

**EVALUATION OF LIVELIHOOD SUPPORT PROGRAM ON POVERTY
REDUCTION AMONG WOMEN: A case study of the Empowerment Action Program
(TEAP) in Mukono District**

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**UGANDA CHRISTIAN
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DECLARATION


I NABULO JUSTINE declare to the best of my knowledge that this research study report is my original work and has never been presented for an award at any University or institute of learning.

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APPROVAL

I hereby certify that the work contained in this dissertation has been done under my supervision as the students University supervisor.

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NAME OF SUPERVISOR FREDRICK MUKHWANA

DECLARATION

I NABULO JUSTINE declare to the best of my knowledge that this research study report is my original work and has never been presented for an award at any University or institute of learning.

SIGNATURE.....DATE.....

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APPROVAL

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SIGNATURE:.....

DATE:.....

NAME OF SUPERVISOR FREDRICK MUKHWANA

DEDICATION

This research report is dedicated to my uncle Mr. Peter James Elyanu, my aunt Mrs. Sylvia Elyanu together with my entire lovely family for their cooperation and support during the course of the study. Above all, I thank God for keeping me alive and enabling me to fulfill my studies. I would love to express my sincere appreciation to a number of individuals and TEAP as an organization for their valuable contributions to my studies. I extend my heartfelt thanks to my supervisor, Mr. Mukhwana Fredrick for his endless assistance, encouragement and patience throughout this journey of undertaking this research.

Thank you very much for your cooperation

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LIST OF ABBREVIATIONS

TEAP:	The Empowerment Action Program
LLSP:	Livelihood Support Program
ILO:	International Labour Organization
UN:	United Nations
UNDP:	United Nations Development Program
SACCO:	Savings and Credit Co-operative Organization
VSLA:	Village Savings and Loan Association
VICOBA:	Village Community Banks
VSLG:	Village Savings and Loan Group
FGD:	Focus Group Discussion

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ABSTRACT

The research dissertation is about the study of livelihood support program on poverty reduction among women in Total village, Mukono district.

The main purpose of the study was to evaluate the influence of Livelihood support program on poverty reduction among women in Mukono. The specific objectives were: to find out the contributions of vocational training on poverty reduction among women; examine if income generation grants has contributed positively on their development and establish whether savings have improved among women participating in the program.

A total of 24 respondents who have an experience from the livelihood support program for more than one year were selected from the total population of 40 participants who have taken part in the program for over a year. Four (4) officials were the key informants.

The study has established that livelihood support program through vocational training, income-generation grants and savings has positive influence on poverty reduction by improving on income generations, employment and business development.

The findings show that women who are participating in this program have been empowered and their lives and those of their family members have been greatly improved leading to reduced poverty. The findings of the study were presented in form of tables and percentages and the interpretations are given below the tables.

However, the study recommends that there is need for tailored support programs that are sensitive to the diverse needs and context of participants, holistic approach, Gender-inclusive Empowerment and so on for the effectiveness of the program.

CHAPTER ONE

1.0 Introduction

This chapter gives a highlight on the background of the topic of the study, problem statement, purpose of the study, objectives, research questions, scope of the study, justification and the conceptual framework.

1.1 Historical background

Globally 388 million women and girls lived in extreme poverty in 2022 compared to 372 million men and boys. It also points out that in India, the poverty rate for women aged 25-34 was 12% in 2020 and increased to 14% in 2021. In the United States, more women than men live in poverty (New projection of global poverty by UN; UNDP and Pardee Center for international future).

Various studies on the village savings and loan associations are exclusively categorized under the Community savings and credit groups that collect members' savings to provide loan and small insurance services to its clients, recent empirical evidence suggests that well developed VSL schemes can help individuals to improve incomes, broaden investment opportunities, thus, reduce poverty as well lower income inequality between women and men (Wosene, 2014).

Wosene (2014), in her study on poor women and their social capital, which is an exploratory study on VSLG contribution to women's empowerment in Ethiopia, found that VSLGs contribute positively on the social capital, children schooling improves on decision making powers of women, empowers them economically bring harmony within family, improves on their saving culture, change social status, ensures security, enhance self-confidence and hope of a better future and by employing this model, women are motivated in all aspects of life.

Microcredit as a model for poverty reduction is under trial in almost 70 countries worldwide and developed countries such as USA inclusive. However, there are significant barriers to the poverty in Bangladesh and somewhere else (Khandker and Zaman, 2001).

Microcredit involves the extension of small collateral free institutional loans to jointly liable group members for their self-employment and income generating activities. These loans are typically extended to people especially women living in poverty (UN 2004; Ahlin and Jiang 2008).

Several studies, revealed that access to microcredit is reducing poverty, empowering women, enhancing living for better education and health care outcomes. (Hassan et al. 2009; Haque and Harbin 2009).

Most studies of microcredit in Bangladesh have also revealed that access to microcredit allows women take greater role in household decision making, having greater access to financial, social and economic supplies and contributing to the best mobility (Kotir and Obeng Odoom 2009) On the other hand, another research shows that microcredit has less impact on poverty (Odell 2010; Armendariz de Aghion and raorduch2010)

Women have few opportunities in certain parts of the world with little hope of developing their lives. They are bound in terms of schooling, property ownership, money recovery to work, financial supplies and decision-making opportunities at family and social level (Ahmed, Hoque and Chikara, 2019). Country by country, the lack of resources and opportunities open to women is strongly affiliated with society-wide poverty or limited improvement and is said that virtually all the countries ranked in the top quantile of wealth provide social and economic equality to women (Sanfelici, 2019).

Many research studies have shown that women in South Saharan Africa are more susceptible than in any field worldwide. Also, research from North Africa has disclosed that an African continent hinders women's total recreation of political, social, economic and legal rights even though there have been reassuring improvement over recent years (Bilgin &Escencan, 2020). Despite a number of positive improvements taken by SAPs, poverty remains widespread in East African countries. Data reveals that poverty is on the rise in Africa and that women in particular are widespread (Kimengsi, Balgah and Batosor, 2020).

Poverty in women is the denial of political, social and economic opportunities to an individual to maintain a reasonable standard of living, illiteracy, lack of job opportunities, lack of access to proper healthcare and sanitation, caste and gender discrimination and so on. These are components of human poverty. Supporting women to have access to quality and decent work and improve their livelihood is therefore important for fulfilling women's rights, reducing poverty and attaining broader development goals (Amartya Sen, 2013).

According to U.S census Bureau data, of the 38.1 million people living in poverty in 2018, 56% or 21.4 million were women where unmarried mothers with children have higher rates of poverty than married women with or without children.

Due to pervasive gender inequality in Uganda, women are treated as second-class citizens. According to the Uganda demographic Household survey 2016, 56% of women have experienced poverty due to spousal violence and 22% sexual violence

Uganda ranks 61 overall positions out of 144 countries in women who are poor, below 27% of the income scale. Poor women in Uganda are considered vulnerable especially widows and the unmarried with children. They are in marginalized position because of lack of education, unemployment, access to health and inequality of opportunities, resources and rights in society as well as in households (Global Gender gap, 2016). This shows that women constitute majority of the poor and are often the poorest and the societal disadvantage that they face, shapes their experience of poverty differently from that of men, increases their vulnerability and makes it more ⁸ to challenging for them to climb out of poverty.

