

**LOCALIZATION OF MILLENNIUM DEVELOPMENT GOALS  
IN TANZANIA: A CASE STUDY OF MBOLA MILLENNIUM  
PROJECT IN UYUI DISTRICT**

**By**

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**Dissertation Submitted In Partial Fulfilment of The Requirements For The  
Degree of Master In Public Administration of the University of Dodoma.**

**The University of Dodoma**

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## CERTIFICATION

The undersigned certify that he has read and hereby recommend for an acceptance by the university of Dodoma a dissertation entitled “*Localization of Millennium Development Goals in Tanzania: A Case Study of Mbola Millennium Project in Uyui District*” in fulfillment of the requirements for the degree of Master in Public Administration of the University of Dodoma.

.....

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## **DEDICATION**

This dissertation is dedicated to Mr. Alex Peter Kalangi and the late Agnes Mali, may almighty God keep her in eternal life, amen.

## ABSTRACT

This study was designed to examine the localization of Millennium Development Goals in Tanzania: A case of Mbola Millennium Village Project in Uyui District. The objective of the study was to determine the role and contribution of Millennium Village Project, on the reduction of poverty in rural context of Tanzania. The literature review of the study was guided by theoretical literature review (modernization and dependency theories), empirical literature review, and conceptual framework as well as research gap.

A descriptive survey was conducted. Probability sampling and Non-Probability sampling was employed to select 105 respondents. Data were collected through questionnaires, interview, focus group discussion and documentary review. Data were analyzed using Statistical Package for Social Science (SPSS) version 16.0 and the use of description also was employed.

The results revealed that an average of 96% of all respondents, were aware about the role and contribution of the project towards poverty reduction. This indicated that social services were provided fully and poverty had reduced among the majority, within the study area.

The study concluded that, an effective provision of services was a key factor of poverty reduction. This study recommends that, periodic training should be given to the community, so that they could keep on the initiated program/activities, also close collaboration between the government, the project and the villagers should be on progress as well an effective, in order to reach the intended goals.

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## **LIST OF ABBREVIATION**

ADB	Asian Development Bank
AIDS	Acquired Immunodeficiency Syndrome
GDP	Gross Domestic Product
HIV	Human Immune Virus
LICs	Least Income Countries
LMCs	Lower Middle Income Countries
MDGs	Millennium Development Goals
MICA	Masai International Challenge Africa
MICs	Middle Income Countries
MVP	Millennium Village Project
NBS	National Bureau of Statistics
NFSD	Novartis Foundation for Sustainable Development
NPES	National Poverty Eradication Strategy
NSGRP	National Strategy for Growth and Reduction of Poverty

OECD	Organization for Economic Cooperation and Development
PPAS	Participatory Poverty Assessment
PRS	Poverty Reduction Strategy
RAWG	Research Analysis Working Group
RDP	Rural Development Programme
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
URT	United Republic of Tanzania
WBDRG	World Bank Development Research Group
WBO	World Bank Organization
WHO	World Health Organization



# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This chapter presents the background of the research problem, statement of the problem, objectives of the study, research questions and the significance of the study. The key objective in this study was to assess the role and contribution of Millennium Village Project (MVP) on poverty reduction, with a case study of Mbola Millennium Village.

### 1.1 Background

We are living through a period of rapid global poverty, while the overall prevalence of poverty is in retreat. The world's poverty reduction practitioners put more effort to initiate different projects to overcome such a problem. According to Novartis Foundation for sustainable development (2007), the Millennium Villages Project(MVP) was founded with the goal of helping impoverished communities in rural Africa, to achieve the Millennium Development Goals (MDGs),formulated and agreed on by all member countries of the United Nations (NFSD, 2007). The MVP is active at 14 sites in 10 African countries. Each site is in a major agro-ecological zone that, together, represents the farming systems used by 90% of the agricultural population and 93% of the agricultural land area, in sub-Saharan Africa. The MVP shows that fighting poverty at a village level through community-led development is an effective way of reaching the MDGs (*ibid*).

Millennium Project (2006) reported that, the Millennium Village initiative works directly with the respective communities, non-governmental organizations and national governments to show how rural African communities can lift themselves out of poverty and achieve the Goals. In another turn NFSD (2007) pointed out that, the project operates in 80 villages found in Kenya, Ethiopia, Nigeria, Ghana, Rwanda, Malawi, Senegal, Mali, Tanzania, Uganda, and, to date, has reached nearly 400,000 people (NFSD, 2007).

Providing a framework for the international community to work together towards a common end, extending human development to everyone around the world, the MDGs cover income poverty, hunger, maternal and child mortality, disease, inadequate shelter, poor education services, gender inequality, environmental degradation and the Global Partnership for Development. The MDGs are both global and local, tailored by each country to its specific development needs (*ibid*).

The world's poverty levels have changed very little overtime; these levels remain stubbornly and unacceptably for the real sustainable development and standard life to the world's majority. According to Sumner (2012) the majority of the world's poor live in middle-income countries. The distribution of global poverty is thus; half of the world's poor live in India and China (mainly in India); a quarter of the world's poor live in other MICs ( primarily populous lower middle income countries- LMICs, such as Pakistan, Nigeria and Indonesia); and a quarter (or less) of the world's poor live in the remaining LICs. Chen and Ravallion (2008) viewed that, about 1.76 billion people in developing world lived above \$1.25 per day and 1.9 billion people lived below \$1.25 per day in 1981. The world's population increased over the next 25

years. In 2005, about 4.09 billion people in developing world lived above \$1.25 per day, and 1.4 billion people lived below \$1.25 per day (WBDRG, 2008).

Again, Sumner (2012) point out that, new estimates for global poverty in 2008 support earlier findings that most of the world's poor, by both \$ 1.25 poor and \$ 2 international poverty lines, live in South Asia and sub Saharan Africa. On the other hand, in 1990 half of the world's poor lived in East Asia and the Pacific, mostly in China. The proportion of the world's \$1.25 poor in China fell to an estimated 14 percent in 2008, while India's proportion of world poverty rose to 35 percent and sub- Saharan Africa's to 31percent. UNDP (2007) reported that although India is rising economically, "the bad news is that this has not been translated into accelerated progress in cutting under-nutrition.

In another turn Sumner (2012) revealed that, estimates for 2008 confirm that the world's poor, by both \$1.25 and \$ 2 poverty lines, largely live in middle income countries (MICs). The proportion of the world's \$1.25 and \$ 2 poor accounted for by MICs is, respectively, 74 percent and 79 percent (Sumner, 2012). Most LDCs are characterized by the large number of poor people, identified as those living on less than US\$ 2 a day. For instance, in the period 1995-1999, for the group of LDCs for which data are available, 81 per cent of the population lived on less than US\$ 2 a day, while 50 per cent lived in extreme poverty, such as less than US\$ 1 a day (Binger, 2004).

The status of poverty differ from one country to another, this is due to various circumstances confronted by the countries itself. The values such as political, economic, social and psychological status are the ones which can help in poverty reduction, if they put into consideration. United Nations (2009) stated that, given the

very low levels of absolute poverty in Eastern Europe, it is more illuminating to use an absolute poverty line of \$ 2 a day, considering the cost of the heating and warm clothing that are required in this region (Alam and others, 2005). According to this measure, there had been 21.7 million poor people in Eastern Europe in 1981. This figure dropped to 5 million in 2005, attesting to a significant decline in poverty in the region (*ibid*).

On the other hand, in Central Asia, the number of poor according to the \$2 a day measure increased from 13.2 million in 1981 to 36.1 million in 2005. However, unlike Eastern Europe, Central Asia shares many of the characteristics of other developing regions and hence \$1.25 a day, perhaps represents a more appropriate poverty line for Central Asia (*ibid*).

Also, in the early 1990s some of the transition economies of Central and Eastern Europe and Central Asia experienced a sharp drop in income. The collapse of the Soviet Union resulted in large declines in GDP per capita, of about 30 to 35% between 1990 and the trough year of 1998 (when it was at its minimum). As a result, poverty rates also increased although in subsequent years as per capita incomes recovered the poverty rate dropped from 31.4% of the population to 19.6% (World Bank, 2010).

Poverty is a big problem in Africa. Most of the families in Africa villages are poor in self- economy and that is poverty, the ability to improve economy and the eradication of poverty varies from one country to another, or from one village to another depends on the general strategy of uplifting the life needs and environment. According to United Nations (2009), the absolute number of people living in extreme poverty has been on the rise in sub Saharan Africa, the incidence of poverty fell marginally, from

54 to 51 per cent between 1981 and 2005, after having risen briefly to 59 per cent in 1996. In its study, department of economic university of oxford (2007) commented that, poverty in Africa has been rising for the last quarter-century while it has been falling in the rest of the developing world. Africa's distinctive problem is that, its economies have not been growing (Collier, 2007). However, this regional trend disguises large country differences. For instance, Parsons (2008) said that, in Africa, the number of poor people nearly doubled over the period of globalization, from 200 million in 1981 to 380 million in 2005, with still half the population of sub-Saharan Africa living below the poverty line. Again, United Nations (2009) concluded that, these differences are strongly correlated with differences in respect of both economic growth and the severity of income unequal.

The issues of poverty in Tanzania were existing all over the country but, the status relies under the boundaries of administrative region; somehow follow the ethnic division of the country. For example the regions of Mwanza and Shinyanga are predominantly populated by the Sukuma, while the Gogos and Rangis dominate Dodoma region. Ndulu(1982) commented that, one of the main concerns of Tanzania since independence has been the issue of equity. Tanzania went as far as introducing a homegrown philosophy or ideology of socialism, known as Ujamaa whose main aim was to redress inequality in the country. One of the ways that inequality may be manifested is in the disparity in the levels of welfare across geographical regions in the country.

UNICEF (2009) advanced that, based on 2007 estimates, more than a third of households live below the basic needs poverty line earning less than \$1 a day, while 20% of the total population lives below the food poverty line. However, it is the rural

communities who are mostly affected. This disparity in wealth between urban and rural is a key factor for child poverty in the rural areas, with 48% lacking basic needs compared to 10% of their peers in the urban areas.

Again Policy Forum (2008) commented that, surveys carried out by the National Bureau of Statistics (NBS) showed the absence of any noticeable poverty reduction. Between 2001 and 2007 the fraction of poor people in Tanzania declined very little. The decline is so small that, it is not possible to say with a high degree of certainty whether poverty actually went down, or whether it remained unchanged. Overall, in the 16 year period between 1991 and 2007, poverty fell by about 5%. But most of this change can be explained by progress in Dar-es-Salaam. In rural areas, other urban areas, the decline in poverty is too small to give confidence that poverty has actually fallen.

## **1.2 Statement of the Problem**

There has been effort globally to reduce poverty through different strategies. NFSD (2007) indicated that, through the frame of the MDGs, the Millennium Villages Project (MVP) was formed. This is a large-scale initiative headed by Jeffrey Sachs of the Columbia University Earth Institute in New York, as well as Special Advisor to the UN Secretary-General. The Millennium Villages offer a scalable model for fighting poverty at the village level by improving education, health, infrastructure and environment, also generally helping impoverished communities in Africa, to achieve the MDGs, the approach was expanded from the village to district level and eventually to all countries across the continent.

At national level, Tanzania has National Strategy for Growth and Reduction of Poverty (NSGRP). According to RAWG (2012), the strategy interplay between economic growth, productive employment and poverty reduction, to identify policy options that can make future growth in Tanzania more inclusive and pro-poor. In its report argues that managing structural changes, realizing productivity gains by investing more in human capital, and creating an enabling business environment are key actions for the Government of Tanzania, to create decent productive jobs and achieve inclusive growth. In turn, the reconfiguration of the economy towards inclusive growth, with expanded private sector employment and productivity, can bring about sustainable cuts in income poverty and promote broad-based human development in the country (URT, 2012).

In line with global responses to poverty reduction, Tanzania is working to address Millennium Development Goals (MDGs) with different initiatives, such as NSGRP and RDP. In addition Millennium Village Project (MVP) is also in progress, whereby the idea is to reduce poverty. Despite different strategies to address poverty in Tanzania, poverty is still persisting around the country. Complaints have been made in terms of insufficient and ineffective services, such as lack of education services, health, water, agriculture facilities and infrastructures. MICA (2003) reported that, every day, thousands of students head for class with no clean water. It simply cannot be found. Without access to water, education is almost impossible at Mikungani village in Arusha Tanzania. Dirty water leads to a cycle of disease, missed school days, and high drop-out rates especially for girls.

On the other hand Aga Khan Foundation Development in Rural Area (2007) contributed that, the health sector especially in Lindi and Mtwara is faced by a

number of challenges that act in combination against the development of a healthy and productive population. Poor communications, poor water supply, poverty, poor rural health services and malnutrition, are only some of the factors that contribute towards ill-health. This is a serious issue particularly when put into consideration that, there is still an increase of poverty particularly in rural settings. Therefore; this study is an attempt to examine the contribution of Millennium Village Project in addressing poverty with the case of Uyui District.

### **1.3 Objectives of the Study**

This study attempted to address two sets of objectives such as general objectives and specific objectives. The objectives are as follows below.

#### **1.3.1 General Objective**

To examine the role and contribution of Millennium Village Project (MVP), on the reduction of poverty in rural context of Tanzania, with a case study of Mbola Millennium Village.

#### **1.3.2 Specific Objectives**

To address the objective above, three specific objectives were divided as follows;

- i. To identify the roles of Millennium Village Project in addressing poverty in Mbola Millennium Village.
- ii. To examine the contribution of Millennium Village Project towards poverty reduction in Mbola Millennium Village.
- iii. To explore the challenge of realizing reduction of poverty under the Millennium Village Project.

## **1.4 Research Questions**

This study was guided by the following research questions, which have constructed from the research objectives.

- i. What are the roles of Millennium Village Project in addressing poverty in Mbola Village?
- ii. What are the contributions of Millennium Village Project on poverty reduction in Mbola village?
- iii. What are the challenges of Millennium Village Project in realization of poverty reduction in Mbola village?

## **1.5 Significance of the Study**

The study was expected to bring about knowledge contribution, policy and strategic on poverty reduction. Knowledge contribution helps other people to discover or meet with something new by gaining knowledge that they did not have and, it gave them an opportunity to grasp the new knowledge and disseminate it to other people and also, it would be the opportunity to digest the challenge in this problem. Therefore helps to impact facts, information, description or skill of theoretical or practical understanding of the problem, required through experience or education.

On policy issue, the community members, the project and other stakeholders exposed to the knowledge and usefulness of using procedures, principles, guidelines, standards, rules and regulations in preparation of different reports of planning, implementation, monitoring and evaluation. In case of strategic contribution, this study enables the project and members of community to assess that, to what extent

they achieved the millennium development goals and its vision towards 2025, which aimed at eradication of extreme poverty and hunger, achieving the universal primary education, promotion of gender equity, reduction of child mortality, combating HIV/AIDS, malaria and other diseases, an improvement of maternal health, ensure environmental sustainability and development of global partnership for development.

In personal benefit, as university scholars and researchers, this study helps to other scholars to be used as reference; the prepared research material to know in detail the ongoing activities of poverty reduction, status of poverty within the area, also some of the challenges that are facing them and this will acts as a lesson on how to prepare a research paper of the same field.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

A literature reviews a written summary of journal articles, books, and other documents that describes the past and current state of information on the topic of your research study. It also organizes the literature into subtopics, and documents that needed for a proposed study. In the most rigorous form of research, educators base this review mainly on research reported in journal articles. A good review, however, might also contain other information drawn from conference papers, books, and government documents. In composing a literature review, you may cite articles that are both quantitative and qualitative studies. Regardless of the sources of information, all researchers conduct a literature review as a step in the research process (Creswell, 2012).Literature review of this study was guided by the following parts; these are Introduction, theoretical literature review, empirical literature review, and conceptual frame work, also the research gap.

#### **2.1 The Concept of Poverty**

Poverty: is a contentious point, which differs from one country to another. There are also varying degrees of poverty. From a broader perspective, Poverty is about not having enough money to meet basic needs including food, clothing and shelter. However, poverty is more, much more than just not having enough money (WBO, 2013). Tanzania National web site viewed that, poverty is a result of many and often

mutually reinforcing factors including lack of productive resources to generate material wealth, illiteracy prevalence of diseases, natural calamities such as floods, drought and manmade calamities such as wars.

On the other hand, Changwa (2009) argued that, poverty is an ability to attain minimum standard of living. Elements of poverty are such as poor infrastructure, unemployment, and hunger. Lack of balance diet, diseases, life expectancy, dependent economy, poor social services (water, schools and hospital) and poor health (disturbed by different diseases).

