of youth entering the horticultural workforce instead of quitting hence empowering of youth in terms of economic, technological and information bases.

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Appendix VI: Permission Letters for Data Collection

JAMHURI YA MUUNGANO WA TANZANIA


WIZARA YA ELIMU, SAYANSI NA TEKNOLOJIA



MOSHI CO-OPERATIVE UNIVERSITY (MoCU)
CHUO KIKUU CHA USHIRIKA MOSHI

OFISI YA MAKAMU MKUU WA CHUO

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Unapojibu tafadhali taja: Kumb. Na. MoCU/UGS/3/41 Tarehe: 8 Julai, 2022

Katibu Tawala,
Mkoa wa Lindi,
LINDI.

YAH: KIBALI CHA KUFANYA UTAFITI KWA WANATAALUMA NA WANAFUNZI WA CHUO KIKUU CHA USHIRIKA MOSHI (MoCU)


Tafadhali husika na kichwa cha habari hapo juu.

Madhumuni ya barua hii ni kumtambulisha kwako **Ndugu Christina James Makundi** mwanataaluma/mwanafunzi wa Chuo Kikuu cha Ushirika Moshi ambaye kwa sasa anatarajia kufanya utafiti katika eneo lako.

Maombi haya yamezingatia Waraka wa Serikali wenye Kumb. Na. MPEC/R/10/1 wa tarehe 7 Julai, 1980 pamoja na Hati Idhini ya Chuo Kikuu Cha Ushirika Moshi (MoCU). Moja ya majukumu ya Chuo ni kufanya tafiti na kutumia matokeo ya tafiti hizo katika kufundishia. Aidha, wanafunzi hufanya tafiti kama sehemu ya masomo yao wakiwa Chuoni.

Ili kufanikisha utekelezaji wa tafiti hizo, Makamu Mkuu wa Chuo hutoa vibali vya kufanya tafiti nchini kwa wanataaluma na wanafunzi kwa niaba ya Serikali na Tume ya Sayansi na Teknolojia.

Hivyo basi, tunakuomba umpatie mwanataaluma/mwanafunzi aliyetajwa hapo juu msaada atakaouhitaji ili kufanikisha utafiti wake. Gharama za utafiti atalipia mwenyewe. Msaada anaouhitaji ni kuruhusiwa kuonana na viongozi na wananchi ili aweze kuzungumza nao kuhusiana na utafiti wake.



Jiandae Kuhesabiwa Siku ya Jumanne tarehe 23 Agosti, 2022

Anwani Kuu: Chuo Kikuu cha Ushirika Moshi, Barabara ya Sokoine, S. L. P. 474, Moshi, Tanzania,
Simu: +255 272751833, Barua pepe: info@mocu.ac.tz, Tovuti: www.mocu.ac.tz

Aidha, endapo kuna maeneo yanayozuliwa kufanyika kwa shughuli hii, tafadhali mjulishe hivyo.

Mada ya utafiti wa mwanataaluma/mwanafunzi aliyetajwa hapo juu ni:
"Community Driven Development Projects on Youth Empowerment in Ruangwa District, Tanzania"

Maombi haya ni kwa ajili ya utafiti utakaofanyika **Wilaya ya Ruangwa** kuanzia tarehe 11 Julai, 2022 hadi 11 Julai, 2023.

Wako katika ujenzi wa Taifa,



Prof. Alfred S. Sife
K.n.y: Makamu Mkuu wa Chuo

Nakala kwa: Christina James Mkundi (Mtafiti)



Jiandaa Kuhesabiwa Siku ya Jumanne tarehe 23 Agosti, 2022

JAMHURI YA MUUNGANO WA TANZANIA
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TAWALA ZA MIKOA NA SERIKALI ZA MITAA

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S.L.P. 1054,
LINDI.

Unapojibu tafadhali taja:
Kumb.Na.EA.76/249/03/

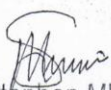
18 Julai, 2022

Mkurugenzi Mtendaji,
Halmashauri ya Wilaya,
S.L.P. 51,
RUANGWA.

**YAH: KIBALI CHA KUFANYA UTAFITI KWA WANATAALUMA NA WANAFUNZI WA
CHUO KIKUU CHA USHIRIKA MOSHI (MoCU)**

Tafadhali husika na somo la hapo juu.

2. Ofisi hii imepokea barua yenye Kumb .Na.MoCU/usg/3/41 ya tarehe 8 Julai, 2022 kutoka Chuo Kikuu cha Ushirika Moshi yenye mada sawa na hapo juu.
3. Barua hiyo kimetoa kibali kwa Ndugu Christina James Makundi mwanataaluma/mwanafunzi wa Chuo Kikuu cha Ushirika Moshi ambaye kwa sasa anatarajia kufanya utafiti katika Halmashauri yako.
4. Maombi haya yamezingatia Waraka wa Serikali wenye Kumb.Na.MPEC/R/10/1 wa tarehe 7 Julai, 1980 pamoja na Hati ya Idhini ya Chuo Kikuu cha Ushirika Moshi (MoCU). Moja ya majukumu ya chuo ni kufanya tafiti na kutumia matokeo ya tafiti hizo katika kufundishia. Aidha wanafunzi hufanya tafiti kama sehemu ya masomo yao wakiwa chuoni.
4. Utafiti utatanyika kuanzia tarehe 11 Julai, 2022 hadi 11 Julai 2023, mada ya utafiti ni "Community Driven Development Projects on Youth Empowerment in Ruangwa, Tanzania"
5. Kwa barua hii, unaombwa kumpatia ushirikiano utakaohitajika, endapo kuna maeneo yanayozuliwa kufanyikwa kwa shughuli hii tafadhali mjulishe.
6. Nashukuru kwa ushirikiano wako.


Stephen Mbije
KNY. KATIBU TAWALA MKOA

Nakala: Christina James Makundi (Mtafiti)



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS



TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA RUANGWA

unapojibu tafadhali taja:

KWA YEYOTE ANAYEHUSIKA.

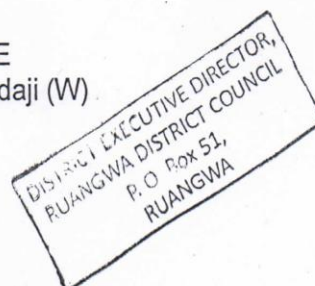
21/07/2022

**YAH: KIBALI CHA KUFANYA UTAFITI KWA MTAALUMA NA MWANAFUNZI WA
CHUO KIKUU CHA USHIRIKI MOSHI (MoCU)**

Tafadhali husika na kichwa cha habari hapo juu.

2. Naomba kumtambulisha kwenu ndugu Christina James Makundi, mwanataaluma /mwanafunzi wa Chuo Kikuu cha ushirika Moshi ambaye kwa sasa anataka kufanya utafiti katika Halmashauri ya Wilaya ya Ruangwa.
3. Utafiti utafanyika kuanzia 11 Julai, 2022 hadi 11 Julai, 2023 kwa mada ya "Community Driven Development Project on Youth Empowerment in Ruangwa, Tanzania".
4. Kwa barua hii unaombwa kumpatia ushirikiano utakaohitajika endapo kuna maeneo yanayozuiliwa kwa shughuli hii tafadhali mjulishe.

ERNES G. HAULE
Kaimu Mkurugenzi Mtendaji (W)



Jiandae kuhesabiwa siku ya jumanne tarehe 23 Agosti, 2022

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