Ugandan government has claimed the responsibility to enhance the status of women by embracing gender (Mckian, 2008). It has promoted equality and eradicated poverty in women through their attainment of education and technical skills, enhanced self-worth and improved on economic dependence (Dubie and Dubie, 2012).

VSLA is used by NGOs in Uganda to enable women access funds that they invest in their business. Women have limited access to credit and knowledge related to market opportunities which make them less likely to benefit from entrepreneurship extension and extension services. Therefore, with VSLA, they are able to develop their businesses which lead to the growth of household welfare (Dean, 2012; Entertainment Uganda, 2016)

According to the World Bank, (2010) Livelihood support programs promote economic empowerment and social inclusion of vulnerable groups such as women, youths and refugees through providing finances, skills training and market opportunities which can help them reduce their dependence on aid. According to the study by the International Labor Organization, 2020 livelihood support can be of an impact in minimizing poverty and promoting inclusive growth basing on the needs and capacities of women.

A study conducted in Morocco revealed that livelihood programs are those services that are provided by either the government or non-government organizations to the community in order to be able to meet their basic needs and contribute to their future well-being (Kwayu, Paavola, & Sallu, 2017).

The programs are financial support in form of income generation grant (loans), savings training, vocational trainings project support focusing on women empowerment, poverty reduction, job creation and self-reliant among women and the general community (Mwesigwa & Mubangizi, 2019). In this respect, self-reliance can accomplish through livelihood Programs (also known as Livelihood capital Khatun, Beaten, Farukh, & Faruk, 2022).

According to the International Labor Organization, Livelihood Support program is the program which provides income generating activities to low-income households. The Empowerment Action Program (TEAP) started in a livelihood support, in Mukono central division to reduce poverty and enable women especially single mothers and the underprivileged meet their family needs, create employment opportunities, and enable them to be self-reliant (Brass et al. 2018).

This livelihood support program involves business development trainings, for example vocational training skills like liquid and laundry soap making, candle making, table mat, tailoring based on individual business plans. Income generation grant is an intervention which imparts vocational skills or provides capital or commodities that enhance the capital of individuals or groups to generate income, (loans are given to those involved in businesses, income capital grant is given to a group of women that are interested to carry the project of their own choice for example a piggery project), Instilling women in the importance of savings (savings groups are set up to be managed and run by women who reside in the same location under this organization (TEAP) so as to eradicate poverty. Therefore, this study aims at investigating whether this program has brought changes in women's economic growth.

1.2 Statement of the problem

Ideally, women have equal access to education and training opportunities, can secure employment, start small scale businesses and receive fair wages and benefits that can enable them live a sustainable life (United Nations, 2015). Gender inequality is a major cause of poverty. Women economic empowerment is a major concern for people who are incapable of or denied access to participating in labor, formal or informal agriculture. (Abubakri, 2015). The government and other NGOs have come up with different models like VSLA and VCOBA to enable the women have access to funds, engage in savings groups so as to stand on their own and be able to meet their needs and family needs (Brass et al. 2018).

Despite efforts taken by government and non-government organizations to address poverty, women continue to be disproportionately affected with inadequate access to resources and

economic opportunities, face multiple Barriers to achieving sustainable livelihoods inclusive of inadequate access to education and training, lack of capital and unequal distribution of household responsibilities which is a sign of poverty where women are unable to meet their own basic needs and invest in their children's future (Naila Kabeer, 2010). Therefore, this study aims to evaluate whether livelihood support program has brought changes in women's way of living. in Mukono and also identify key factors that influence the success or failure of the program.

1.3 Purpose of the study

The main purpose for this study is to evaluate the influence of livelihood support program on poverty reduction among women in Mukono

1.4 Objectives

1. To find out the contributions of vocational trainings on poverty reduction among women in Mukono district.
2. To examine if income generation grants have contributed positively on the development of women in the program.
3. To establish whether savings have improved among women participating in the program.

1.5 Research questions

1. What are the contributions of vocational trainings on poverty reduction among women in the program?
2. Has income generation grants contributed positively to the development of women's businesses?
3. Have savings of women in the program improved because of the intervention?

1.6 Scope of the study

1.6.1 Content scope

This evaluation study will focus on examining whether the program that was implemented by the organization has changes the lives of selected women and families as planned. This will entail

the contribution of vocational training on poverty reduction, positive contribution of income generation-grants to the development of women's businesses and if women's savings have improved as a result of this intervention.

1.6.2 Time scope

This study will take a period of 4 months

1.6.3 Area scope

The study will take place at The Empowerment Action Program (TEAP) in Total village, Mukono district. Mukono borders the districts of Kayunga in the North, Luwero and wakiso in the West, Kalangala in the South and Buikwe in the East.

1.7 Significance

To the organization managers and donors, this research will help them understand the achievements made basing on their goals and the issues or gaps missing in offering services so as to take appropriate action that maximize the performance.

To scholars and future researchers, the study will also be important to academicians who will be interested in conducting the study within the field of Livelihood support and its influence on poverty reduction among women.

To social workers, this will be of importance to social workers as it will provide them with information that is needed to be designed in order to reduce poverty among women in Mukono.

1.8 Justification

Each person has the right to live a successful life. Livelihood support program that involves vocational training skills, income generation grants and savings was designed by (TEAP) to reduce poverty among women especially single mothers and vulnerable mothers. Therefore, this research seeks to investigate whether this program have brought positive outcomes on poverty reduction among women in Mukono.