In another turn, United Nations (2011) fundamentally, poverty is the inability of getting choices and opportunities, a violation of human dignity. It means lack of basic capacity to participate effectively in society. It means not having enough to feed and clothe a family, not having a school or clinic to go to; not having the land on which to grow one's food or a job to earn one's living, not having access to credit. It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.

Therefore; Poverty is pronounced deprivation in well-being, and comprises many dimensions. It includes low incomes and the inability to acquire the basic goods and services necessary for survival with dignity. Poverty also encompasses low levels of health and education, poor access to clean water and sanitation, inadequate physical security, lack of voice, and insufficient capacity and opportunity to better one's life (World Bank, 2011).

## **2.2 Theoretical Framework**

Theories are constructed in order to explain, predict and master phenomena (e.g. relationships, events, or the behavior). In many instances we are constructing models of reality. A theory makes generalizations about observations and consists of an interrelated, coherent set of ideas and models. A theoretical framework is analogous to the frame of the house. Just as the foundation supports a house, a theoretical framework provides a rationale for predictions about the relationships among variables of a research study (Mehta, 2013).

According to LibGuide (2013), a theoretical framework consists of concepts, together with their definitions, and existing theory/theories that are used for your particular study. The theoretical framework must demonstrate an understanding of theories and concepts, which are relevant to the topic of your research paper and that, will relate it to the broader fields of knowledge, in the class you are taking. The theoretical framework is not something that is found readily available in the literature. You must review course readings and pertinent research literature, for theories and analytic models that are relevant to the research problem you are investigating. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power. The theoretical framework of this study was guided by the modernization theory and dependency theory in theory of development.

### **2.2.1 Modernization Theory**

According to Durkheim *at.al.*,(1997), Modernization theory is a theory used to explain the process of modernization within societies. The theory looks at the internal factors of a country while assuming that, with assistance, "traditional" countries can

be brought to development in the same manner more developed countries have. Modernization theory attempts to identify the social variables which contribute to social progress and development of societies, and seeks to explain the process of social evolution. Modernization theory is subject to criticism originating among socialist and free-market ideologies, world-systems theorists, globalization theory and dependency theory among others. Modernization theory not only stresses the process of change but also the responses to that change. It also looks at internal dynamics while referring to social and cultural structures and the adaptation of new technologies (*ibid*)

The theory looks at which aspects of countries are beneficial and which constitute obstacles for economic development. The idea is that, development assistance targeted at those particular aspects which can lead to modernization of 'traditional' or 'backward' societies. The theory can be derived from the idea of progress, which stated that, people can develop and change their society themselves, for instance any society will be able or have an ability to address poverty, within a particular area through different planned strategies and the real implementation and the management of all these activities (*ibid*)

This theory also states that, technological advancements and economic changes can lead to changes in moral and cultural values. The French sociologist Émile Durkheim (1997) stressed the interdependence of institutions in a society and the way in which they interact with cultural and social unity. His work 'The Division of Labor in Society' was very influential. It described how social order is maintained in society and ways in which primitive societies can make the transition to more advanced societies.

Modernization theorists often saw traditions as obstacles to economic growth. Furthermore, while modernization might deliver violent, radical change for traditional societies, it was thought worth the price. Critics insist that, traditional societies were often destroyed without ever gaining promised advantages if, among other things, the economic gap between advanced societies and such societies actually increased. The net effect of modernization for some societies was therefore the replacement of traditional poverty, by a more modern form of misery, according to these critics (Rehnema, 2003). Others pointed to improvements in living standards, physical infrastructure, education and economic opportunity to refute such criticisms.

### **2.2.2 Dependency Theory**

Dependency theory is a theory of how developing and developed nations interact. It can be seen as an opposition theory to the popular free market theory of interaction. Dependency theory was first formulated in the 1950s, drawing on a Marxian analysis of the global economy, and as a direct challenge to the free market economic policies of the post-war era.

According to Prebisch *et al.*, (1949), the terms of trade for underdeveloped countries relative to the developed countries had deteriorated over time; the underdeveloped countries were able to purchase fewer and fewer manufactured goods from the developed countries, in exchange for a given quantity of their raw materials exports. This idea is known as the Singer-Prebisch thesis. Dependency theory is the notion that resources flow from a "periphery" of poor and underdeveloped states to a "core" of wealthy states, enriching the latter at the expense of the former. It is a central contention of dependency theory, that poor states are impoverished and rich ones enriched by the way poor states are integrated into the "world system."

The theory arose as a reaction to modernization theory, an earlier theory of development which held that, all societies progress through similar stages of development, that today's underdeveloped areas are thus in a similar situation, to that of today's developed areas at some time in the past, and that therefore the task in helping the underdeveloped areas out of poverty, is to accelerate them along this supposed common path of development, by various means such as investment, technology transfers, and closer integration into the world market (*ibid*)

Dependency theory rejected this view, arguing that underdeveloped countries are not merely primitive versions of developed countries, but has unique features and structures of their own; and, importantly, is in the situation of being the weaker members in a world market economy. Dependency theory stated that, the poverty of the countries in the periphery is not because they are not integrated into the world system, or not 'fully' integrated as is often argued by free market economists, but because of how they are integrated into the system (*ibid*)

This would introduce a paradoxical effect, in that although both the first and third-world countries are benefitting, the poorer side would be locked into a detrimental economic position. They rely on the rich for the little work that is available to them, yet this causes a barrier from the nation growing independently. In a future perspective, such nations have no opportunity to improve their quality of life (Garrett 2007).

### **2.2.3 Summary of the Theories**

Modernization and dependency theories are the conglomerate of development theory. These theories present the real situation about the world's development in all aspects

or, about how desirable change in the society is the best achieved as it has known that development has in transition. Joshi (2005) argue that, modernization theory became the foundation stone of this evolutionary prescription for development. The theory is not homogeneous; numerous proponents disagreed on several key features. But in broad outline, the theory focused on deficiencies in the poorer countries and speculated about ways to overcome these deficiencies.

Also, about 500 years ago, most people in the world were poor or living in traditional (often subsistence) social arrangements. Scientific innovation existed in many parts of the world (China, India, the Middle East) but for a variety of reasons (not least of them the conquest of the New World and slavery, which modernization theory bypasses), science and entrepreneurship grew in Western Europe. The engine of this economic growth was capitalism. Innovation and technological growth became self-sustaining in Western Europe because they were embedded in the capitalist system. Entrepreneurs were in competition: profits were pursued by lowering costs and increasing revenues and re-investing in order to make more profits (*ibid*)

Again, dependencies theorists also contribute on developmental view of the society by propound their theory. Ferraro (2008) advanced that, dependency theory was viewed as a possible way of explaining the persistent poverty of the poorer countries. The traditional neoclassical approach said virtually nothing on this question except to assert that, the poorer countries were late in coming to solid economic practices and that as soon as they learned the techniques of modern economics, then the poverty would begin to subside.

On the other turn, since it has been known that the interacting process of dependency theory, is of one side profit (developed counties) and the modernization theory based

only, on the modern way of social development, but there are other theories of development which could also be in the pace to run development process within society, these such as globalization theory, structuralism theory, world system theory, Marxists theory and free market ideology. Jazzapazza (2011), viewed about the structuralisms; they argued that, the only way third world countries can develop is through action by the state. Third world countries have to push industrialization and have to reduce their dependency on trade with the first world, and trade among themselves.

Again Ferraro (2008) revealed that, Marxists theorists viewed the persistent poverty as a consequence of capitalist exploitation. And a new body of thought, called the world systems approach, argued that the poverty was a direct consequence of the evolution of the international political economy, into a fairly rigid division of labor which favored the rich and penalized the poor.

### **2.3 Empirical Literature Review**

Empirical literature review is empirical evidence. Cambridge Advanced Learner's Dictionary (2003) empirical; based on what is experienced or seen rather than on theory. This study was guided by evidences that reveal the real situation of the study.

#### **2.3.1 Global Poverty Reduction**

Poverty reduction lies at the core of the global development challenge. For the international development community, this objective serves not only as a source of motivation, but as a defining theme across its work. Many of the world's most prominent aid organizations cite poverty reduction as their overarching goal.

Chandy and Gertz (2011) highlighted that, this problem is serious. The international development community cannot be held accountable for poverty reduction, without a clear sense of the scale of the problem and an understanding of where poverty is most prevalent. Moreover, tracking global poverty is not just a niche issue but a matter of global interest. For instance, the G-20 has affirmed that the reduction of global poverty is integral to its framework for strong, sustainable and balanced growth. While it may be easy for skeptics to dismiss global estimates as an indulgence for statisticians, who excel in plucking numbers out of thin air, or bureaucrats who are overly concerned with messaging, the reality is that having a decent grasp on global poverty figures matters.

### **2.3.2 Millennium Village Project on Poverty Reduction**

Millennium Village is a new approach for fighting poverty. Poverty reduction and Millennium Village Project are interdependent through the strategy of Millennium Development Goals (MDGs). The Millennium Villages Project offers a bold, innovative model for helping rural African communities lift themselves out of extreme poverty and start climbing on their own. According to Oxfam Education (2010), the eight Millennium Development Goals (MDGs) are international targets for reducing global poverty. They aimed to lift around 500 million people out of poverty by the year 2015. If this happens, a fewer women will die in childbirth, a fewer people will die from treatable diseases, many more boys and girls will go to school and the lives of millions of people will improve dramatically.

### 2.3.3 Poverty Reduction Strategy in Tanzania

Poverty is a disaster and was considered largely unavoidable, as traditional modes of production were insufficient to give an entire population a comfortable standard of living, recent different initiatives were and still taken to reduce such a problem. According to Wedgwood (2005), Tanzania is one of the poorest countries in the world, and poverty reduction has long been central to the government policies. In recent years, the government has shown a high degree of compliance with the policies of the international donor community. This has enabled Tanzania to secure a high level of funding from multilateral and bilateral agencies. External support in 2003 represented around 40% of government spending (World Bank 2003).

Thus, soon after independence; dramatic state interventions were initiated to reduce economic and social inequalities in resources distribution and control. National campaign “Uhuru na Kazi” and “Uhuru ni Kazi” were launched to extol the virtues of work as a basis for development and self-dignity .It was also a strategy of enhancing employment opportunities. To increase rural incomes and ensure food security, the government embarked on policies and various slogans for promoting agriculture. The slogans accompanying those policies include “Siasa ni Kilimo”, “Chakula ni Uhai”, “Kilimo cha Kisasa”, “Kilimo cha umwagiliaji” and soon (Changwa, 2009).

Plans were implemented, aimed at improving small holder agriculture through better farm management practices and the use of improved technologies. Emphasis was placed on expanding and improving the delivery of services to the agricultural sector. These included the provision of extension services, increasing the availability and use of agricultural inputs, improving the crop marketing system and increasing access to agricultural finance (*ibid*).

These efforts could not be sustained due to lack of the necessary infrastructure and absence of institution, like local government and co-operatives which would have managed the services. The Government also implemented various policies in the social services sectors for promoting education, health and water. These policies included Universal Primary Education (UPE), Education for self-reliance, Adult Literacy Education, “Mtu ni Afya”, Primary Health Care for All, Water is Life, Water for All, and others (*ibid*).

Successes were recorded in implementing these policies. In education, several indicators showed that Tanzania had made tremendous progress in eradicating illiteracy. According to the article about “policy brief- Education in Tanzania” reported that, the Universal Primary Education (UPE) program has led to enrollment of excessively huge number of children to start primary school education; the enrollment had never matched with the necessary infrastructures, for example; teachers, text books, classrooms, desks, toilets and many others (Ngungati, 2008).

Success in the health sectors included the increased number of rural and urban health centers, construction of regional and district hospitals in most regions and constructions of training centers for medical and health staff. Mother and child health care services also increased. In the water sector, various donor agencies co-operated with the government in delivering water supply services, especially in the rural areas. These services included provision of clean piped water, construction of shallow and deep-water wells and construction of dips for livestock (Changwa, 2009).

Tanzania through the National Strategy for Growth and Reduction of Poverty has been trying hard to focus on poverty reduction. URT (2005) revealed that, the National Strategy for Growth and Reduction of Poverty (NSGRP), is a second

national organizing framework for putting the focus on poverty reduction high on the country's development agenda. The NSGRP is informed by the aspirations of Tanzania's Development vision (vision 2025), for high and shared growth, high quality livelihood, peace, stability and unity, good governance, high quality education and internationally competitiveness. It is committed to the Millennium Development Goals (MDGs), as internationally agreed targets for reducing poverty, hunger, diseases, illiteracy, environmental degradation and discrimination against women by 2015.

On the other hand URT (2000) viewed that, the poverty reduction strategy is based on three considerations. First the strategy is viewed as an instrument for channeling national efforts, towards broadly agreed objectives and specific inputs and outputs. Secondly, the poverty reduction strategy is to a large extent, an integral part of ongoing macroeconomic and structural reforms that are being supported by Tanzania multilateral and bilateral partners. Finally in keeping with concerns of stakeholders, and guided by the overarching orientation of vision 2025 and the NPES.

Again Changwa (2009) commented that, the focus of the poverty reduction strategy concentrates on effects aimed at reducing income poverty, improving human capabilities, survival and social wellbeing and containing extreme vulnerability among the poor. The Government of Tanzania has recently established a poverty Monitoring system to provide timely, reliable data to inform its Poverty Reduction strategy (PRS) and other policy initiatives. The system incorporates both participatory and survey based research methodologies. As part of this system, routine Participatory Assessments (PPAS) are being implemented in two year cycles. Though the main purpose is to improve medium and long term development

planning, stakeholders and also hoped that the PPAS would lead to timely, direct benefits at the local level.

On the basis of these characteristics, the Government of Tanzania has decided to make Participatory Poverty Assessment (PPAS), a routine part of its integrated Poverty Monitoring System. PPA provides information to stakeholders, to discuss and translate into policies reflecting their institutions unique mandates capacities and circumstances. In other words, these PPA are intended to facilitate making information – based decisions about how to help people get out, and stay out, of poverty (*ibid*).

#### **2.3.4 Community Participation in Addressing Poverty**

It is widely recognized that community participation can play an important role to promote different campaign. It also has the potential to increase awareness levels and to bring about improvements, in every case of development. In Tanzania, too, decentralization has been identified in recent years as an essential component of the processes of addressing poverty. This has resulted in many efforts to bring community closer, as also to involve community members in the development programmes. According to Mwaipasi (2007), in the year 1995 to 2002, people of Ilongulu, Mbola and Mpege Villages in Uyui district Tabora region, participated in building of classrooms for primary schools, donor’s residence and school canteen in Inonelwa village.

### **2.3.5 Factors that Promote Poverty Reduction**

As we have seen that, poverty as the most serious challenge, locally, nationally and globally. It affects everyone, directly or indirectly. Poverty is the key cause and result of hunger, disease, illiteracy, conflict, (illegal) migration and so on. Poverty reduction is the only way to developed Community. There are factors that promote poverty reduction, these are such as; Provision of better health, improvement of education service, Promotion of agriculture production and the improvement of infrastructure.

#### **2.3.5.1 Provision of Better Health**

The countries, in which poverty levels are the highest, are generally those that have the most rapid increases in population and the highest fertility levels. Countries that have reduced fertility and mortality by investing in universal health care, including reproductive health, as well as education and gender equality, have made economic gains. This economic gain is the way forward to poverty alleviation. European Union (2005) said that, health is a key determinant of economic growth and development, while ill health is both a cause and effect of poverty. Aside from the serious consequences for social welfare, ill health deprives developing countries of human resources and the high cost of ill health, reduces economic growth and limits the resources governments have available for investment in public health. As a result, improving health in developing countries is essential in order to reduce poverty.

In another study, a quotation from European Roma Rights Centre, reveal that, “Poor Roma frequently become ill, because Roma live in slums, jammed together in unhygienic conditions; they have inadequate diets, and cannot get decent medical care. When they become sick, they stay sick longer than others. Because they are sick

more often and longer than anyone else, they lose wages and work, and find it difficult to hold a steady job. Because of this, they cannot pay for good housing, for a nutritious diet, for doctors. At any given point in the circle particularly when there is major illness, they are threatened with sinking to an even lower level, towards even more suffering”(WHO, 2005).

### **2.3.5.2 Improvement of Education Service**

There are clear linkages between education, poverty reduction and sustainability. The poor and marginalized are disproportionately more affected by poor environmental and socio-economic conditions. Educational responses to poverty need to address the fact that, many of the world’s poor do not participate in the formal market economy but in non-formal economies, and many are self-employed entrepreneurs. Education that is relevant and purposeful has the power to transform people’s lives.