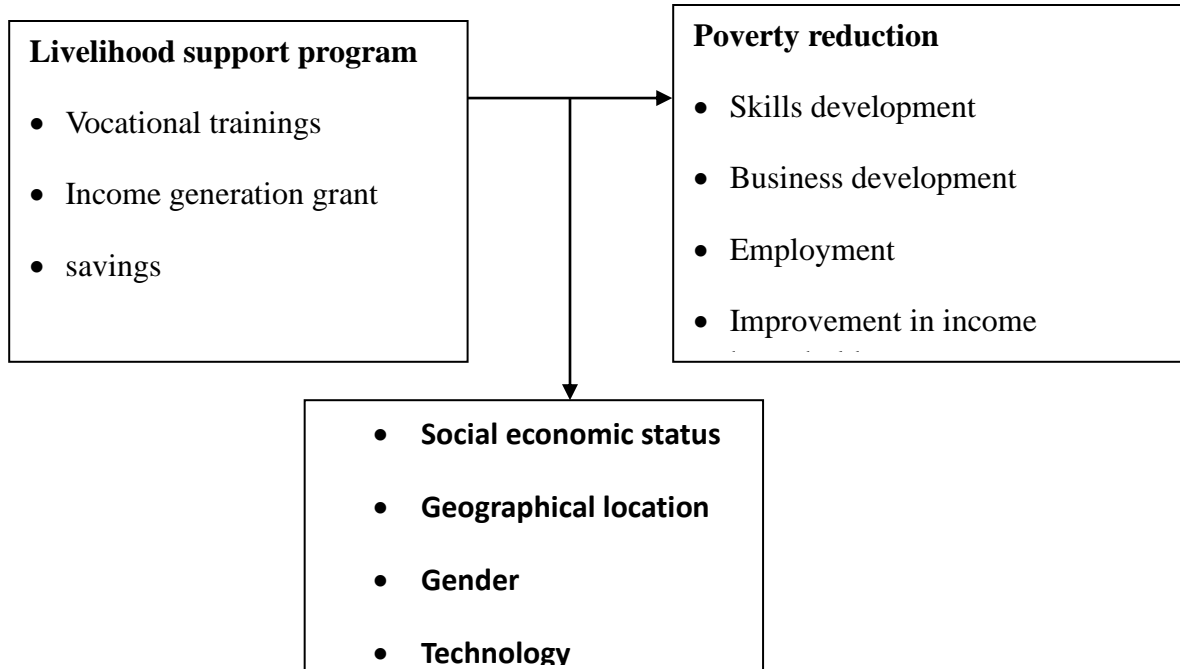
1.9 Conceptual framework

1.9.0 Introduction

A conceptual framework is a structure that lays out the key factors, designs or variables and presumes relationships among them (Miles and Huberman, 1994). It's a structure which the researcher considers can describe the natural advancement of the phenomenon to be studied (Camp, 2001). Livelihood Support through Vocational training, income generation grants and Savings, there is skills development and business growth, employment opportunities and improvement in household income hence poverty reduction. In addition, moderating variables influence the relationship between the independent and the dependent variable where by the livelihood program can be effective to the women with low socioeconomic status, geographical location I can be effective if it's in a location where it can access it and lastly gender since the program's target population is women.

Independent variable

Dependent variable



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter points out the literature that will guide the study, the literature review on the contribution of vocational trainings on poverty reduction among women, examine if income generation grants have contributed positively on women's businesses and improvement of women's savings who are participating in the program.

2.1 Contribution of vocational training skills on poverty reduction among women

Vocational training raises the chances of employment and earnings which breed considerable economic and social outcomes for human beings. It has direct influence on the decline in crime rate, decrease in mental illness, improvement in health condition, better schooling of children and social cohesion. In this regard, it has been observed that skilling women with vocational trainings has a significant effect on their socialization in communities (Managing vocational Training systems; A Handbook for senior Administrators, 2001)

Excessive academic literature presents that vocational training has the potential of bringing positive changes in individual wellbeing (Madean & Wilson, 2009). Investment in vocational training and skills development is beneficial for individual, society and nation (Alam, 2008). Effective utilization of vocational skills training inculcates essential skills and ability in vulnerable women especially single mothers that would help them become self-confident.

According to Akyempong, (2002), these trainings are not important only for their economic contribution but also for their positive role in social, cultural, and political development. According to Mirriam & Kee, (2014), vocational training development reduces the economic dependency of family members on each other, she pointed out that adults learning caused improved learning, decrease poverty and promotes an active lifestyle that helps preserve community resources.

The effect of higher and vocational education was found less robust on depression and obesity. (Feinstein, 2002), self- esteem, gaining self-competence, social integration, gaining a sense of hope and purpose of direct outcomes of education that result in better health condition and wellbeing. (Hammond, 2002) and (Dawe 2004).

Unemployment among in women lowers their ability in decision making. Shortage in the economy, underutilization of human capital, poverty among women makes them become vulnerable. Vocational education and training is important and must impart employable skills to women entering the labor market (Dettmann & Gunther, 2013; Meager, 2009).

In the study of data taken from the National Child Development study (NCDS), it is revealed that adults learning (vocational and leisure courses) has a significant positive effect on the socialization of adults. The effect was observed in social and health outcomes that have to say reduction in the use of alcohol and smoking, increase in physical exercise, and other similar measures of life satisfaction (Fernstem & Hammond, 2004).

According to Goel, (2010), Vocational skills and knowledge have a considerable effect on the social development of any nation thus plays an importance role in the economic growth of a nation. It's stated that more skilled workers volunteered twice as many hours as low skills personnel and donated 50% more to charities. This good feature of human capital development through vocational training may lead to social cohesion and integrity (Hodgkinson & Weitzman, 1998). More skilled and educated people contribute to the formation of a good society in many ways for example they make conversant choices during voting, add positively to political stability and democratization, care more for human rights. (Wolfe & Haveman, 2002).

Vocational training raises employment skills and earning potential of the individual, which lead to the decrease in crime rate. Crime becomes less attractive for the highly skills and employed workforce. In the study conducted in England, it was found that the ultimate benefit from vocational education and skills training are progress in lifelong learning, growth in self-confidence, social cohesion, and active citizenship of individuals. It also leads to building of relationships for instance social networks (Schuller, Brassett-Gandy, Green, Hammond & Preston, 2002). The effects of skills development on individual workers and organization ends in an increase in social awareness that eventually leads to social development. (Beach, 2009).

Vocational training and technical skills training are essential factors for economic growth and social inclusion in a country (Nilsson, 2010). The findings of the study in Southern Punjab show that foreign funds play a vital role in improving vocational training which leads to alleviation of individual poverty. It was also concluded that vocational training generates viable human capital for socio-economic development (Hayyat & Chughtai, 2016).

In a study in Nigeria, it was stated that the acquisition of technical and vocational skills improves the socio-economic condition of people and helps to transform men into a self-reliant and

economically stable person. It helps to reduce the incidence of militancy, restlessness, kidnapping and other social immoralities among youth. (Isaac & Ph, 2014)

2.2 Positive contributions of income generation grant to the development of women's businesses.

A number of studies have provided indicators that women play a vital role in providing and improving household food security. Women are more likely than men to use available resources and skills to broaden the welfare of their family households for example the nutrition and health aspects (Smith & Haddad, 2000 Elmasoud, 2001). Despite the additional demands on her time as a wife and a mother, women in rural Sudan have successfully improved on the diversification of their livelihood system due to the introduction of microcredit the enables them to have access to loans that they invest in their small-scale businesses.

Women are crucial in the translation of the product of a vibrant agriculture sector food and nutritional security for households. They are farmers who grow food crops and produce commercial crops alongside the men in their households as a source of income. When women have income, substantial evidence indicates shows that the income is more likely to be spent on food and children's needs. (Quisumbing et al, 1995)

Another scholar states that a study done in Uganda suggests that micro-credit contribute power, however the author states that this is a symptom of status within the household and control in their farming businesses as much as an impact of micro credit. (Watoobo 2004).

Helmore (2009), that participation of women in microfinance empowers by boosting their decision-making ability. Dean & Chris (2012) were doing a study in Uganda and Malawi funds that women increased influence over household decision as well as more frequent engagement with others in their communities leading to socioeconomic functioning.