The Journal of Economic Literature reported that, “Education can play a key role in poverty reduction. Research shows that, education and human resource investments promote economic growth. Workers with higher levels of education boost productivity, both directly and by enabling efficiency-enhancing technological change (Hanushek and Woessmann, 2008). Thus, education can have a positive impact on poverty reduction owing to its growth promoting effects. On the other hand, the International Workshop on Education and Poverty Eradication Kampala, Uganda, 30 July to 3 August 2001 reveal out that, "Education is not a way to escape poverty; It is a way of fighting it. Said by, "Julius Nyerere, former President of the United Republic of Tanzania.

“The Guardian” also reported that, almost universally education is found to lift people out of poverty. Secondly, when a comparison is made between investing in education and other forms of investment, the returns from investing in education are on lower average. The returns to education, in the sense of the increment in income that accrues to each year of education, are much higher for those with higher levels of education. The aim of poverty reduction through investment in education raises issues of financing and the affordability of education for the poor. Analysis of the supply side of educational provision is important to equity considerations because the proportions of government financing of the different levels of education systems have implications for gender equality and poverty-reduction objectives (Nyirenda, 2013).

### **2.3.5.3 Promotion of Agriculture Production**

A large number of people globally living in extreme poverty, especially people in developing world. The majority of these people live in rural areas and agriculture is their main occupation. Most of the rural poor are small and marginal farmers, landless agricultural workers, fisher folk, artisans, female headed households, the aged and infirm, and children. Agricultural growth has long been recognized as an important instrument for poverty reduction. Reference from Oxfam International (2013), agriculture can drive growth and development. The way it contributes or not to poverty reduction depends on many factors. Investment in agriculture can help promote food security, bring more work to the area, and reduce the proportion of their budget families spend on food. Governments can help by directing investments in ways that prioritize those benefits.

In addition on the case of agriculture, Policy forum (2009) reported that, agriculture plays an important role in poverty reduction, particularly in poorer countries such as

Tanzania, where the majority of people depends on agriculture for their livelihood. Growth in agricultural value added had the largest impact on poverty reduction in Asia in the 1970s and 1980s. However, left alone, agriculture could also become a poverty trap. That is what is happening in many poorer countries in sub Saharan Africa, where the agriculture sector has been left behind. There are no adequate investments in rural infrastructure, agricultural technology, equipment or basic inputs. As a result, agricultural productivity either remains stagnant or increases only at a very slow rate, if at all.

#### **2.3.5.4 Improvement of Infrastructure**

Infrastructure includes physical resources like roads, telecommunication networks, schools and drains are necessary for a society to function: people can't access healthcare if there are no hospitals; trade cannot take place if there are no roads on which to transport goods to markets. Infrastructure facilitates the basic functions of a society that are necessary to transport resources and people, produce and trade goods, provide essential services and ultimately reduce poverty.

According to OECD (2006), reliable and efficient infrastructure is crucial to economic and social development that promotes pro-poor growth. By raising labour productivity and lowering production and transaction costs, economic infrastructure; transport, energy, information and communication technology, and drinking water, sanitation and irrigation enhances economic activity and so contributes to growth, which is essential for poverty reduction. In another turn, infrastructure can have a strong impact on the incidence and depth of poverty by supporting inclusive growth, that is, economic growth that can facilitate a meaningful and sustainable poverty reduction (World Bank, 2009).

Also, infrastructure affects enterprise productivity, and a lack of access to utility services such as electricity is a significant barrier to doing business, especially for small firms. ICT services can also be a powerful stimulus to increase productivity across sectors, which in turn can lead to increased employment and income levels and a reduction in poverty (ADB, 2012).

Similarly, Global Poverty Project (2013) advanced that, lack of infrastructure also leads to lack of employment by acting as a disincentive to investment. Companies that struggle to produce and sell goods in an area with inadequate roads, electricity or water supply do not want to set up factories or businesses that could potentially generate employment, improve living standards and reduce poverty. Lack of infrastructure can also lead to poor health and high mortality. Where there are no clinics or hospitals available, or where lack of roads or bridges makes them inaccessible, people cannot access the medical services that they require to be healthy and productive. A villager in Mozambique explained that, *"The most dangerous thing is that [cholera] has always appeared during the rainy season, and it is then that the river is in space and boats cannot cross."*

### **2.3.6 Challenges of Poverty Reduction in Tanzania**

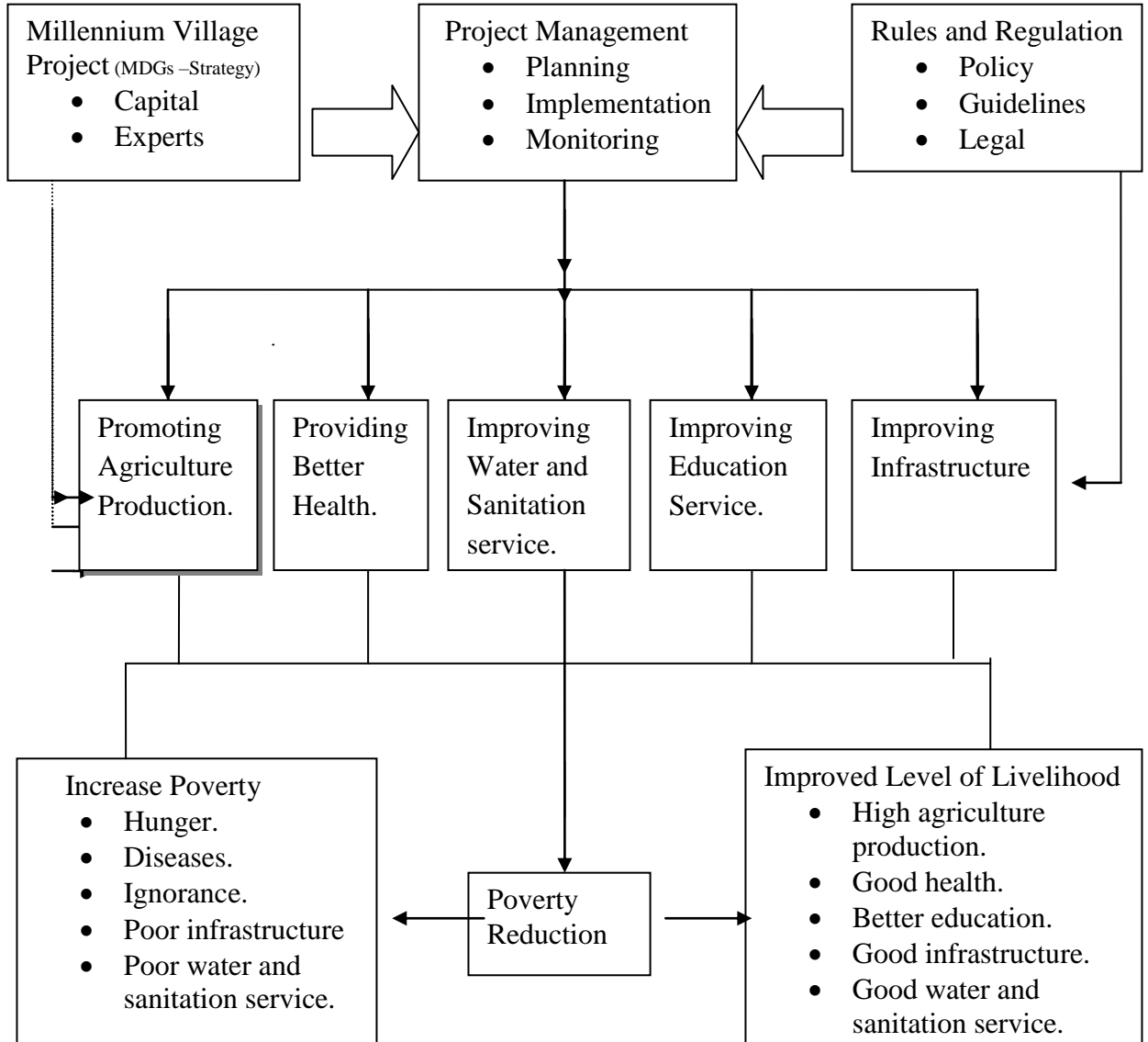
Tanzanian's development co-operation is committed to incorporating poverty reduction and partnership in the policies and operations of different agencies, and will undertake best efforts to adapt the institutional practices, systems and cultures accordingly. Despite these efforts poverty reduction has got so many challenges which are based socially, economically and environmentally.

Rural development forum of February 15, 2009; reported that, poor involvement of people themselves at different stages of planning, led to most of the project being unsustainable after completion. Lack of capital for most of the rural people, lack of skills to run these programmes or projects especially technical skills, environmental management and protection, evaluation as well as finance management; all these initiatives were top-down in their nature, thus lacked people's support. Previous efforts to eradicate poverty in Tanzania were of campaign type and not part of socio-economic development plans and programmes. Therefore, they could not be sustained after the campaigns. Many stakeholders such as government ministries, NGOs and donors implemented their programmes in accordance to their individual perception and priority. There was no guidance and coordination of these efforts (Changwa, 2009).

## **2.4 Conceptual Framework**

A Conceptual framework is a set of broad ideas and principals taken from relevant fields of inquiry and used to structure the subsequent presentation (Reinchel and Romney, 1987). On the advanced concept Smyth (2004) said that, conceptual framework are structured from a set of broad ideas and theories, that help a necessary to properly identify the problem they are looking at frame their questions and find suitable literature. It is used at the outset because it helps the researcher to clarify research question and aims. Therefore it is a tool researcher use to guide their enquiry: It is a set of ideas used to structure the research, a sort of map that may include the research question, the literature review method analysis and data analysis.

**Figure 2.1: Conceptual Framework Showing Relationship between Variable**



**Source:** Researcher, 2013; Modified from Asian Development Bank (2012), Framework to analyze infrastructure for inclusive growth and poverty reduction, Mandaluyong city, Philippine.

The conceptual framework constructed above highlights the activities provided by the project in relations to other variables. The major tool to measure poverty reduction output was the improvement of social service and the income generation. These

outputs, however, are achieved after the various inputs into the whole process of poverty reduction through different strategy.

Conceptual framework of this study was used to relate independent variable, intervening variable and the dependent variable. In this study independent variable was 'Millennium Village Project, which used (MDGs) strategy, the intervening variable was project management and the dependent variable was Poverty Reduction. The projects through strategy have some inputs; these were capital and Experts. Project management (planning, implementation and monitoring) doing its work, by using rules and regulation to facilitate the whole activities to provide social service.

On the other hand, the project management is really acted in promoting agriculture production, providing better health, improving education services, improving water and sanitation service and improving infrastructure as the means of poverty reduction. The outputs of the project expected may appear into two aspects depend on the efficiency and effectiveness of the project, community participation and the challenge that face the project. The positive expected output is to improve level of livelihood which included high agriculture production, good health, better education, good water and sanitation service and good infrastructure, while the negative expected output is the increase of poverty that include; hunger, diseases, ignorance, poor infrastructure, poor water and sanitation service and so on.

## **2.5 Research Gap**

In Tanzania, much has been done on poverty reduction. The literature review presented findings on the aspects of poverty reduction. The center of attention to these studies announces the necessity of reducing poverty within community towards

their development projects. Previous studies dealt with the role of different strategies on poverty reduction, such as NSGRP and Rural Development Program. For example, rural development has traditionally centered on the exploitation of land-intensive natural resources such as agriculture and forestry. Rural development programs are usually top-down from the national governments or international development organizations.

It is obvious that, there were no studies that address the significance emphasis on the importance of effective poverty reduction in Tanzania, using development project. Millennium Villages offer a scalable model for fighting poverty at the village level and achieving the Millennium Development Goals. The approach can be expanded from the village to district level and eventually to countries across Africa.

The approach differs from integrated rural development programs of the 1970s and 1980s, or the traditional “model villages” in several ways: The Millennium Village effort is explicitly linked to achieving the Millennium Development Goals and addresses an integrated and scaled-up set, of interventions covering food production, nutrition, education, health services, roads, energy, communications, water, sanitation, enterprise diversification and environmental management. This has never been done before. It focuses on participatory community decision-making. The Millennium Villages initiative is linked to national-level processes to ensure that the success can be scaled up by governments. Finally, the initiative can be taken to broad scale since the financing needs for the Millennium Villages, are fully in line with global commitments to increased official development assistance (ODA).

In relation to the theories; modernization and dependency theories both are applicable in development process of the society. The most emphasis in these theories is to

identify the social variables, which contribute to social progress and development of societies, and seeks to explain the process of social evolution (modernization), and also the interaction between developed and developing countries (dependency). Although, the implementation of Millennium village project through the strategy of MDGs, has the objectives to modernize the society; this means that the use of modern way of uplifting social development and the eradication of poverty, but the project has some element of dependency model of development, because of guideline policies from the donors. Therefore; this study endeavored to fill up this gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

Kothari (2004), defines research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In it, a researcher studies the various steps that are generally adopted by the researcher, in studying his research problem along with the logic behind them. This chapter explains the methods that the researcher will apply in carrying out this study, it is organized under the following section: - design of the study, research site, target population, sample size, sampling procedures, data collection methods and data analysis.

#### **3.1 Design of the Study**

A research design is the structure of the research. Pittenger (2003), assert that a research design refers to the methods used to collect data that will decisively answer an empirical question. The design of this study was a descriptive survey. This helped the researcher to collect information about people's attitudes, options, habits or any of the variety of poverty or social issues, and often results in the formulation of important principles of knowledge and solution to the significant problems.

#### **3.2 Research Site**

Orodho and kombo (2002) asserts that the selection of a research site is essential. Thus, it influences the usefulness of the information produced. The idea is to start

with a larger population and through progressive elimination, end up with the actual site where data were collected. The focus of the study was Mbola Millennium Village. The village is found in Uyui District Tabora region in Tanzania. It has six villages, namely; Ilongulu, Mbola, Isala, Ibiri, Mabama and Mpenge. The site was taken by the use of purposive sampling, because it was the only one involved into the Millennium Development Goals project in Tanzania.

### **3.3 Target Population**

According to Best and Khan (2004), a population is any group of individual that has one or more characteristics in common, that are of interest to the researcher. Khan (2004) adds that, salient characteristics of population should be thoroughly described; so that they should be definite to the target population of the sample, for the study should be drawn to which results from the study could be generalized. The target population of the study included the following; Team Leader and Science Coordinator, Agriculture, Education, Health, Infrastructure and Community members.

### **3.4 The Sample Size**

Mbola Millennium Village comprises of six villages with an estimated population of 25,197 people. The subject of the study was drawn from all the six villages. Kothari (2004) explained that, a size of sample refers to the number of items to be selected from the universe to constitute a sample. The size of sample should neither be excessively large, nor too small, rather it should be optimum. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. Sampling in this case, aimed at obtaining adequate data from appropriate

sources to address the research question. However, an initial sample size was deliberately based on the selection criteria of getting appropriate persons for the required data. The representatives of respondents are as follows; 1 Team Leader and Science Coordinator, 1 Agricultural, 1 Education, 1 Health, 1 Infrastructure, and 100 community members out of 25,197. Therefore the sample size will be 105 out of 25,202 respondents as indicated in (Table 3.1) below. Cohen (2007) asserts that, there is no clear-cut answer, for the correct sample size depends on the purpose of the study, and the nature of the population under scrutiny. Thus, a sample size of thirty is held by many to be the minimum number of cases if researchers plan, to use some form of statistical analysis on their data.

**Table 3.1: The respondents included in the sample size**

S/N	Respondents Category	Actual number of Respondents	Respondents Participated in the study
1	Team Leader & Science Coordinator	1	1
2	Agriculture Coordinator	1	1
3	Education Coordinator	1	1
4	Health Coordinator	1	1
5	Infrastructure Coordinator	1	1
6	Community members	25,197	100
	<b>Total</b>	<b>25,202</b>	<b>105</b>

**Source:** Researcher, 2013

Sample size, also was obtained by using calculation. Yamane (1967) provides a simplified formula to calculate sample size. The calculation as follows below:-

$$\text{Sample size (n)} = \frac{N}{1 + e^2} = \frac{25,197}{1 + (25,197 \times 0.01)} = \frac{25,197}{252.97} = 99.6$$

Where: -n = Sample size; N = Population of the study = Precision level

### **3.5 Sampling Procedures**

Sampling is the selection of some part of an aggregate or totality, on the basis of which judgment or inference about the aggregate or totality is made (Kothari, 2004). In this study the researcher used probability sampling design and non-probability sampling design.

#### **3.5.1 Probability Sampling Design**

In this probability design the researcher used simple random sampling. Cohen *at.al* (2007), said in simple random sampling, each member of the population under study, has an equal chance of being selected and the probability of a member of the population being selected, is unaffected by the selection of other members of the population, that is, each selection is entirely independent of the next. Simple random sampling was used in selecting members of the community, to get a fair representation of them in each village within the project area. This method was used because; it ensures representation of all members of the population.