According to Holme (2009) because of income generation grants employed by different NGOs worldwide, the poor including vulnerable women can invest in income generating activities for example, business, project that increase their economic security, provide nutritious food for their families and send their children to school, pay for their families health care, and increasingly provide sanitation and clean drinking water for their homes; all of which are essential building blocks for a life of dignity and hope.

2.3 Improvement of women's Savings in the program

Financial conditions may interact with gender norms to influence an individual's savings behavior. The extent to which financial institutions provide women's access to and control over individual accounts without the spouse's consent is likely to have differential impacts on women's savings rates. For instance, Bangladeshi women are constrained from savings in large sums since this can attract the unwanted attention of the male household members who then take control of those savings. (Goetz & Gupta, 1996).

According to the World Bank, (2001); by female empowerment, there is an increasing power of women within the households, manifested through maximized effects in household decisions and through household outcomes that greater reflects her preferences.

Savings increases women's access to financial services which allow them to have better control over financial resources and improves independence and mobility. It also fosters greater investments in income generating activities and ability to make decisions that serve the needs of women and their families.

The VSLA and VICOBA models are basically accepted as measures of significant poverty reduction. According to Ahlen (2012), These savings can help people to increase their income to diversity activities which minimizes the vulnerability, to smooth consumption and afford basic things for example pay school fees, manage risk and works as security in case of emergencies.

According to Barbara O Neill, (2009), one of the best ways to take charge of your finances in the current uncertain economy is to accumulate a healthy saving account. Savings provides financial backstop for life's uncertainties and increases feelings of security and peace of mind. Once an adequate emergence fund is established, savings can provide the "Seed money" for higher yielding investments such as stocks, bonds and mutual funds.

Results from a study in Malawi shows that women's involvement in savings group programs revealed a significant progress or rise in bargaining power to influence community decision-making and house hold decision pertaining to expenditures on food and education (Waller, 2014).

The regular savings groups do not only gather members into closer interactions with government and NGO officials but also to minimize the sense of isolation of women, due to their gathering together, it enables some to be encouraged and also to acquire more exposure to become savings community-trainers that train other (Massu et al..2017). The improvement and economic and social impact of savings group on women are; improved access to credit for households'

requirements and income generating activities, improved financial management, improve in asset ownership and savings and improved self-confidence and community participation and reduction on poverty levels (Waller, 2014).

Research gap

Referring to the literature reviews done and empirical analysis of the study above which is from several researchers, a number of them have eulogized the effectiveness of several models for example the Microfinance project model that are established to reduce poverty by empowering women. However, women remain confined in the low paying agriculture, education, health and social sector despite taking part in such programs. This study will give a researcher an opportunity to evaluate the Livelihood support program on poverty reduction among women.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter gives a description of research methods that were used to conduct research. These include the research design, area of study, sources of information, population and sampling techniques, procedures for data collection, data collection instruments, quality error control, data processing and analysis, and ethical consideration. Research methods are systematic techniques used to describe, explain, predict and control the observed phenomenon (Earl Robert Babbie, American sociologist)

3.1 Research design

Research design is the specific procedures involved in the research process; Data collection, data analysis and report writing (Creswell, 2014). The study employed a mixed study design that combines both qualitative and quantitative methods within a single study. It involved collecting, analyzing and interpreting both qualitative and quantitative data to gain a comprehensive understanding of the research problem. Qualitative data focuses on exploring and understanding social phenomenon and generates in-depth insights. Quantitative emphasizes numerical measurements, statistical analysis and generalizing findings to a larger population.

3.2 Study Area

The study was carried out at The Empowerment Action Program (TEAP) located in Total village in Mukono district. Mukono district is bordered by Buikwe district in the East, Luwero in the North East, and Kalagi in the North. I chose the empowerment Action Program because it is where I did my internship and this organization has a program (livelihood support program) that is assigned to lift women out of poverty. Therefore, this was the best place to draw data.

3.3 Study population

Population is a total set from which the individuals or units of the study are chosen. (Strydom, Pouch, & Deport, 2005). In support, Brink 2006 defined a population as the entire group of

persons or objects that is of interest to the researcher. The target population for the study was 40 respondents who had taken part in the program for more than 1yr of experience including the officials.

3.4 Sampling procedures

This involved identifying participants that provided in-depth information or insights to the research questions related to the topic of study (Creswell, 2014). This research had a total target population of 40 respondents who had participated in the program for over 1year and above and each category of women (married and single) was represented in sub-groups including the key respondents. Purposive sampling is a non-probability method for obtaining a sample that a researcher used to choose specific participants for the study.

3.5 Sample size

A total of 24 respondents who have an experience from the livelihood support program for more than one year were selected from the total population of 40 participants who have undertaken part in the program for over a year. The study employed purposive sampling to enable the representation from different categories of women which involved 12 women who are married, 8 women that are single and 4 officials who were the key informants with the first hand-information about the topic of study.

Table 1.

Category	Target population	Sample size	Method of selection
Married	16	12	Purposive sampling
Single	16	8	Purposive sampling
Officials	8	4	Purposive sampling
Total	40	24	Purposive sampling

3.6 Source of data

The study used primary data from the participants by means of researcher administered questionnaires, interviews and focus group discussion. Secondary data was obtained using personal sources, journals, articles, books that were available in helping to provide much needed relevant information.

3.7 Methods of Data collection

Data collection is defined as the gathering of words or pictures, analyze them inductively, focus on the meaning of participants and describe a process that is expensive and persuasive in language (Creswell, 1998).

3.7.1 Interview method

This was an interaction between a researcher and a participant that involved gathering of information from respondents to interviewers using open ended questions. The interview was conducted between a researcher and 4 key informants who were the organizational representatives that gave the first hand-information about the community where this program operates and about the program, which enabled the researcher to gather the in-depth information about the program. The information was collected through listening and writing by the interviewer however taking recordings and videos were not permitted by majority of the respondents.

3.7.2 Questionnaires

This was a researcher instrument that consisted series of questions for the purpose of gathering information from respondents (Saul McLead, 2018). Qualitative data was collected using self-determined Questionnaires that entailed both open-ended and closed-ended questions. Open ended questions were used to allow 20 respondents (women) participating in this program to express themselves and this enabled the researcher to get more detailed information about the questions gotten from the topic of study. Closed-ended questions were asked basing on the questions that the researcher selected from the limited number of options and only required a single-word response either “Yes” or “No.” There was face-to-face questionnaire administration,

where interviewer presented the items orally and also paper-and-pen questionnaire administration where questions presented on paper to the respondents to fill in.

3.7.3 Focus group discussion

This was a research technique that collected data through group interaction on a topic determined by the researcher (Morgan, 1996). In the research study, a focus group setting of 5 women participants and a researcher as a facilitator held using a FGD interview guide to generate data differently to that obtained in a one-to-one-interview. FGD was used to identify and explore how people think about the Livelihood support program and they threw more light on how, what and why questions. Focus group discussion was used as a qualitative approach to gain an in-depth understanding of LLSP on poverty reduction among women who were participating in it through interview guide in the guidance of the researcher as a facilitator. During focus group discussion, the 5 women participants who were benefiting from the livelihood support program were generally picked to share their experience and they were different from the 24 women participants who had one year of experience.