### **3.5.2 Non-Probability Sampling Design**

In this design, the researcher also used purposive sampling. According to Enon (1998), a purposive sampling is the type of sampling in which the researcher selects samples based on a certain purpose. This sampling technique helps to increase utility of findings. Purposeful sampling was used to a Team Leader and Science Coordinator, Agriculture, Education, Health and Infrastructure coordinator. The method was used to select these respondents because they are the ones having special and relevant information concerning the study.

### **3.6 Data Collection Methods**

Data collection refer to the gathering specific information aimed at providing or refuting some fact. In data collection the researcher must have a clear understanding of what they hope to obtain and how they hope to obtain it (Kombo and Tromp, 2006).In this study the researcher used primary data methods to collect information, as well as secondary data methods.

#### **3.6.1 Primary Data**

The primary data were those which were collected afresh and for the first time, and thus happen to be original in character (Kothari, 2004). Primary data can be collected through interviews method, by using its tool such as questionnaires, field observation, and focus group discussion. In this study the researcher used interviews, questionnaires and focus group discussion.

### **3.6.1.1 Interviews**

Interviews are procedures designed to obtain information from a person's oral and inquire to oral responses. Ary (2006) defined an interview as oral questioning of a subject. The researcher used both structured and unstructured interview questions to collect data from respondents. Interviews were used because they highly standardize and because of their flexibility in nature, they were used to obtain information to the Team Leader and Science Coordinator, Agriculture, Education, Health and infrastructure coordinator, as most of them were occupied with the nature of their works, whereby much of their time were busy having a little time to fill in questionnaires.

### **3.6.1.2 Questionnaires**

Questionnaires are forms used in a survey design that participants in a study, complete and return to the researcher. Participants mark answers to questions and supply basic, personal, or demographic information about themselves (Creswell, 2012). Questionnaires were distributed to the community members, as main respondents having important information about the study. Closed and open ended questions were administered.

### **3.6.1.3 Focus Group Discussion**

In focus group discussions, the researcher should have specific topics to be discussed. A recording list should be made of the discussion. A tape recorder should also be used to keep the records (Kombo and Tromp, 2006). In this study focus group discussion was used to get information from members of community.

### **3.6.2 Secondary Data**

Secondary data means data that are already available, that is, they refer to the data which have already been collected and analyzed by someone else. Secondary data may either be published data or unpublished data (Kothari, 2004). Documentary review was used by passing through books, websites, published works e.g. dissertations/thesis, government publications, articles from different journals and research papers for the sake of getting relevant data.

### **3.7 Data Analysis**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions. It involves scrutinizing the acquired information and making inferences (Kombo and Tromp, 2006). Both qualitative and quantitative methods of data analysis were employed in this research study.

#### **3.7.1 Qualitative Data Analysis**

Enon (1998) provides that, qualitative research methods are the methods that produce findings not arrived at by means of statistical procedures. But some of the data may be quantified but the analysis is qualitative. In this research qualitative method was used to analyze the data, after the elementary analysis in the field. Content analysis also was used to analyze verbal and written information such as reports, to get an interpretation of their meaning. This aimed at analyzing the data collected through individual interviews. Presentation of data was done through narration and tables.

### **3.7.2 Quantitative Data Analysis**

According to Ary (2006), quantitative research method uses objective measurement to gather numeric data, that are used to answer questions or test predetermined hypotheses. It generally requires a well-controlled setting. In this study editing and coding of data, was obtained through questionnaires and analyzed by using Statistical Package for Social Science version 16 (SPSS). Responses were summarized into a number of different categories by entering data into SPSS, the categories would have been identified after looking through the range of responses received from the respondents, and then each response was assigned in numbers.

### **3.8 Validity**

Welman and Kruger (2001), describe validity as a mechanism ensures that the process implemented to collect data has collected the intended data successfully. On the other meaning, validity refers to the extent to which an empirical measure adequately reflects the real meaning of the subject under investigation (Babbie, 1995). To ensure data acquired were valid in this study the following steps was taken.

An extensive literature review, an interviews, questionnaires and focus group discussion were conducted. The researcher conducted interviews and questionnaires, which were only be specifically designed for that purpose intended to measure the area, that was expected to be measured. Research instruments were pre-tested and adjusted accordingly, to ensure that the collection of right fully intended information was obtained. The procedure of the interviews and filling questionnaire, were explained to the respondents and lastly they were assured of anonymity and confidentiality, especially the names of the respondents from the field. This

encouraged frankness during the field study. Gupta (2001) argued that any measuring instrument is said to be valid when it measure what it purport to measure.

### **3.9 Reliability**

Babbie (1995) describes reliability as a condition in which the same results will be achieved, whenever the same technique is repeated to do the same study. This was achieved by the following means; the anonymity and confidentiality of respondents were assured, so that they were able to provide relevant information for the purpose of the study. A rapport with the respondents was successfully established during the preliminary field work study. Here the researcher began to build a close relationship with the respondents and the credibility of the study was reinforced. Pre-testing of the instrument like interviews guide and questionnaire were done, during the field study just to observe whether it could have the same results. The utilization of the trained field workers also was ensured that, the discussion level was high where necessary and relevant to the study. Triangulation method was used, to reduce the bias that caused by choosing one methods over the other. In this regards the researcher gathered evidences from several sources.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND DISCUSSION OF THE FINDINGS**

#### **4.0 Introduction**

This chapter presents the analyzed data from both primary and secondary sources. Qualitative and quantitative statistics were used to produce this report. The analysis of data was carried out in relation to the specific objectives as they appear in chapter one. Thus; the chapter begins by providing an overview of Mbola cluster, which is followed by population and the demographic characteristics of the main respondents. Thereafter, the chapter presents the findings and an associated discussion as per the objectives.

#### **4.1 Background Information about Mbola Cluster**

Mbola cluster is located on a low, hilly terrain, which is among the six villages in the Tanzania cluster and they are spread out over an expansive area, making travel between them difficult while also suppressing the development of local markets. Subsistence farming is the main economic activity, consisting mainly of rain-fed agriculture and the production of local livestock breeds. Persistent drought and difficult planting conditions, including sandy soil that results in decreased water and nutrient retention, have hampered agricultural productivity (Millennium Promise, 2010).

Mbola cluster is located in the Uyui district in mid-western Tanzania. The nearest municipal center is Tabora which is located 36 km away. The cluster represents a maize-mixed farming system, in the Miombo woodland savanna agro-ecological zone of the Southern Africa plateau. The village has two distinct seasons, a rainy one between November and April and a dry season for the remaining parts of the year. In recent years, the rains have become increasingly erratic (*ibid*).

The main development challenges in Mbola, include the high rate of environmental degradation resulting from poor crop management practices, declining agricultural production and a destruction of the Miombo woodlands for fuel wood used in the tobacco industry. Overgrazing and an expansion of agricultural land have also contributed to the decline of land productivity. In addition, roads are in a poor state, thus limiting easy access to markets. There is a general lack of basic infrastructure for health and education (*ibid*)

#### **4.2 Population of the Village**

The population of Mbola Millennium Village is described from each village, where by Ilolangulu village has 3788 people with 1721 males and 2067 females, Mbola3046; 1901 males and 1145 females, Isila 6859; 4422 males and 2437 females, Ibiri2320; 1523 males and 797 females, Mabama 6560; 4037 males and 2523 females, also Mpenge has 2624 with 1239 males and 1385 females respectively, to make a total of 25197 (Table 4.1) below.

**Table 4.1: Population of Selected Villages**

<b>Name of village</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Ilolangulu	1721	2067	3788
Mbola	1901	1145	3046
Isila	4422	2437	6859
Ibiri	1523	797	2320
Mabama	4037	2523	6560
Mpenge	1239	1385	2624
<b>Total</b>	<b>14843</b>	<b>10354</b>	<b>25197</b>

**Source:** Field Work Survey, 2014

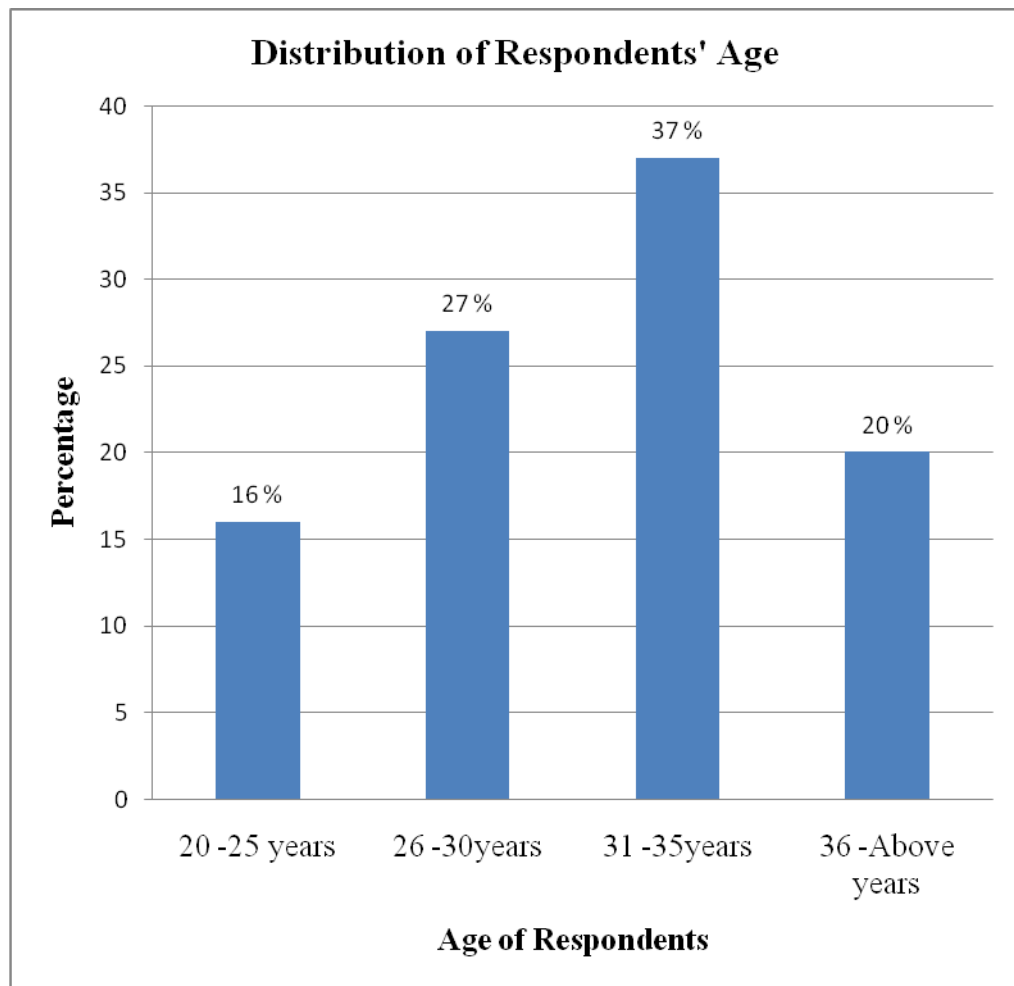
### **4.3 Demographic Characteristics of Respondents**

This part presents the description of personal characteristics that were examined in this study. These were age, sex, education level and occupation of the respondents. Data related to these personal characteristics of respondents, were gathered and discussed. Moreover data related to the topic “Localization of Millennium Development Goals in Tanzania: A case of Mbola Millennium Project in Uyui District”.

### 4.3.1 Age of Respondents

This part highlights the age of respondents of the study. Data demonstrated that the majority of respondents (37%) were in the age between 31 -35 years, 26 -30 years 27%, 36 years and above 20% and the least age group of respondents, ranged between 20 -25 years, which is 16% as stipulated in (Figure 4.1) below.

**Figure 4.1: The Distribution of Respondent's Age**



**Source:** Field Work Survey, 2014

Data suggested that, the sample of the population comprised of different categories of age group. This implies that, the majority of respondents who perceived about poverty reduction were within the age of 31 -35 years. Moreover, the age of respondents as a variable of demographic characteristics, has been found to be very crucial, whereas the understanding of a particular problem depended on the maturity of a person, thus why the age identification started from 20 years. The most interesting aspect noted was about a large number of respondents were within the reproductive age. Burt (1991) commented that, age is defined empirically with respect to a specific event-call it the study event.

#### 4.3.2 Sex of Respondents

This area summarizes the sex composition of the respondents. It was found that, the respondents who were interviewed; 60% were males and 40% females as it showed in (Table 4.2) below.

**Table 4.2: Sex of respondents**

<b>Sex (Gender)</b>	<b>Frequency (N=100)</b>	<b>Percent (%)</b>
Male	60	60.0
Female	40	40.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source:** Field Work Survey, 2014

When you split the respondents on the perception on poverty reduction, data showed that, both males and females were aware of what was going on with poverty reduction and the percentage shows fair gender representation.

The intention of the researcher was to have an equal number from both males and females categories, but it could not be fulfilled due to the limited availability of females interviewed; thus, the researcher believed to have involved equally all sex categories in the study and the information obtained were not gender biased. CIDA (1996) contributed that, a significant progress has been made in highlighting the importance of "gender equity" recognition, that men and women are affected differently by economic reforms. African women, for example, do the bulk of farming and trading, but are constrained in their ability to respond to new economic incentives, due to factors such as limited access to credit and appropriate agricultural extension services.

### **4.3.3 Education Level of Respondents**

Findings from (Table 4.3) below, shows the education level of respondents. What was found from the field was that, Majority of respondents (52%) had primary education level, 27% secondary education, 11% college education, 5% university graduates and 5% remained for those who did not attend to any level.

**Table 4.3: Education Level of Respondents**

<b>Education Levels</b>	<b>Frequency (N=100)</b>	<b>Percent (%)</b>
Primary education	52	52.0
Secondary education	27	27.0
College	11	11.0
University	5	5.0
None	5	5.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source:** Field Work Survey, 2014

This situation indicates the typical picture of rural life, whereby the education level is very low for most people; thus why there were only 5% degree holders among the 100 respondents. The great deal towards an acceptance of development projects is only education, which lightens the community about the importance of projects towards development.

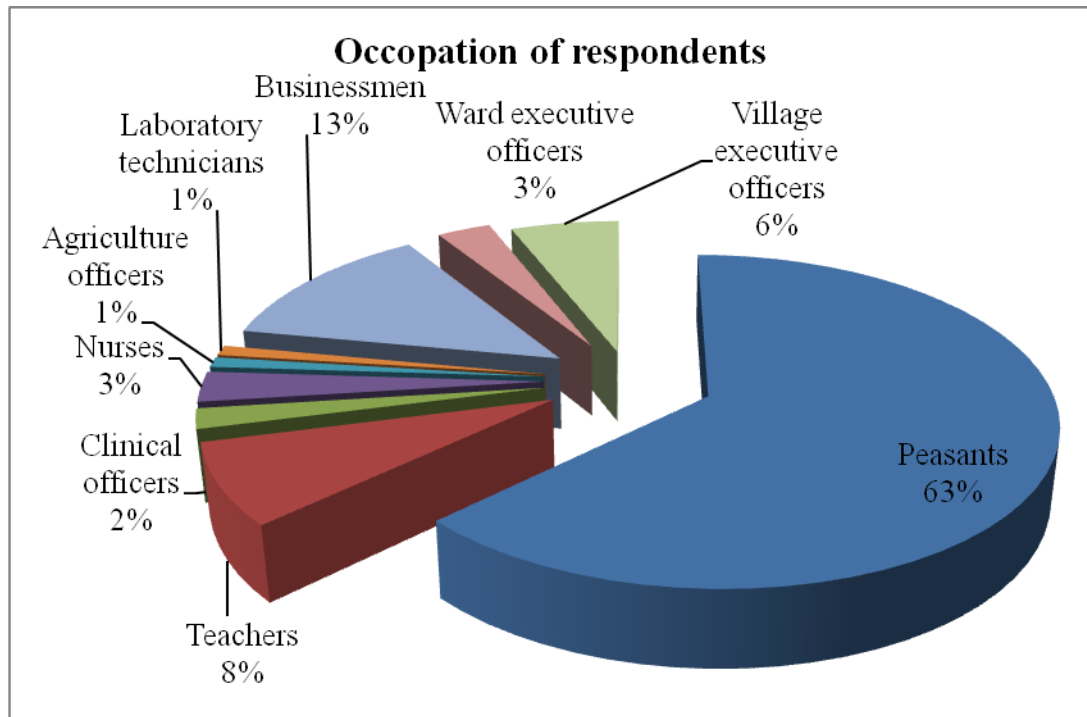
In this regard, the study needed one to be well educated and to be familiar with the situation, in order to have a clear understanding of problems emanating from poverty, the research has found out that, it sound to determine the level of the respondents’

education, for the sake of making a comparative study; thus why five education levels were identified. URT (2004) commented that, an individual’s level of education could affect his/her access, comprehension and adoption of modern life.