3.8 Data analysis

Data analysis involves broader understanding of data collected by systematically applying statistical or logical tools to describe and illustrate, recap and evaluate data (Marshall and Rossman 1999). Data collected was both qualitative and quantitative data analysis.

3.8.1 Qualitative data analysis

Qualitative data from face-to-face interviews that was conducted in Luganda was translated and transcribed into written to ensure data is in a readable format. The data (notes from the field) collected was organized, edited, cleaned and reviewed in order to help a researcher become familiar with the content. Coding was used that helped a researcher to identify and develop broader themes and categories into meaningful ones.

3.8.2 Quantitative data analysis

Raw data for quantitative was cleaned by checking the inconsistent responses and handled appropriately, removed irrelevant information and systematically organized in a way that would create in-depth understanding. Numerical values were assigned from responses of questionnaires and tabulated using a computer program known as the statistical package for scientists SPSS and processed using descriptive statistical analysis by determining the frequency of each response options for each question.

3.9 Data presentation.

Data was explored through analyzing the relationship between different variables that helped in identifying patterns or dependencies in data. Data findings were visually presented using visualization techniques like pie-charts, tables in form of frequencies and percentages.

3.10 Ethical consideration

The research sought permission from the faculty of social sciences at Uganda Christian University whereby a letter of introduction was written to the administration of the study setting. Written informed consent was sought from all participants before enrollment into the study. A researcher also built a clear rapport with the respondents through introductions that laid a foundation for smooth interactions with clients that enabled data collection, confidentiality has been maintained by not revealing the participant's identities but only use codes. Data was be stored safely under lock and key only accessible to the study invigilator.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter discusses the findings of the study which include background characteristics as well as an evaluation of livelihood support program on poverty reduction among women in Mukono.

4.1 Table: Frequency Distribution for Section A - Bio Data. The total respondents N=24

Question	Response	Frequency	Percentage
1. Gender	Male	0	0%
	Female	20	100%
2. Age	18-34	6	30%
	35-49	9	45%
	50 and above	5	25%
3. Marital Status	Single	8	30%
	Married	12	60%
4. Level of Education	Primary	3	15%
	Secondary	5	25%
	College	8	40%
	Others (vocational institutions, university)	4	20%
5. Occupation	Farmer	6	30%
	Civil servant	7	35%
	Business person	5	25%
6. Duration in Program	Less than one year	4	20%
	More than one year	16	80%
	Officials	4	100%

The frequency distribution table provides an overview of the demographic characteristics of the beneficiary women respondents and officials. The table shows the distribution of responses for each question, including gender, age groups, marital status, level of education, occupation, and duration in the program. 100% of the respondents are female. The age groups are divided with 30% aged 18-34, 45% aged 35-49, and 25% aged 50 and above. The majority of respondents (65%) are married, and their educational backgrounds vary, with 40% having college education and 15% having primary education. In terms of occupation, 35% are civil servants, 30% are farmers, and 25% are business people. Additionally, 80% have been in the program for more than a year, 20% for less than one year and four officials who were the key informants.

4.2. The contributions of vocational trainings on poverty reduction among women in Mukono district

This was the first objective of the study and in attempt to answer it, areas on the specific vocational skills that are trained and the specialized ones that are most effective to the participants, their impact on the participant's pursuit into business, challenges encountered in accessing vocational trainings and solutions to the challenges were investigated and the findings are shown under different sections **below**;

4.2.1 Specific skills that participants have specialized to earn a living.

The study established the vocational skills that participants have acquired through their engagement in vocational training program.

Table 4.2 represents specialized skills that are effective to the participants N=20

Skills	Frequency	Percentage
Door mats, craft shoes and bag making	6	30%
Liquid soap and candle making	9	45%
Others (e.g., hair dressing, tailoring)	5	25%
Total	20	100%

The data analysis sheds light on the vocational skills that participants have acquired through their engagement in the livelihood support program and these skills include making door mats, craft shoes, bags, liquid and bar soap, hair dressing, candles baskets and so on. The results indicate that a significant portion of respondents, comprising 45%, have chosen to develop expertise in "Liquid soap and candle making," reflecting the program's emphasis on practical and marketable skills. Moreover, 30% of participants have opted to enhance their proficiency in "Door mats, craft shoes and bag making," showcasing the appeal of craft-related skills. The remaining 25% fall under the "Others" category, which encompasses a range of skills such as "hair dressing" and "tailoring." This diversity underscores the program's ability to cater to a variety of vocational interests. With the cumulative percentage reaching 100%, it becomes evident that the livelihood support program effectively equips participants with diverse vocational competencies, positioning them for enhanced economic opportunities and contributing to the broader objective of poverty reduction.

During interviews with the key informants, it was revealed that vocational training skills are trained basing on the group's choice for example if a group chooses to train in liquid soap, that is what its trained for, if its table or candle making its taken through that training. This shows that training is not done on individual basis but it is done in a group according to the choice made. However, they added that some vocational causes like baking, catering and hairdressing are on the program but not yet put in action within less than half a year they will be put in action.

4.2.2 Impact of Vocational Training on participants.

Respondents were asked to share multifaceted impact of vocational training on their pursuit of business endeavors. The ensuing analysis delves into the various ways in which this training has catalyzed positive changes.

Table 4.3 shows the impact of vocational training N=20

Ways	Frequency	Percentage
Financial progress	7	35%
Overcoming gender bias	4	20%

Ways	Frequency	Percentage
Expanded networking opportunities	3	15%
Increased confidence	6	30%
Total	20	100%

The findings in table 4.3 highlight that 35% of the participants attribute the enhancement of their "Financial" prospects as a direct result of vocational training. This underscores how the program's focus on practical skills directly translates into increased income generation and economic stability for these individuals. In a parallel vein, 30% of respondents expressed that vocational training has significantly bolstered their "Confidence," accentuating how the newly acquired skills have not only empowered them professionally but also instilled a heightened sense of self-assuredness. During focus group discussion, it was confirmed that increased Self-Confidence as women became more financially independent and developed in new skills, they often experienced increased self-confidence and self-esteem. This newfound confidence has positively impacted their roles within the family and community, promoting more assertive and proactive behaviors.

Furthermore, 20% of participants pointed out that the training played a pivotal role in "Overcoming gender bias," challenging traditional stereotypes and fostering a more inclusive environment. The analysis also indicates that 15% of the respondents noted "Expanded networking opportunities," reflecting how the training not only imparts technical skills but also cultivates valuable connections that broaden their horizons within their respective industries. During focus group discussion with beneficiary women respondents, it was confirmed that networking opportunities has enabled women to connect with industry professionals and potential employers. These networking opportunities have exposed women to job referrals, collaborations, and valuable contacts within the professional sphere.

Additionally, during focus group discussion, respondents pointed out that entrepreneurship, Self-employment and job opportunities have been created as women who received vocational training are better equipped to perform their jobs efficiently and effectively which has led to job promotions, improved job performance, salary increase, and increased job security.