#### **4.3.4 Occupation of Respondents**

This part is about the respondents’ occupation. The findings of the study have shown that, farmers were (63%) of the total respondents, businessmen accounted for 13%, teachers 8%, village executive officers 6%, ward executive officers 3%, Nurses 3%, clinical officers 2%, agriculture officers 1%and laboratory technicians 1%, Pie chart below(Figure 4.2).

**Figure 4.2: Occupation of Respondents**



**Source:** Field Work Survey, 2014

The most interesting aspect discovered was that, a large number of respondents were community members with primary education level or have not attended to school, they were engaged in small business, agriculture and farming activities as portrayed in (figure 4.2). Respondents' occupations had a bearing on his or her personality and also, the ways of looking at the problem before him. In other words, the person's response to a problem was possible determined by the type of occupation he was engaged in and hence a variable occupation was investigated by the researcher.

The findings above are similar with (Burt, 1991) he revealed that, continuous variables of many kinds-age, education, occupational prestige, income, geographic distance, span of control within an organization have social effects, that can only be recovered accurately in an empirical research, to the extent that they are measured in

terms of categories, where people in the same category are homogeneously exposed to effects and people in different categories are heterogeneously exposed to effects.

#### **4.4 The role of Millennium Village Project in Addressing Poverty**

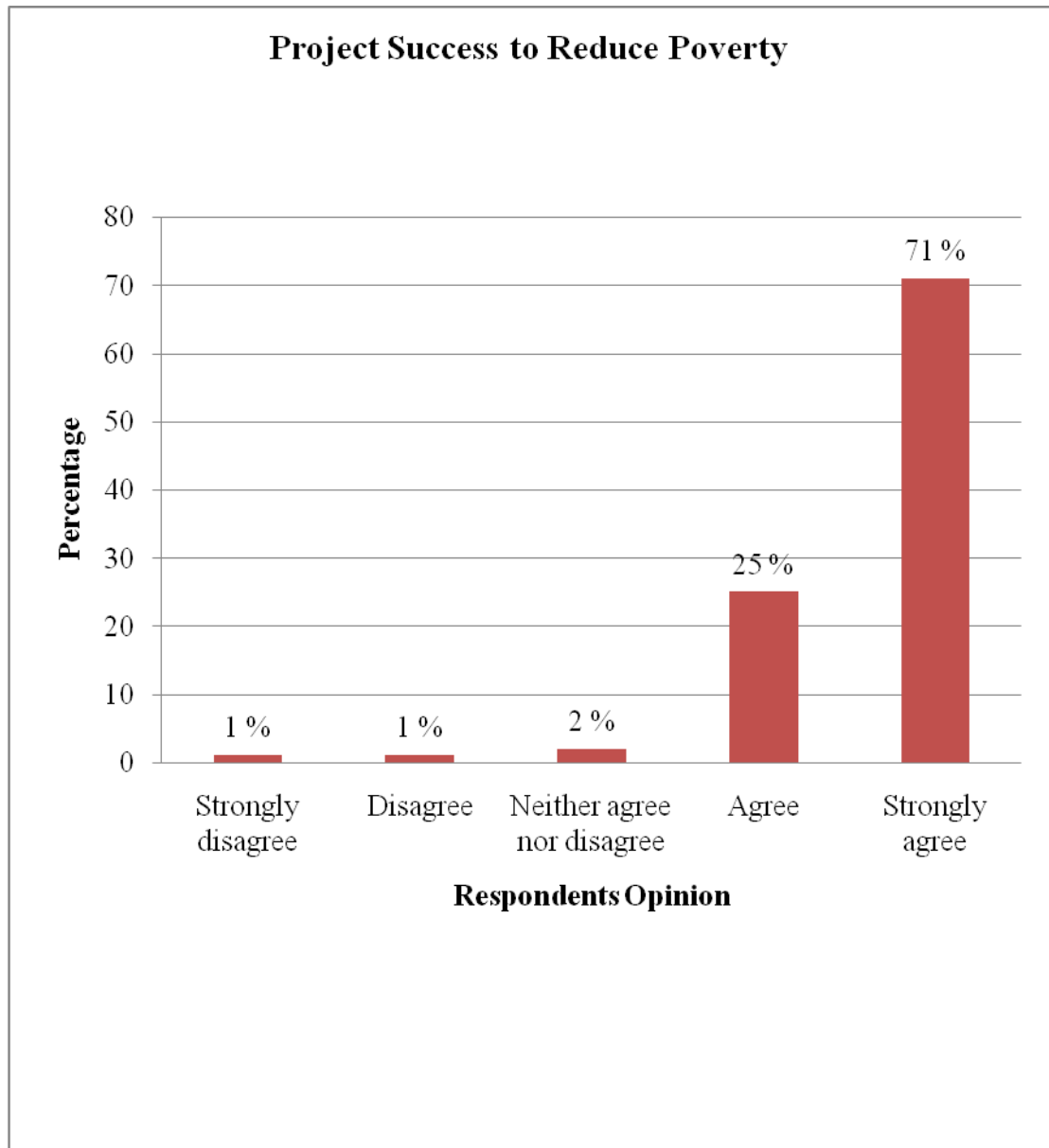
The first objective of this research was to identify the roles of Millennium Village Project in addressing poverty in Mbola Millennium Village. To address this objective, three issues were looked at; these are project successes to reduce poverty, the project in the initiatives to strengthen social service delivery, and the last one is; addressing poverty aspects.

##### **4.4.1 Project Success to Reduce Poverty**

This study required to investigate the project success to reduce poverty. The findings showed that the majority of respondents of (71%) reacted as strongly agreed,

25% agreed, 1% strongly disagreed, 1% disagreed and 2% for neither agreed nor disagreed. The information above makes a total of 96% of all respondents, who reacted positively. (Figure 4.3) below summarizes the presented data.

#### **Figure 4.3: Project Success to Reduce Poverty**



**Source:** Field Work Survey, 2014

The implications of these data have shown that; majority of respondents confirmed strongly that poverty had been reduced in this locality, which indicated different area within the villages, people were provided with social services such as health, education, clean water and other services; this proved that, the project succeeded to improve social services delivery.

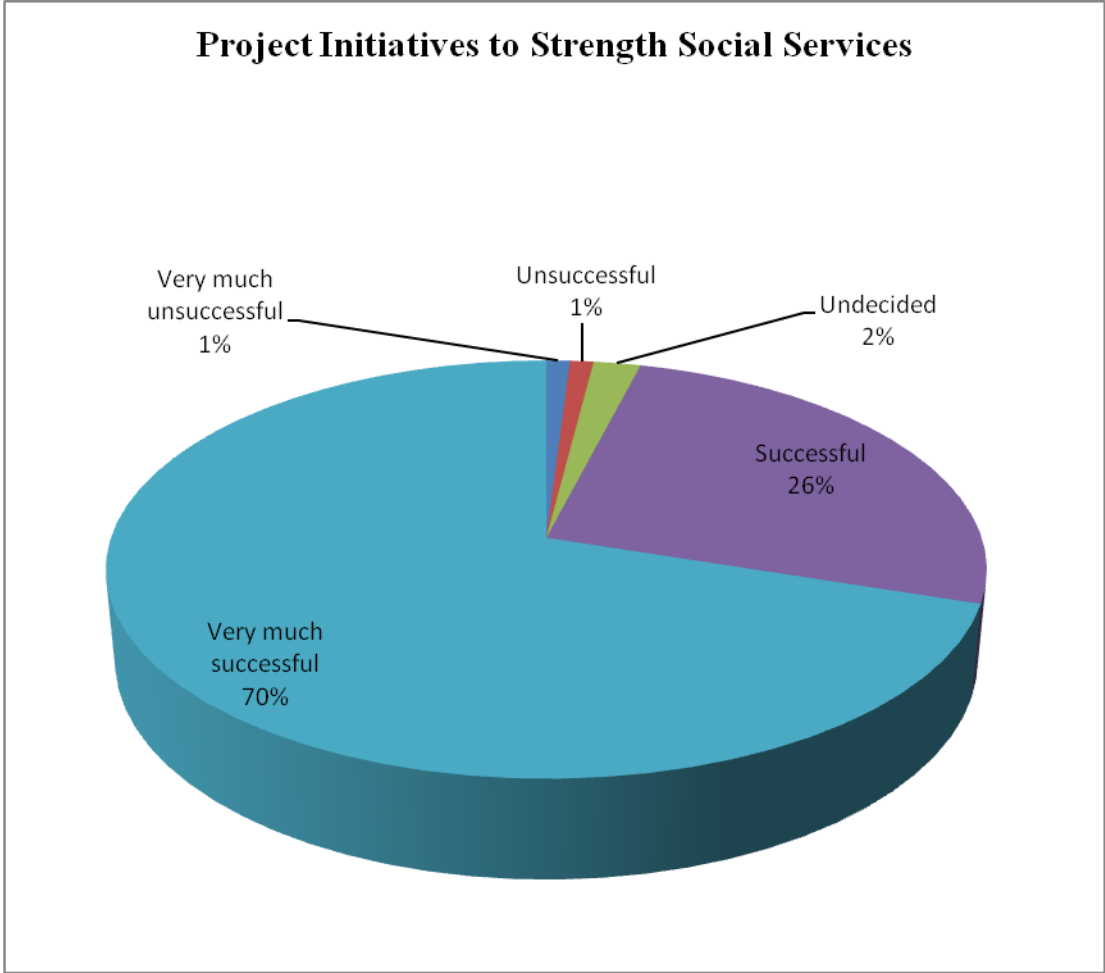
Barker (2009) commented that, action with vision is making a positive difference. One member of the community supported this information by saying that, *“You cannot compare from the previous situation, poverty was too worse, and today we see the new picture. The project improves different social infrastructure within the area and people enjoy”*

The study additionally commissioned by the BMZ, Division for Evaluation of Development Cooperation (2007) revealed that, Tanga Integrated Rural Development Programme (TIRDEP), made a big difference to the lives of people of Tanga region. It has contributed to poverty alleviation. The contributions have been mainly through improved food security, incomes, health status, housing, water, sanitation, education, environment conservation, roads and change in life styles.

#### **4.4.2 The Project in the Initiatives to Strengthen Social Services**

This study wanted to discuss about the position of the project in the initiatives to strengthen social service delivery. The findings showed that, (70%) of the total informants responded as very much successful, 26% successful, 2% undecided, 1% unsuccessful and 1% very much unsuccessful. The above percentage makes a total of 96% of all respondents, who reacted positively (Figure 4.4) below.

#### **Figure 4.4: Project in the Initiatives to Strengthen Social Services**



**Source:** Field Work Survey, 2014

It was observed that majority of interviewee responded that, the project had strengthened social service delivery after its establishment. Most of them commented that, social services which were strengthened were such as education, infrastructure, water and sanitation, health and agriculture facilities. For example the project built a new health centre in Mpenge village and also to set water pump almost in all villages within the project area.

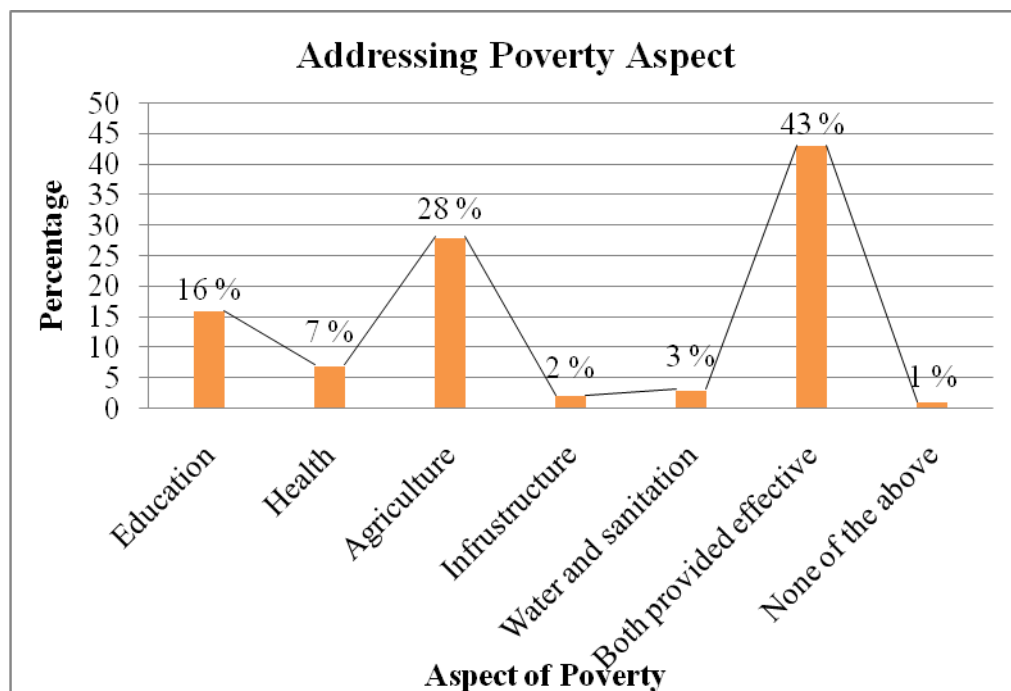
These findings are in line to Gesamiat.al, (2002),who revealed that, improvements in education, health care, maternal education, safe water and sanitation were associated with lower rates of poverty at the regional level, as well as within countries, while

(World Bank,1997) argued that, a sustainable rural development projects can make powerful contribution to four critical goals to poverty reduction, wider shared growth, household, national and global food security, and a sustainable natural resources management. Moreover, this idea was advanced by one project officer, he said, *“The intention of the project was to provide full service, but I am sure all essential social services had advanced, following the guideline of MDG’s.”*

#### **4.4.3 Addressing Poverty Aspects**

The study required to explore how poverty aspects have been addressed. Which one was better addressed than others? What was obtained from the survey was that, (43%) of the total respondents said that, both social services were provided effectively. This was followed by different reactions, 28% said agriculture, 16% education, 7% health, 3% water and sanitation, and 2% infrastructure. Just 1% of respondents did not know about the issues. The contribution from all poverty aspects made a total of 99% of respondents, who advocated in positive. From the results presented above it was clear that, majority of respondents confirmed both social services (poverty aspects) were provided effectively and still addressed, within the project area as presented in (Figure 4.5) below.

**Figure 4.5: Addressing Poverty Aspects**



**Source:** Field Work Survey, 2014

In a real sense, the project succeeded to address poverty aspects in different ways, such as uplifting health centers (example in Ibiri village), provision of agriculture facilities among the peasants; improve of learning environment by building computer laboratory, classes, and staff houses and so on. The findings were supported by project officials as a whole who clarified the above opinions by saying that, “*The objective of the project was to provide social service effectively. In the same manner there were specific approaches followed by the organization to make sure, each service should be provided to the climax of the majority. In fact, participants were*

*informed about those approaches which the project used, and they almost uniformly depend the nature of service needed.”*

The study presented by (OECD 2001) also, emphasized that, reducing poverty requires a better coherence in government policies affecting development. Key policy areas with potentially strong poverty reduction impact include debt relief, trade, investment, agriculture, environment, migration, health research, and security and arms sales.

#### **4.5 Contribution of Millennium Village Project on Poverty Reduction**

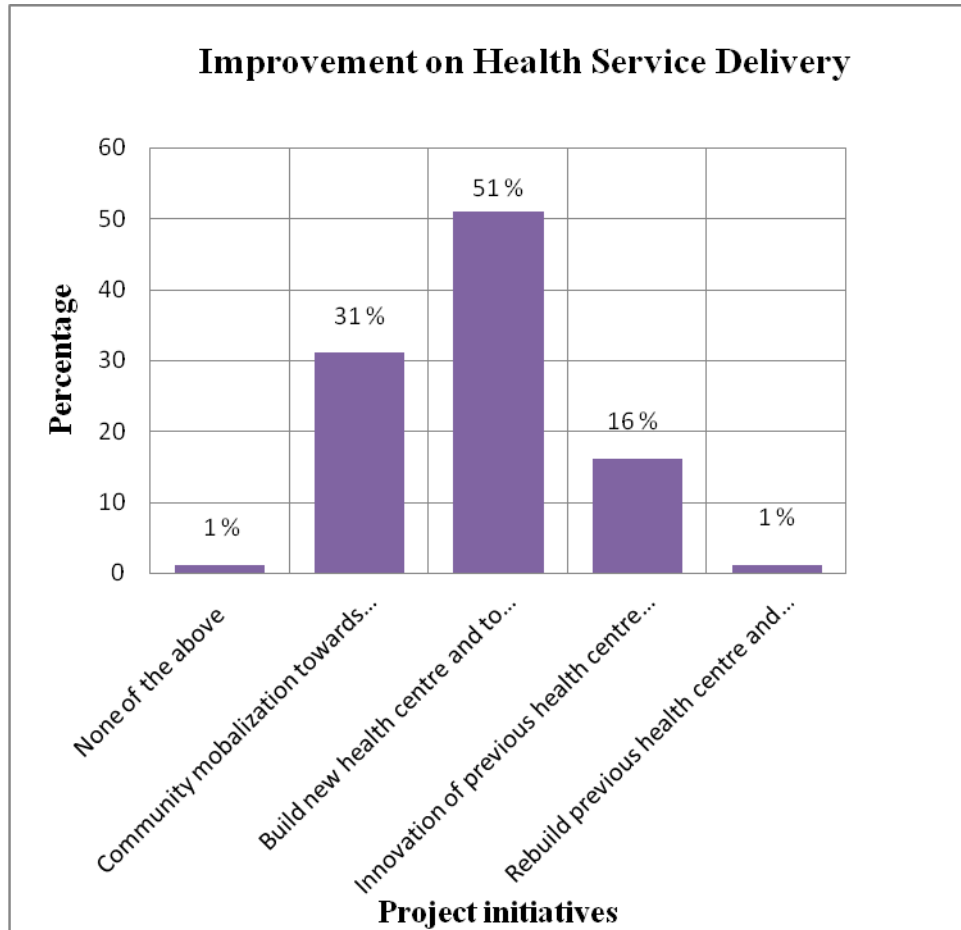
The second objective of this study was to find out the contribution of Millennium Village Project on poverty reduction in Mbola Village. Five issues were revealed out to address this objective, these are as follows; the project improvement on health service delivery, contribution on agriculture activities, education inputs on students' performance, an enrolment and dropout, the success of infrastructure on poverty reduction, and the satisfaction of services provided by the project.

##### **4.5.1 The Project Improvement on Health Services Delivery**

The study is about the project improvement on health service delivery. Data obtained from the field was that; Majority of respondents (51%) said the project built a new health center and improved the performance of health services, 31% community mobilization, 16% innovation of previous health centers and improved the performance of health services, and then 1% rebuild the previous health centers and improved the performance of health services. The rest 1% did not know. This

contribution supported positively by 99% of all respondents as it stipulated in (Figure 4.6) below.

**Figure 4.6: Project Improvement on Health Services Delivery**



**Source:** Field Work Survey, 2014

The findings above imply that, there have been initiatives done by the project, to improve performance on health services delivery. This means that recently health services were provided effectively within the cluster. This case also was confirmed by other respondents' results. It was reported that, the project mobilized the community towards the provided health services, issues such as sleeping under an

insecticide treated bed nets, prevented people from getting malaria and other common diseases.

Access to anti-retroviral medicines also kept healthily people with HIV/AIDS; again provided education on vitamin and mineral supplements, to tackle malnutrition and made children stronger. On the other hand, the project innovated some of the previous health centers, for example the health center in Mabama was connected to the national electric grid and the construction of maternity unity.

These findings supported by the suggestions given by (Hussain and Madi, 2007) that, health is therefore, seen as a resource for everyday life, not the objective of living. Health is a positive concept emphasizing social and personal resources, as well as physical capacities. Therefore, health promotion is not just the responsibility of the health sector, but goes beyond healthy life styles to well-being. The discussion above is praised by one health officer who stated as follow, *“No matter that poverty is still persisting today, people of Mbola are not traveling a long distance to get health services; at least each village has an access to it within or nearby. Example, Ilolangulu previous health centers; the project built essential health’s units such as maternity unity, theatre unity, and OPD unity as well as staff houses. Services for today are well improved.”*

#### **4.5.2 Project Contribution on Agriculture Activities**

The study was about project contribution on agriculture activities. Data from field showed that, majority of respondents (65%) said that the project contributed highly on agriculture activities, 31% project contributed, 2% low contributed and 1% moderate contributed. The rest 1% of them had negative responses, they said not at

all. According to the information above, 99% of all respondents reacted positively about the case (Table 4.4) below.

**Table 4.4: Project Contribution on Agriculture Activities**

<b>Responses</b>	<b>Frequency (N=100)</b>	<b>Percent (%)</b>
Not at all	1	1.0
Low contribution	2	2.0
Moderate contribution	1	1.0
Contributed	31	31.0
Highly contributed	65	65.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Source:** Field Work Survey, 2014

The situation above have shown that, the project contributed much in agriculture activities, such as providing a high yield seed varieties and fertilizers, improved environment, as well the credit cooperative organization at Ilolangulu supported farmers financially. All these contribution led to the dramatically increase of farm production, diversifying into a higher value crops, and promoting off-farm employment, incomes rose in villages. Higher incomes would also raise household

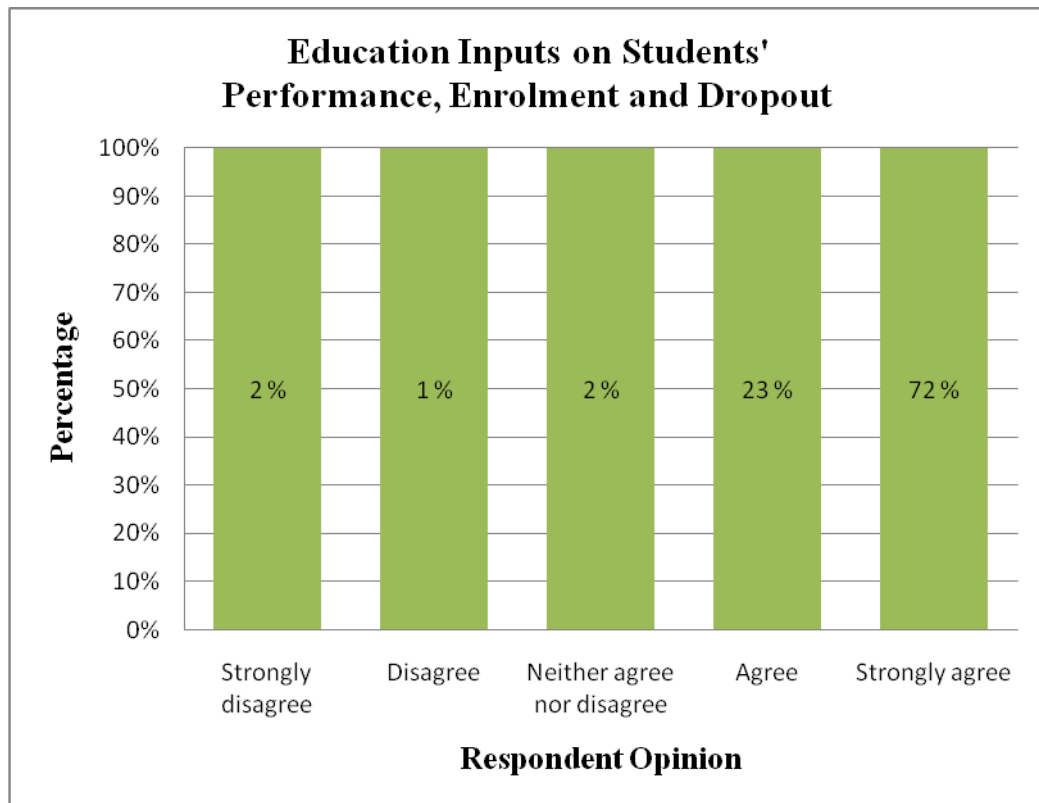
savings, thus accelerating economic diversification and household investments in human capital. These findings are well supported by the illustration given by one person who said that, *“From the project; villagers improved their life through agriculture activities, each household has enough food and got surplus for other uses, fun enough, through agriculture programs; peasants lent oxen cart for transport of their agricultural produce.”*

Results from this study collide with the idea of (Godoy and Dewbre, 2010), who contributed that, we start by looking at some indicators of economy-wide (economic performance), but then give particular emphasis to common features of the agricultural economies of the selected countries.

#### **4.5.3 Education Inputs on Students’ Performance, Enrolment and Dropout**

This study wanted to explore on education inputs towards students’ performance, enrolment and dropout, which were provided by the project. Majority of respondents (72%) accepted strongly about the case, 23% agreed (not strongly). The rest of respondents reacted in different ways such as 2% said strongly disagreed, 1% disagreed and 2% reacted by neither agreed nor disagreed. From responses above there were 95% of respondents who responded positively. (Figure 4.7) present the results

**Figure 4.7: Education Inputs on Students' Performance, Enrolment and Dropout**



**Source:** Field Work Survey, 2014

Results from data were that; the project had been providing education inputs such as the building of computer laboratory in some schools, for example in Ilolangulu and Mbola village, the setting of solar power container 'LIC –life innovation container' in Mbola village, school feeding (lunch and breakfast) in all schools within the area, construction and innovation of school classes; example in Ibiri and Isila village, also the project provided pupils' scholarship as well as teachers training. This situation

illustrated in (Figure 4.8) below whereby school feeding is an input on education development.

**Figure 4.8: Pupils of Mbola Primary School Share Food after First Session**



**Source:** Field Work Survey, 2014

Findings of this study confirm the argument of Wedgwood (2005) who argued that, the quality of education in rural areas needs to be improved in order to reduce poverty. Incentives are needed to encourage teachers to work in these areas. Similarly

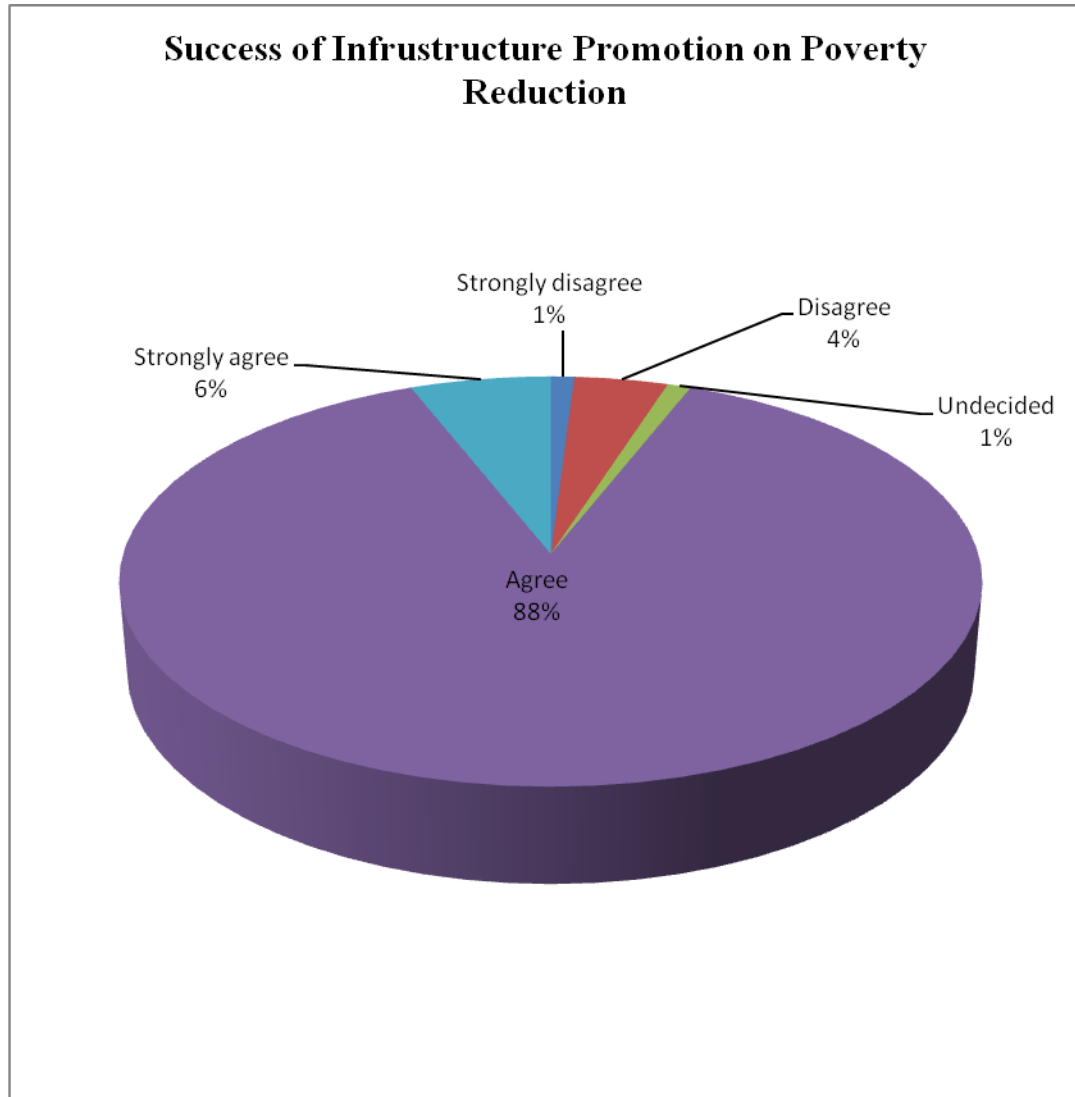
Gesamiat.al (2002) supported that, although education has an independent effect on poverty reduction, its effects via interaction with other factors such as employment and empowerment may be more important.

From this point of view, one person interviewed gave out supportive information as follows, *“School food is very essential to combat pupils’ dropout and increase performance. Today most of the schools have a good number of pupils and the performance somehow increased, this was not from the previous, because schools have got no income to support this.”*

#### **4.5.4 The Success of Infrastructure Promotion on Poverty Reduction**

This study required to search out the success of infrastructure promotion towards poverty reduction. Findings highlighted that, majority (88%) of respondents agreed about the project and its contribution towards infrastructure. The case was supported strongly by 6% of respondents and the remaining percent revealed as undecided 1%, disagreed 4% and strongly disagreed 1%. Data made a total of 94% of all interviewee who responded positively. (Figure 4.9) below detailed this information.

**Figure 4.9: The Success of Infrastructure Promotion on Poverty Reduction**



**Source:** Field Work Survey, 2014

According to the information above, it was found out that, there was a relationship between the improved infrastructures and poverty reduction. This situation confirmed that, infrastructures were already promoted to some extent and also succeeded to

reduce poverty among the people of the area. Further, it showed that the project promoted different infrastructures such as road construction; for example the road

from Ilolangulu - Mpenge - Mbola (moraine level), water scheme program set line and water pipe, around community and institutions in Ilolangulu village and water is available. Water pumps also were constructed in every village as it is shown in (Figure 4.10) below

**Figure 4.10: Water Pump Constructed at Mbola village**



**Source:** Field Work Survey, 2014

Apart from that, the project provided PVC – pipe and slab in each household within the MVP-1 villages (Mbola, Mpenge and Isila) for improving household toilets.