Furthermore, there is skill transfer as some respondents said through undergoing vocational training they have passed on their skills to others, such as family members or community members, creating a positive impact on employability and income generation beyond their own endeavors.

With these comprehensive insights, totaling 100%, the study underscores the transformative influence of vocational training on financial independence, self-esteem, social networks, gender equality awareness, entrepreneurship and job opportunities and skills transfer among participants

4.3 Contributions of income generation grants on the positive development of women in the program.

This was the second objective of the study and in attempt to answer it, areas about access to income generation grants participants, eligible conditions for accessing loans and their limitations, incentives for the borrowers, and how living conditions of the participants have been improved through IGG were investigated and the findings are shown under different sections below;

Table 4.4 represents respective responses on the access to Income-Generation Grants N=20

Response	Frequency	Percentage
Yes	15	75%
No	5	25%
Total	20	100%

The table 4.4 provides information about the access to income-generation grants among the surveyed participants. Respondents were asked whether they have been recipients of income-generation grants, and their responses were categorized into "Yes" and "No."

The results indicate that out of the total 20 respondents, 15 (or 75%) affirmed that they have indeed accessed income-generation grants. This signifies that a significant majority of the participants have been beneficiaries of these grants, which are intended to support and enhance their income-generating activities or ventures. On the other hand, 5 respondents (25%) stated that

they have not accessed such grants because they do not have any pre-existing business to earn them money that would be refunded.

During interviews with the key informants, it was firmly established that income generation grants (loans) are given to the women having already an existing business or those who are ready to start one. This enables them to pay back the loan in time compared to those without any business. The fact that 75% of the participants have benefited from these grants suggests that the program's efforts to provide financial support are yielding tangible results.

4.3.1 Eligible Conditions for Borrowing Money

The data represented in table 4.5 below provides valuable insights into the eligibility criteria for individuals seeking to borrow money through income-generation grant program.

Table 4.5 shows the eligible conditions for loan accessibility N=20

Conditions	Frequency	Percentage
Have pre-existing business	7	35%
Be a savings group member	10	50%
At least above 18 years	3	15%
Total	20	100%

The data presented in table 4.5 provides valuable insights into the eligibility criteria for individuals seeking to borrow money through the income-generation grant program. The results indicate that among the respondents, 35% were required to have a pre-existing business, underscoring the program's intention to support those already engaged in income-generating activities. Moreover, 50% of the participants needed to be active members of savings groups, highlighting the program's emphasis on collective financial cooperation and the potential benefits of group dynamics.

During interviews with key informants, it was confirmed that being active in the savings group helps the organization to locate one in case of the delay in paying back the loans and also having an existing business helps one to return the loan in time.

Notably, 15% were mandated to be at least 18 years of age, emphasizing the significance of a certain level of maturity and legal adulthood in loan eligibility, and it's evident that for one to have access to loans should be a participant in savings group with a pre-existing business or ready to start up a business that will enable a person to refund the loan. These criteria collectively shed light on the program's strategy of targeting individuals with basically existing business initiatives, fostering collaborative savings efforts, and recognizing the importance of age in determining loan eligibility.

4.3.2 Incentives for Loan Repayment

The data represented in table 4.6 shows the investigations of the study on various incentives and penalties associated with loan repayment within the income-generation grants according to respondents.

Table 4.6 represents the source of information on incentives for loan repayment. N=20

Incentives	Frequency	Percentage
Progressive lending to those who pay in time	9	45%
Prohibition from having further loans	5	25%
Financial fines in case of repayment delays	6	30%
Total	20	100%

The results outlined in table 4.6 shows the various incentives and penalties associated with loan repayment within the income-generation grant program. Among the respondents, 45% mentioned the provision of progressive lending as an incentive for prompt repayment. This mechanism rewards individuals who consistently meet their repayment deadlines, encouraging a culture of financial responsibility and reliability. On the other hand, 25% reported that those who fail to repay loans are prohibited from obtaining further loans, a deterrent measure to ensure timely repayments. Additionally, 30% acknowledged the imposition of financial fines in case of repayment delays, emphasizing the program's commitment to maintaining a disciplined repayment schedule.

4.3.3 Influence of IGG on women's improvement of their living conditions.

During focus group discussion, the beneficiary women respondents were asked on how income generation grants have improved on their living conditions and the following were the responses; They revealed that IGG has enabled those who had pre-existing businesses to expand, and others to start up their own businesses. In addition, their lives have been changed in terms of health as they are able to access nutrition, pay hospital bills for treatment in case a family member is sick, pay children's school fees, meet personal and family needs.

Income generation grants has enabled women to participate in savings due to profits that they acquire from their business.

During interviews with the key informants, it was revealed that through IGG program, there is economic empowerment which has often focused on empowering women economically by providing them with access to financial resources, training and opportunities for income-generating activities for example, each savings group makes a choice of the project that they would want to run and the organization provides them with capital for the start and one of the savings group Kikubankima is already carrying out a piggery project. This empowerment has allowed women to contribute financially to their families that have led to the improvement of their status and decision-making power within the household.

Increased Savings and asset accumulation, by having access to financial resources, women are able to save a portion of their earnings and have accumulated assets that are now acting as financial cushion and providing a foundation for future investments or emergencies. Furthermore, bargaining power has been Strengthened for example with access to credit or loans, women are able to negotiate better deals with suppliers, buyers, and other stakeholders, which is leading to more favorable terms and conditions for their livelihood activities.

4.4 How saving has improved lives of women participating in the program

This was the third objective of the study and areas concerning requirements to join savings, participants' ability before and after joining savings, benefits of savings to the economic Empowerment of women, challenges of savings practice were investigated and the findings are shown under different section below;

4.4.1 Requirements to join savings

The data indicated in table 4.6 shows the requirements that an individual must present in order to participate or join savings.

Table 4.7 shows requirements to Join Savings N=20

Requirements	Frequency	Percentage
National ID	2	10%
Proof of address	7	35%
Personal information	11	55%
Total	20	100%

The results presented in in table 4.7 above shed light on the various requirements that participants need to fulfill in order to join the savings program. Among the respondents, 10% indicated that having a National ID was a requirement, serving as a means of verifying their identity. Furthermore, 35% highlighted the need to provide proof of address as part of the enrollment process. This requirement helps ensure that participants are residents of the intended community and aids in establishing a connection with their locality. Notably, the majority of respondents, constituting 55%, emphasized that furnishing personal information was a central prerequisite for joining the savings program. This information could encompass a range of details such as contact information, family composition, and occupation. The prevalence of this requirement underscores the program's commitment to building a comprehensive understanding of the participants' backgrounds and needs. By incorporating these prerequisites, the program

aims to establish a strong foundation for effective engagement and tailor its offerings to the specific circumstances of the participants. In essence, these requirements collectively contribute to fostering a sense of community engagement, accountability, and inclusivity within the program.