Findings are consistent with (Jahan and Mcleery, 2005) whereby infrastructure development can lead to poverty reduction through direct or indirect channels. Through the direct channel it reduces poverty as people's access to health and educational services improve, there is cleaner energy available and the government

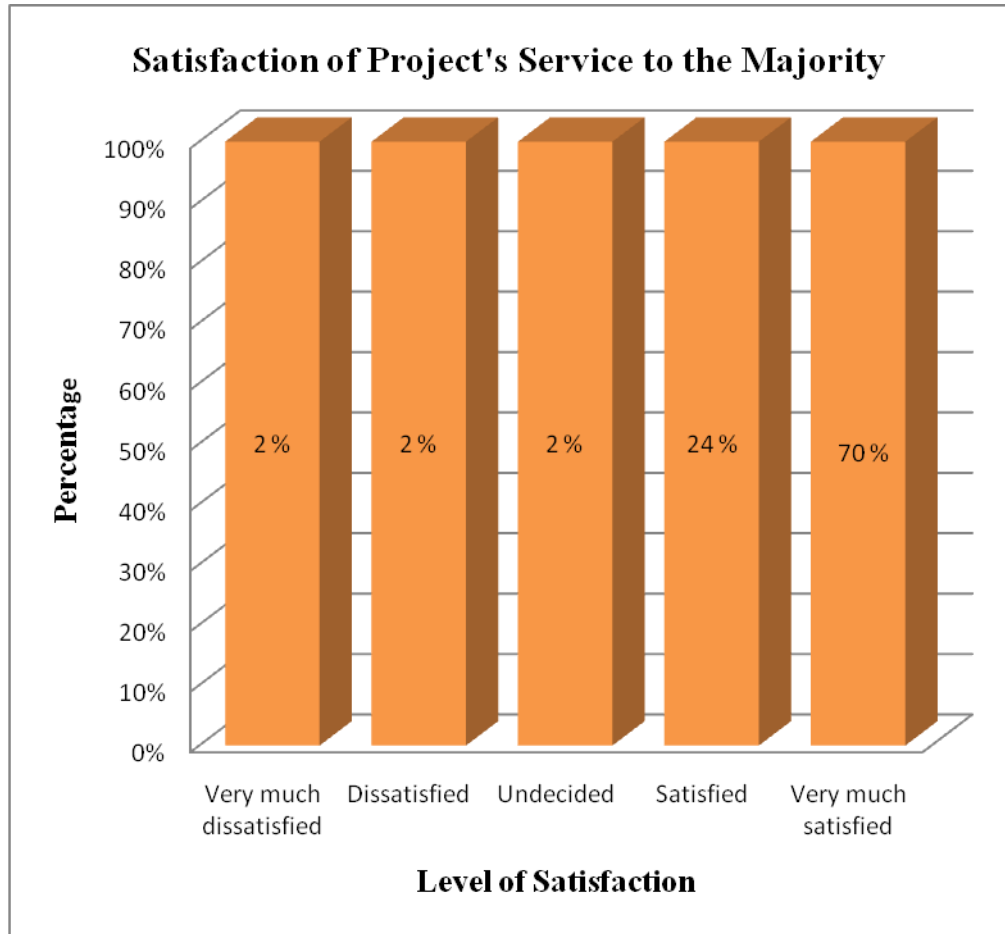
provides for protection against national disasters. The indirect effect of infrastructure provision on poverty occurs when the productivity of workers increases, transport costs are reduced and more employment is generated, thereby leading to economic growth. The information above evidenced and supported by project's facilitator as follows, *“No anything other than good infrastructure. Construction of infrastructure in this area was under big emphasis, thus why movement and other services is possible.”*

Furthermore, these findings are slightly different with those of (Ogun, 2010) whereby investment in social infrastructure, which embraces investment in education and health, as more relevant to the goal of poverty reduction than physical infrastructure (Jahan and McCleery 2005; Jerome and Ariyo 2004).

#### **4.5.5 The Satisfaction of Project's Services to the Majority**

This study wanted to investigate on the satisfaction of project's service to the majority. The findings (Figure 4.11) below, showed that the majority (70%) of them reacted as very much satisfied, 24% as satisfied, 2% undecided, 2% dissatisfied and 2% for those who said as very much dissatisfied. The comments completed a total of 94% of respondents who reacted positively.

**Figure 4.11: The Satisfaction of Project's Service to the Majority**



**Source:** Field Work Survey, 2014

An ability to have a reasonable balance of service satisfaction among the majority depends on the personal perception, which allows him/her to manipulate initiatives, which were set by the project. Therefore the fore mentions findings imply that most of people were satisfied with the project service. This situation was supported by one of interviewer as follows, *“I am among a member of the staff in this project and also a member of the community. I accept the situation and I believe many people are satisfied with the project’s service.”*

Again, the findings above have a little bit difference with the study conducted in Shinyanga by (DRDP 2004) that, data on satisfaction with schools were collected by asking respondents currently at school, if there were any problems with the school they were attending. The satisfaction rate informs on the proportion of school-going children, who cited no problems with their schools. The level of satisfaction with schools in Shinyanga Rural was low.

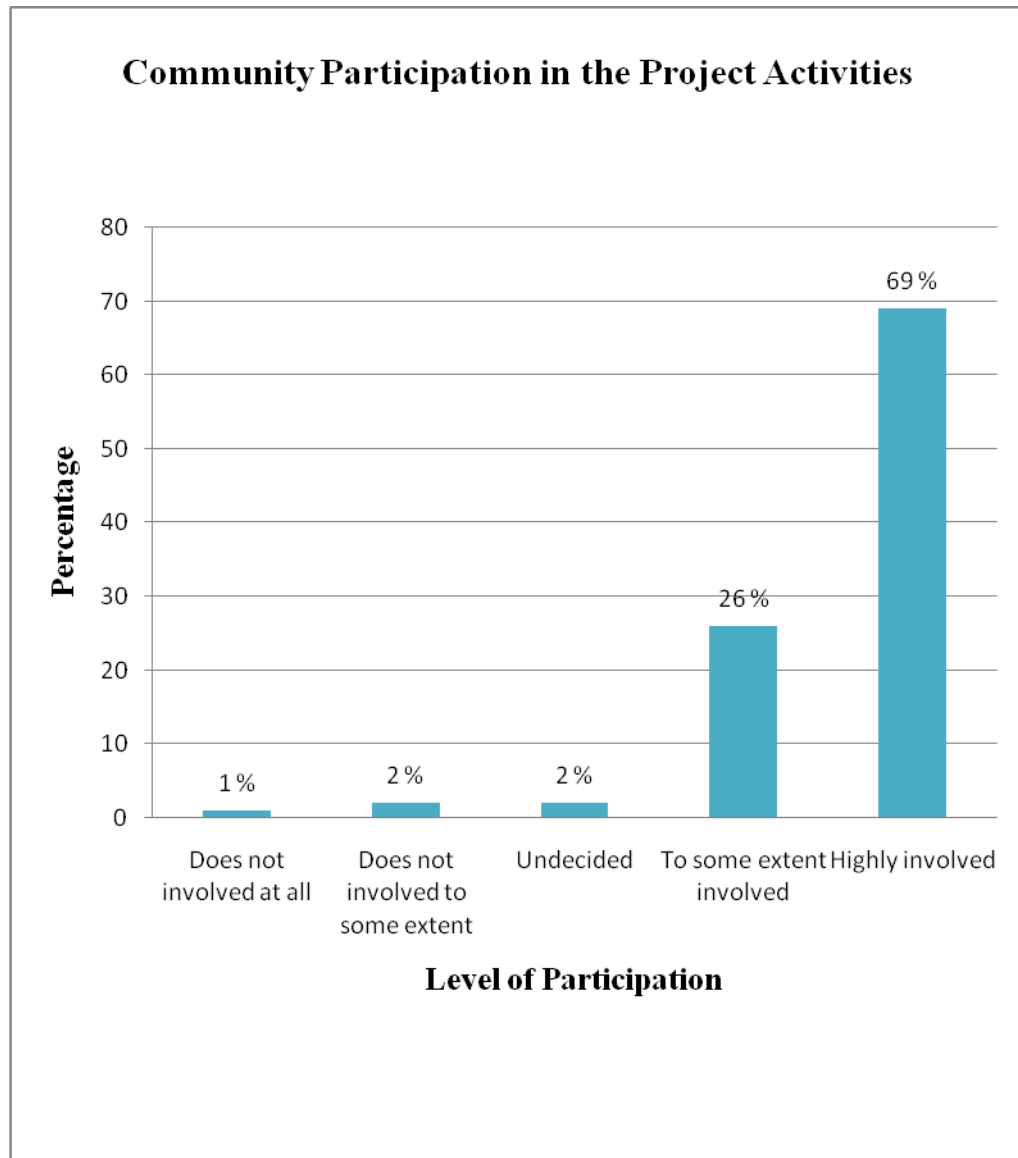
#### **4.6 The Challenges of the Project in Realization of Poverty Reduction**

The third objective of this study was to investigate the challenges of Millennium Village Project in realization of poverty reduction in Mbola Village. To address this objective, three issues were explored, they are as follows below; community involvement in the project activities, the hindrances on the implementation of MDGs, severe poverty as a problem to reduce poverty.

##### **4.6.1 Community Participation in the Project Activities**

This part required to explore the community participation in the project activities. Findings showed that majority of the total respondents (69%) accepted as highly involved, 26% to some extent involved, 2% undecided, 2% were not involved to some extent and 1% were for those reacted as did not involve at all. The contribution above made a total of 95% of all respondents who accepted positively (Figure 4.12) below.

**Figure 4.12: Community Participation in the Project Activities**



**Source:** Field Work Survey, 2014

In this case, respondents' views revealed that, the project involved people in different matters such as contribution to a certain percent in different programs such as the construction of classes, teacher houses, and health centers' units. Different meetings also were conducted by the project to communicate with community members

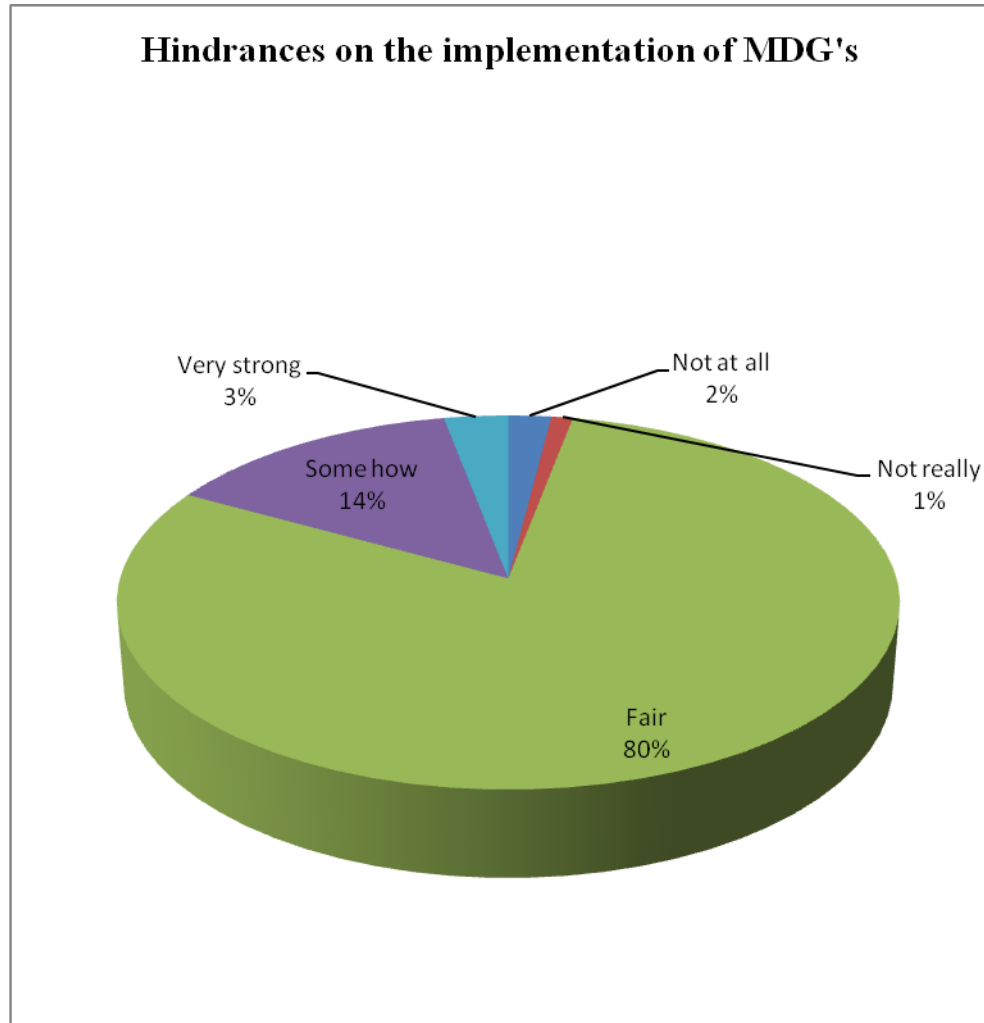
through different committees, such as water committee, community development, health, education, agriculture and infrastructure.

CFBT (2009) argue that, community participation serves as a strategy to identify and mobilize local resources within a community, as well as build consensus and support for programme. The idea above is supported by the words of one project staff as follows, *“The nature of the project itself is participatory and you cannot initiate any programme without participating the community members, so; the community is a part and parcel of the project.”*The arguments above is in line with the study conducted in Nigeria by Smith and Nnoli (2010) that civil society, including NGOs, the private sector and religious bodies in African countries, need to re-focus on community empowerment to alleviate poverty.

#### **4.6.2 The Hindrances on the Implementation of MDGs**

The study intended to look at the hindrances on the implementation of MDG's. The findings highlighted that, majority of the respondents (80%) responded as fair, 14% somehow, 3% very strong, 1% not really and 2% not at all. From the responses above 94% of respondents showed positive acceptance as it stipulated in (Figure 4.13) below.

**Figure 4.13: The Hindrances on the Implementation of MDG's**



**Source:** Field Work Survey, 2014

In this study it was found out that, there was no contradiction on the implementation of MDG's because of the majority arguments. The situation has revealed that, the hindrances of the project's challenge on the implementation of MDG's were fair and the goals implemented as they were set. The informants also evidenced that the

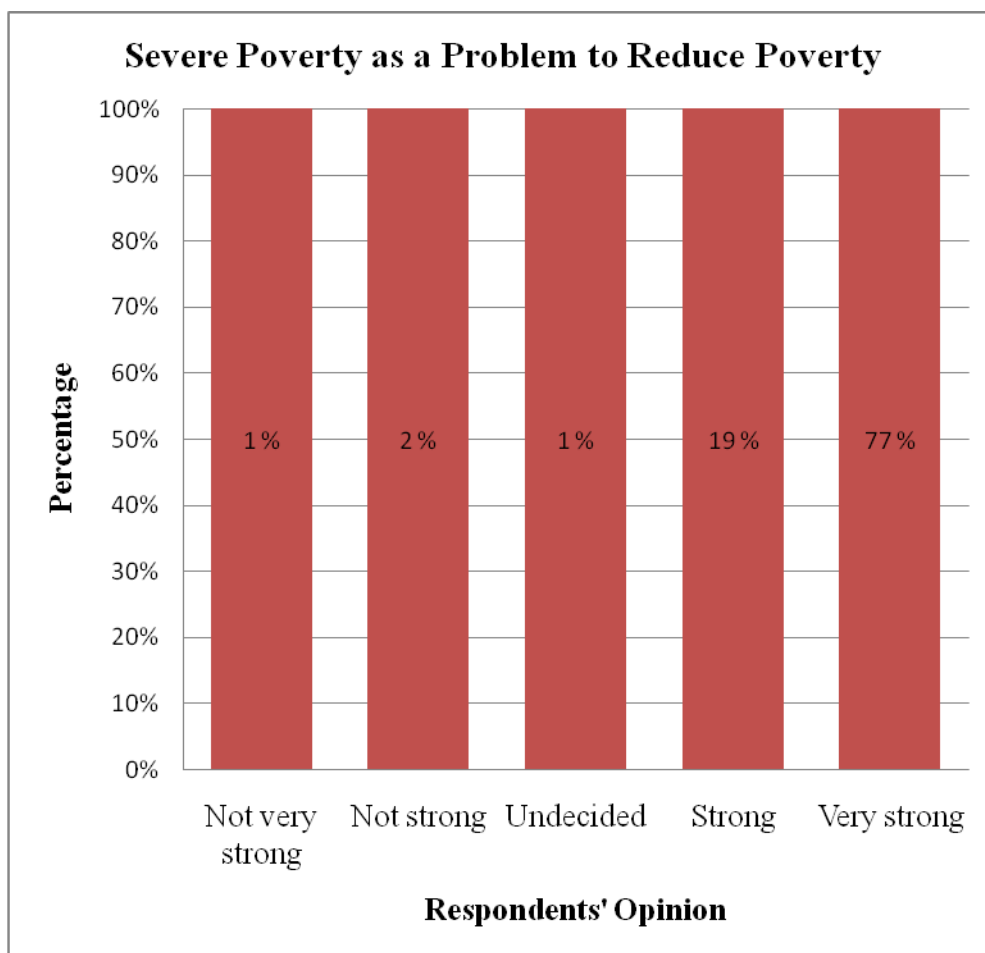
project had some challenges such as poverty, illiteracy, low income and environmental degradation, but these stood as a party and parcel of the project's objectives under the Millennium Development Goals (MDG's). One project officer commented that, *"The evidence that deserve Mbola to win this project was severe poverty, means that it was the poorest village in Tanzania with regards to the social service aspects."*

In this context, some projects' plans were not clear and became the barrier in its implementation. Nelson and Wright (1995) revealed that many projects are introduced in rural areas by Government and Non-Government organization, in order to help the rural people but still those projects do not bring any changes to the life of rural people, and those projects vanish before reaching their objectives.

#### **4.6.3 Severe Poverty as Problem to Poverty Reduction**

This study was required to investigate about how severe poverty becomes a problem to poverty reduction. Findings showed that, majority of respondents (77%) accepted as 'very strong', 19% 'strong', 1% undecided, 2% not strong and 1% reacted as not very strong. From responses above 96% of all respondents reacted positively (Figure 4.14) below.

**Figure 4.14: Severe Poverty as Problem to Reduce Poverty**



**Source:** Field Work Survey, 2014

In a real sense, the study has shown that, severe poverty was a problem in the initiatives to reduce poverty. Moreover; it was seen that the majority of people in this area were very poor, as they lacked household income as well as an essential social services such as water, education, agriculture facilities, health and infrastructure, food

and good houses as it illustrated below in (Figure 4.15) which shows a typical house of the area.

**Figure 4.15: A typical house at Mbola MVP Cluster**



**Source:** Field Work Survey, 2014

According to WBG (2014) ending extreme poverty is achievable in less than a generation's time, Kim said. *“But we need strong growth, committed political leaders, and a growing social movement that keeps pushing all of us to focus like a laser beam on the result all of us want.”* Again (Bickel and Lange, 1995) advocated

that, the poverty of many rural communities limits parents' ability, to provide for their children and to augment their children's education with resources in the home.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This part highlights the summary of the study, conclusion and recommendations originating from the results which were guided by the research objectives and questions. The chapter is divided into five sections: introduction, summary and summary of the findings, conclusion as well recommendations which are also divided into policy- based and recommendations on the area for further studies.

#### **5.1 Summary of the Study**

This study aimed to explore the role and contribution of the Millennium Village Project, on the reduction of poverty in rural context of Tanzania. The project through the implementation of MDG's put efforts to improve social service delivery among the majority. It is important to assess the implementation of these initiatives so as to get a real picture of what was done in the area.

The study intended to meet the following specific objectives, which were set to address the general objective. The first objective was, to identify the roles of Millennium Village Project in addressing poverty in Mbola Millennium Village.

Secondly, to examine the contribution of the Millennium Village Project, towards poverty reduction in Mbola Millennium Village. Thirdly, to explore the challenge of realizing reduction of poverty, under the Millennium Village Project.

In addressing the above objectives three research questions were used as follows; first question, what are the roles of Millennium Project in addressing poverty in Mbola Village? Secondly, what are the contributions of the Millennium Village Project on poverty reduction in Mbola Village? Thirdly, what are the challenges of the Millennium Village Project in realization of poverty reduction in Mbola Village? The study employed descriptive survey design, using probability and non-probability as sampling design, also questionnaires, interviews, focus group discussion and documentary review, were the methods of collecting data from the sampled respondents.

## **5.2 Summary of the Findings**

This section is devoted by the summary of findings which based on specific objectives. In presenting the summary, the technique of analytic strategy proposed by Yin (2004) as well as Miles and Huberman (1994) was adopted. Based on that, summary of findings are as presented below.

### **The Roles of Millennium Village Project in Addressing Poverty**

The study discovered that there were some responsibilities which were direct to the project, following the guidelines of implementing Millennium Development Goals (MDGs). The project role was to prepare the situation, add some inputs and guide different development activities within the community; these were such as providing

funds to different programs, community mobilization, facilitating good skills of improving people's life, to ensure frequent meetings between project officials and community members. On the other hand, this study revealed that community members had also played a greater role in enhancing project initiatives, by making efforts such as performing jobs as it was required, Suggestions on how to improve different activities, maintain good relationship with core members and project staffs. However a few people had not attempted to make any effort regarding poverty reduction, their ideas and opinions were ignored. In this regard the findings showed that the situation was covered, because the majority of respondents reacted strongly to accept the project initiatives and the improvement of social services, such as health, education, provision of clean water and so on.

### **The Contribution of Millennium Village Project on Poverty Reduction**

This study has revealed that, there were some efforts done by the project on ensuring the majority with social services which were achieved; however a few people did not recognized these efforts. Moreover the efforts done by the project were said to be at a high extent, compared to the time before project began. Efforts done on providing social services include; the improvement of health services, agriculture activities, education, infrastructure as well as water and sanitation services. The issue generally was fulfilled because the majority of participants proved that, the project contributed much on poverty reduction in aspects intended.

### **The Challenge of Realizing Reduction of Poverty under Millennium Village Project**

On realizing poverty reduction under this project, some situations thought to be challenges on the implementation of different project activities, rather the study revealed in different way. The overall level of majority participation in project activities was too high and the reasons behind based on the structure of project's activity, which was participatory in nature. The study also pointed out that there were not strong hindrances on the implementation of MDGs; because the challenges such as severe poverty, illiteracy, low income and environmental degradation were party and parcel of the project objectives. Therefore it could be concluded that challenges were there to make a completion of the intended objectives

### **5.3 Conclusion**

The conclusion drawn from this study is that; poverty had reduced and the majorities were very satisfied with services provided, an improvement of the social services; such as health, education, agriculture, infrastructure, water and sanitation, were the key factors to poverty reduction; a good monitoring of poverty aspects resulted into the success of poverty reduction within the project area. Furthermore, the project through the implementation of MDG's put initiatives to improve these services so as to reach the objectives of millennium village project, towards poverty reduction. Severe poverty was a problem among the majority and was understood by many to mean, the lack of basic necessities such as food, water, shelter, healthcare, and primary education. Poor economic level of the households and the illiteracy of the majority generally affected the level of household economy indeed, greatly to up-to-date, the appropriate and effective mobilization for the local villagers, are the results in the improved outcomes in the field of services offered to the project. People were mobilized properly and put emphasis on increasing household income, an

improvement of household service and activities such as agriculture, availability of clean water and improved shelter. Mobilizing people on the strategies was the change to the whole generation, from the primitive way of life to modern way, thus a relationship between the community and project also played a greater role towards poverty reduction. Therefore it can be concluded that, effective provision of services was done and became a key factor, to poverty reduction in this cluster.

#### **5.4 Recommendation**

From the conclusions above, this study has come up with some recommendations. It would help to minimize if not eradicate the existing problems. The recommendations rely on both policy based and the area for further studies. They are direct to the central government, the project, members of the community and researchers.

##### **Policy Based Recommendations**

- i. The project should ensure sufficient funds and a creation of a conducive and adaptable village environment as a priority, in order to develop life skills and appropriate human capacities, which in turn requires joint efforts and long term program of the project itself and the donors.
- ii. For the government; close collaboration between the government, the project and the villagers should be very effective; this might allow the government to update and amend different guidelines of running various programs of the project frame work. Most of the time the government stands as an organizer of all development issues, hence should insist the community to contribute the required percentage which was their concern, no matter that funds were provided by an outside donors.
- iii. Community awareness about the project initiatives is very essential. Members of the community are highly advised to support the project programs, which

are implemented within the project area and also to allow effective communication, so as to make good environment of implementing the intended project objectives, and the sustainable household economy of the majority.

### **Recommendations for Further Studies**

- i. For further studies, it is suggested that, other research should better focused on the investigation of different poverty reduction strategies, so as to capture the situation. Moreover, other study should find out why efforts on poverty reduction had barriers and also to reveal out the solutions.
- ii. It is also recommended that, before doing any study of this kind, researchers should give out the prior information to the community members, about the nature and importance of the study, so that they could get the relevant information.

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## APPENDICES

### Appendix A: Interview Questions for Team Leader and Science Coordinator

- 1 What are the objectives of project?
- 2 What is your role in the project?
- 3 Do you see objectives as relevant in addressing the purpose of the project?
- 4 How does the project satisfy the beneficiaries' needs?
- 5 How does the introduction of this project in this locality has been in the position to strengthen social services delivery?
- 6 What are the drawbacks to the majority from the project implementation?
- 7 What are the problems of the project on service delivery in this locality?
- 8 What are the challenges does the project face in the effort to eradicate poverty in this cluster?
- 9 What are the strategies do the project practitioners employ to raise household income and development?
- 10 Basing on your experiences regarding to poverty reduction and services delivery. What are your views on the things that you think they should be advanced for successful project implementation?

- ( i ).....
- ( ii ).....
- ( iii ).....

( iv ).....

( v ).....

**Appendix B: Interview Questions for Agriculture Coordinator**

1. What is your knowledge about the project objectives?
2. What are your responsibilities in this project regarding to agriculture activities?
3. To what extent does the project contribute on agriculture activities that aim at poverty reduction?
4. How do agricultural facilities provided are satisfied to the local farmers within the project area?
5. From the professional view. How does the project help people on agriculture production within the project area?
6. What are the setbacks of the project on implementing agriculture activities in this locality?
7. What are the problems of the project on delivering agriculture facilities in this locality?
8. What are the challenges does the project face in the effort to enhance agriculture activities in this cluster?
9. What are the strategies do the project practitioners employ to raise up household agriculture activities?
10. Basing on your experiences regarding to agriculture field and facilities delivery to local farmers. What are your views on the things that you think they should be advanced for successful project implementation?

( i ).....

- ( ii ).....
- (iii).....
- (iv).....

**Appendix C: Interview Questions for Education Coordinator**

- 1 What is your knowledge about the project objectives?
- 2 What are your responsibilities in this project regarding to education activities?
- 3 To what extent does the project contribute on education services that aim at poverty reduction?
- 4 How do education services provided are satisfied to the schools in this locality?
- 5 With regard to your professional. How does the project help students on better school performance within the project area?
- 6 What are the disadvantages of the project on implementing education activities in this project area?
- 7 What are the problems that face the project on delivering education service in this locality?
- 8 What are the challenges does the project face in the effort to enhance education activities in this cluster?
- 9 What are the strategies do the project practitioners employ to raise up education service delivery in this project area?
- 10 Basing on your experiences regarding to education field and education services delivery to schools. What are your views on the things that you think they should be advanced for successful project implementation?

- ( i ).....
- ( ii ).....

- ( iii ).....
- ( iv ).....

**Appendix D: Interview Questions for Health Coordinator**

- 1 What is your knowledge about the project objectives?
- 2 What are your responsibilities in this project regarding to health activities?
- 3 To what extent does the project contribute on health activities that aim at poverty reduction?
- 4 How do health services provided are satisfied to the people within the area?
- 5 From the professional view. How does the project help people on better health within the project area?
- 6 What are the setbacks of the project on implementing health services in this locality?
- 7 What are the problems of the project on delivering health services in this locality?
- 8 What are the challenges does the project face in the effort to enhance health services activities in this cluster?
- 9 What are the strategies do the project practitioners employ to raise up household health services?
- 10 Basing on your experiences regarding to health field and health services delivery to local people. What are your views on the things that you think they should be advanced for successful project implementation?

- ( i ).....
- ( ii ).....
- ( iii ).....
- ( iv ).....

(v).....

**Appendix E: Interview Questions for Infrastructure Coordinator**

- 1 What is your knowledge about the project objectives?
- 2 What are your roles in this project regarding to the infrastructure activities?
- 3 To what extent does the project contribute on infrastructure implementation that aims at poverty reduction?
- 4 How do infrastructure services provided are satisfied to the majority in this area?
- 5 From the professional view. How does the project help people on improving infrastructure within the project area?
- 6 What are the setbacks of the project on implementing infrastructure activities in this area?
- 7 What are the problems that faced the project on infrastructure implementation in this cluster?
- 8 What are the challenges does the project face in the effort to enhance infrastructure improvement in this cluster?
- 9 What are the strategies do the project practitioners employ to raise up infrastructure?
- 10 Basing on your experiences regarding to the field of infrastructure and its service delivery to local people. What are your views on the things that you think they should be advanced for successful project implementation?

- ( i ).....
- ( ii ).....
- ( iii ).....
- ( iv ).....

( v ).....

## Appendix F: Questionnaire for Community Members

I am a researcher, a student's of Dodoma University College who is pursuing Master in Public Administration (MPA). The questions are purely for academic purposes, to investigate the contribution of Mbola Millennium Project on poverty reduction, and I also ensure you the information will remain anonymous (please do not write your name anywhere).

### A: Personal Information:

[Put ticks (V) or fills blanks in the appropriate answer]

1. Name of Ward/Division.....
2. Name of Village.....
3. Title/Position (eg. Teacher, Dr., Peasant).....
4. Age.....
  - ( i ) 20 – 25 years..... [ ]
  - ( ii ) 26 – 30 years.....[ ]
  - ( iii ) 31 – 35 years.....[ ]
  - ( iv ) 36 – above .....[ ]
5. Gender.....( i ) Male.....[ ], ( ii ) Female.....[ ]
6. Marital Status.....
  - ( i ) Married.....[ ]
  - ( ii ) Single.....[ ]
  - ( iii ) Divorced.....[ ]
  - ( iv ) Widower.....[ ]
7. Level of Education.....
  - ( i ) Primary Education.....[ ]
  - ( ii ) Secondary Education.....[ ]
  - ( iii ) Collage.....[ ]
  - ( iv ) University.....[ ]
  - ( v ) None.....[ ]
8. Experience....( For how long have you stayed in this village )
  - ( i ) 1 – 5 years...[ ], ( ii ) 6 – 10 years...[ ], ( iii ) 11 – above years...[ ]



**B: Perceptual Information**

[Put ticks (V) or fill blanks in the appropriate answer]

9. Project objectives have succeeded to reduce poverty among the majority in this Locality?

- (i) Strongly agree.....[ ]
- (ii) Agree.....[ ]
- (iii) Neither agree nor disagree.....[ ]
- (iv) Disagree..... [ ]
- (v) Strongly disagree.....[ ]

10. To what extent do the introduction of Mbola Millennium Project in your locality has been in the position to strengthen social services delivery such as Education, Infrastructure, water and sanitation, health and agriculture facilities?

- (i) Very much successful..... [ ]
- (ii) Successful..... [ ]
- (iii)Undecided..... [ ]
- (iv)Unsuccessful..... [ ]
- (v) Very much unsuccessful..... [ ]

11. Which one of the following poverty aspects seems to be better addressed than others?

- (a) Education.....[ ]
- (b) Health.....[ ]
- (c) Agriculture.....[ ]
- (d) Infrastructure.....[ ]
- (e) Water and Sanitation.....[ ]
- (f) Both provided effective.....[ ]
- (g) None of the above.....[ ]

12. In what ways does the project improve health services delivery in your locality?

- (a) Rebuild previous health centers and improve the performance of health

Services.....[ ]

(b) Innovation of previous health centers and improves the performance of Health services.....[ ]

(c) Build new health center and improve the performance of health Service.....[ ]

(d) Community mobilization towards improved performance of health Service.....[ ]

(e) None of the above.....[ ]

13. To what extent does the project contribute on agriculture activities?

(a) Highly contributed.....[ ]

(b) Contributed.....[ ]

(c) Moderate contributed.....[ ]

(d) Low contributed.....[ ]

(e) Not at all.....[ ]

14. How do education inputs delivered by the project led to improved performance, increase enrolment and reduce the number of student/pupils' dropout in this locality?

(i) Strongly agree.....[ ]

(ii) Agree.....[ ]

(iii) Neither agree nor disagree.....[ ]

(iv) Disagree.....[ ]

(v) Strongly disagree..... [ ]

15. Promotion of different infrastructure in your locality/village has succeeded to reduce poverty?

(a) Strongly agree.....[ ]

(b) Agree.....[ ]

(c) Undecided.....[ ]

(d) Disagree.....[ ]

(e) Strongly disagree..... [ ]

16. To what extent are you satisfied with services provided by the project in your locality?

- (a) Very much satisfied..... [ ]
- (b) Satisfied..... [ ]
- (c) Undecided..... [ ]
- (d) Dissatisfied..... [ ]
- (e) Very much dissatisfied..... [ ]

17. To what extent does the project practitioner been able to involve you in the Project activities/strategies towards poverty reduction in your locality?

- (i) Highly involved.....[ ]
- (ii) To some extent involved.....[ ]
- (iii) Undecided.....[ ]
- (iv) Did not involved to some extent.....[ ]
- (v) Did not involved at all.....[ ]

18. To what extent do the project challenges hinder the implementation of MDGs in this cluster?

- (i) Very strong..... [ ]
- (ii) Somehow..... [ ]
- (iii) Fair..... [ ]
- (iv) Not really..... [ ]
- (v) Not at all..... [ ]

19. How does severe poverty become a big problem to the project on the way to Reduce poverty?

- (i) Very strong..... [ ]
- (ii) Strong..... [ ]
- (iii) Undefined..... [ ]
- (iv) Not strong..... [ ]
- (v) Not very strong..... [ ]

**Thank you for your participation**

## **Appendix H: Focus Group Discussion for Community Members**

1. How do the project objectives fulfill the majority needs in this cluster?  
Discuss.
2. Do you think that the introduction of Mbola Millennium Project in your village has been in the position reduce poverty? Discuss.
3. What are the evidences which prove that poverty has been reduced in this area? Explain briefly
4. Discuss; why some social services are less or best delivered by the project compared to the others?
5. What kind of education does the project deliver to the people about poverty reduction? Explain.

**Thank You for Your Participation**