During interviews with the key informants, it was challenged that for anyone to join savings at TEAP, she must pay 3000/= for the WEP (Women empowerment program) savings book which keeps the weekly savings record for each individual and is required to fill two forms at free cost. In these two forms, one requires personal information for each member and the other form requires the information for at least one child of this member who has joined savings.

4.4.2 Savings Improvement and Benefits

The study established the tangible benefits of savings to women's economic Empowerment and savings improvement and the findings are shown in table 4.7 below;

Table 4.8 indicates the impact of savings to participants N=20

Responses	Frequency	Percentage
Poverty reduction	5	25
Access to loans and financial services	12	60
Expanded businesses	3	15
Total	20	100

The respondents' feedback presented in table 4.8 sheds light on the tangible impacts of the vocational training program. It's evident from the table that among the participants, there are several significant outcomes resulting from their engagement. Firstly, 25% of the respondents noted that the program has contributed to "Poverty reduction," indicating its role in improving their economic conditions. Additionally, an overwhelming 60% of the respondents highlighted the substantial improvement in "Access to loans and financial services." This underscores the vital link between the acquired skills and their enhanced ability to secure financial support for

their businesses. Lastly, 15% of the participants mentioned experiencing "Expanded businesses," which underscores the training's role in not only augmenting existing enterprises but also encouraging the establishment of new business avenues.

During focus group discussion, women respondents revealed that savings increased with the help of organizational programs like vocational training and income-generation grants that have increased on their finances enabling them to save consistently.

In addition, the women started their own savings group "**Munno mukabi**" besides the savings that is monitored by the organization. This began with less amount of money (3000/=) and after progressing and being cooperative, the amount was increased to (5000/=) which is done weekly. This has helped them in difficult moments or during emergencies.

Savings have improved as some women have influenced their households' members into family savings that has reduced on over spending.

Furthermore, the key informants during interviews confirmed that the organizational leaders encouraged their clients (women) to create another savings within themselves where by the suggestion was initiated and these women have influenced their family members and community to engage in savings. They added that such aspect of the program has improved not only through the organizational mobilization but also their clients do involve in encourage their community members to join saving leading to savings improvement.

4.4.3 Challenges in Savings

The study investigated the challenges that participants encounter while carrying out savings and the findings are represented in table 4.8 below;

Table 4.9 indicates challenges that participants face in savings N=20

Challenges	Frequency	Percentage
Lack of money	8	40
Limited access to resources	5	25
Gender-specific expenses	4	20
Poor planning and budgeting	3	15

Challenges	Frequency	Percentage
Total	20	100

In response to the question regarding the challenges faced by participants, the data reveals several key factors. Among the respondents, the most frequently cited challenge is "Lack of money," accounting for 8 out of 20 participants (40%). This implies that a significant portion of the participants face financial constraints that hinder their ability to engage effectively in income-generating activities. The second most common challenge is "Limited access to resources," reported by 5 participants (25%). This indicates that a quarter of the respondents struggle with accessing necessary resources, which can impact their vocational training and subsequent business ventures. "Gender-specific expenses" emerged as another obstacle, with 4 participants (20%) highlighting this issue. This suggests that certain gender-specific costs disproportionately affect women's engagement in income-generating activities. Finally, "Poor planning and budgeting" is identified by 3 participants (15%) as a challenge.

4.4.4 How the challenges are addressed

During focus group discussion with the beneficiary women respondents, they were asked to share how they were coping up with the challenges they were facing and quite some solutions were presented that enable them to overcome the challenges of saving:

Savings discipline, as they encouraged themselves to be aware and at least to keep some money before savings meeting to avoid irregular or inconsistent saving.

Budgeting and planning, where the respondents betrayed that having self-discipline and avoiding unnecessary expenses can help them save money and this can be done through drawing a budget for what amount to be spent on the needs, wants and what amount is for saving.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter discusses the major findings of the study. The discussion is about the main objective of the study: to find out the contributions of vocational training on poverty reduction among women in Mukono district, to examine if income generation grants have contributed positively on the development of women in the program and to establish whether savings have improved among women participating in the program.

5.1 Discussion of the findings

According to the first theme of the study which was vocational training, the findings ascertained that women have been trained in vocational skills majorly in hair dressing and craft; candle and liquid soap making that are being used and have empowered women leading to the development and elimination of poverty. Since most of the women are using these skills to earn a living, it is evident that they are embraced with this aspect of the program and will use it to reduce poverty from family level.

The results indicate that vocational training has impact on poverty reduction among women as it has improved on work performance hence increase in employment opportunities; influenced income generation through employment and self-employment, higher incomes and economic empowerment.

Furthermore, through vocational training the skills acquired have been passed onto other people in the community creating a positive impact on employability and income generation beyond personal endeavors.

Through acquired skills, women are able to connect with industrial professionals and potential employers, exposed to job referrals and are able to participate in marketing and business world. The research outcome shows that some of the women participating in vocational training skills

are employable and others engage themselves in small businesses basing on the skills they have. This proves that vocational training has contributed to poverty reduction among women.

According to the second objective of the study on contribution of income generation grants on positive development of women in the program, the findings show how important it is for women to be aware of the eligible conditions like have a pre-existing business that can produce the finances that will help in returning the loan to avoid debts, and also know the incentives and penalties so that those accessing loans may understand the consequences of paying in time and failing to pay in time.

Basing on the findings of this study, although few of the women do not have access to income generation grants due to having no existing business, majority have been able to access and used it a capital to start up their own small businesses and others have expanded their businesses.

It's also seen that IGG has helped in creation of sustainable income streams and have helped lift women and their families out of poverty, enabled them to support their children's education and make decisions. This has enabled women to gain skills and attained recognition as people who can contribute significantly to the development of their household and community as well.

By empowering women economically, they have been able to engage in income generating activities for example carrying out projects, able to participate in savings and have been strengthened in their bargaining power as they are able to negotiate better deals with suppliers, buyers and other stakeholders leading to favorable conditions for their livelihood. This indicates that IGG contributes to the positive development of women in the program

According to the third objective, the findings show that savings among women did not only improve through their own ability but also with the help of the organization for example it has involved them in other programs like vocational training and income generation grants that have empowered them economically through exposure to employment opportunities and entrepreneurship.

The findings also show that before women used to spend more than saving due to lack of knowledge for planning and budgeting, however through savings and entrepreneur training which is done once in a week, they are able to do their budgeting and planning in order to have a saving discipline. This has enabled them not to only save once with TEAP but also be but of Muuno Mukabias some have family savings and others also save in form of investments for example in businesses.

Through savings improvement, the findings show that women have been able to access loans, encouraged to save a portion of their income regularly and have been saved during emergencies like healthcare and education expenses and further reducing poverty. Hence the above findings confirm it that the three objectives of the study have been answered.

5.2 Conclusions

In conclusion, findings illuminate various dimensions of the program's impact on participants' economic empowerment and shed light on challenges faced by the beneficiaries. Through a comparison with existing literature, the study offers valuable insights into the broader context of vocational training, income-generation grants, and savings initiatives.

The research findings show the crucial role of vocational training in equipping participants with diverse practical skills, ultimately enhancing their income-generating capacities. The program's emphasis on marketable skills aligns with the results that show participants opting for skill sets with strong economic prospects. Furthermore, the study highlights the positive effects of vocational training on confidence, gender equity, and networking opportunities, corroborating prior research that underscores the multi-faceted benefits of skill-building initiatives.

This data collectively underscores how the vocational training program has proven instrumental in addressing economic challenges, fostering financial inclusion, and catalyzing entrepreneurial growth for the participants.

The income-generation grants emerge as a critical aspect of the program, providing substantial financial support to the participants. This finding resonates with previous studies emphasizing the importance of such grants in improving women's economic agency. Moreover, the study reveals that well-designed incentives and penalties play a crucial role in fostering responsible borrowing behavior among participants, in line with established research that highlights the effectiveness of balanced incentive structures

The presence of the incentives and penalties underscores the program's effort to instill accountability and good borrowing practices among its beneficiaries. By combining positive reinforcement with deterrent measures, the program seeks to establish a conducive environment for sustainable financial growth and responsible loan management. This multifaceted approach aligns with the overarching aim of enhancing economic empowerment and self-sufficiency within the community.

The insight from the findings underscores the program's effectiveness in facilitating economic growth and self-sufficiency among women, as demonstrated by the substantial number of recipients who have gained access to these income-generation grants. This approach appears to align with the program's overarching goal of promoting financial independence and empowerment within the community.

The challenges identified in the study, including financial constraints, limited resources, and gender-specific expenses, point to the need for comprehensive and targeted support mechanisms. This aligns with broader research highlighting the significance of addressing multifaceted challenges to ensure successful income generation.

Ultimately, this study's findings contribute to a more holistic understanding of the complex dynamics within livelihood support programs. The insights provided have implications for policy development, urging tailored and flexible approaches to accommodate various needs. Moreover, the study underscores the importance of a gender-sensitive approach and the value of community engagement for effective program implementation. For future research, exploring long-term impacts and conducting comparative studies can further enrich the knowledge base in this field.

Overall, this study highlights the transformative potential of well-designed livelihood support programs in empowering marginalized communities, particularly women, towards enhanced economic independence and improved quality of life.

5.3 Recommendations

1. To the Policy Practitioners:

Tailored Support Programs: Design and implement income generation and livelihood improvement programs that are sensitive to the diverse needs and contexts of participants. Customized programs, based on local demographics and economic conditions, are more likely to yield sustainable results. Bridging a gap between program participants and markets is crucial. Some participants have acquired skills however some claim not to have access to market. Policy practitioners can facilitate market linkages, provide market information, and support value chain development to ensure that products or services produced by beneficiaries find sustainable markets.

Holistic Approach: Incorporate gender-sensitive approaches into program development, recognizing the unique challenges faced by women in income generation. Ensure that

interventions not only focus on skill acquisition but also address systemic barriers such as gender biases and unequal access to resources.

Comprehensive Evaluation: Establish monitoring and evaluation mechanisms to track the long-term impact of programs. Regular assessments can provide valuable insights into the effectiveness of interventions, enabling necessary adjustments and improvements for optimal outcomes.

2. To the Social Work Practitioners:

Skill Enhancement and Counseling: Engage in capacity-building initiatives that not only impart vocational skills but also provide psychological support and counseling. Empower participants to overcome personal and emotional challenges that could hinder their success in income-generating activities. Individuals seeking facing poverty or seeking for livelihood support opportunities go through mental health challenges. Some women participants come with the hope of being helped however those without requirements like for accessing loans do not have access and they end up giving up on trying looking for the way on how they should live which require psychological support.

Gender-Inclusive Empowerment: Focus on empowering women by offering skill training, mentoring, and opportunities to engage in traditionally male-dominated sectors. Facilitate spaces for open discussions on gender roles and empower participants to challenge and change gender norms.

Community Engagement: Collaborate with local communities to identify specific needs, challenges, and aspirations. Engaging community members in program design and implementation can foster ownership, sustainability, and a deeper understanding of the local context.

3. To the Future Researchers:

Targeting and inclusivity; investigate how to improve the targeting of beneficiaries to ensure that the most vulnerable and marginalized individuals and communities receive support. Researchers can also focus on enhancing the inclusivity of programs for minority groups, people with disabilities and other disadvantaged population. Some individuals well off to benefit from livelihood support program more than the marginalized yet it was designed for vulnerable and marginalized.

Longitudinal Studies: Undertake longitudinal research to track the long-term impact of income generation programs on participants' lives. Such studies can uncover not only immediate outcomes but also the sustained effects on individuals, families, and communities.

Cross-Disciplinary Collaboration: Collaborate with experts from various disciplines, including economics, psychology, sociology, and gender studies. This interdisciplinary approach can provide a more comprehensive understanding of the multifaceted dynamics influencing income generation and livelihood improvement.

These recommendations collectively emphasize the importance of personalized, gender-sensitive, and contextually informed approaches in income generation programs, as well as the need for ongoing evaluation and collaboration across sectors for effective and sustainable impact.

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STUDY QUESTIONNAIRES FOR WOMEN

Dear responds,

I am Nabulo Justine, a student of Uganda Christian University pursuing a Bachelors degree in social work and social administration and this research project is part of the requirements for this award. My study is entitled "Evaluation of livelihood support program on poverty reduction among women in Mukono. You are kindly requested to take part in this project. This information you will provide will be treated with at most confidentiality and strictly used for purposes of research only. Your co-operation and participation will be highly appreciated.

Thank you

Circle the one that applies

SECTION A: BIO DATA

1. Gender
 - a) Male
 - b) Female
2. Age
 - a) 18-34
 - b) 35-49
 - c) 50 and above
3. Marital status
 - a) Single
 - b) Married
- 4). Level of education
 - a). Primary
 - b). Secondary
 - c). College
 - d). Others
- 5). Occupation
 - a). Farmer
 - b). Civil servant
 - c). Business person
- 6). For how long have you been in this program
 - a). Less than 6 months
 - b). Less than one year
 - c). More than a year

SECTION B: Focus of livelihood support on poverty reduction

A). Contribution of vocational trainings on poverty reduction in women.

1a) What specific vocational skills have you been trained in to fight poverty?

- (I) Baking
- (II) Door mat, craft shoes and bag making
- (III) Liquid soap making
- (IV) Tailoring
- (V) Candle making

b). What skills did you acquire from the vocational training that you participated in?

2a) What specific vocational training have you found more effective in helping you as an individual in lifting yourself out of poverty?

3a) How has vocational training improved on your fighting poverty?.....
.....
.....

4a) Are you self-employed?

- i) Yes
- ii) No

b). In which way has vocational training skills helped you in pursuing your business?

- (I) Financial independence
- (II) Overcoming gender bias
- (III) Expanded networking opportunities
- (iv) Increased confidence

5a) What are the key barriers that you face in accessing vocational training?

ii) How do you address such challenges?
.....

B). Income generation-grants contribution to the development of women in the program.

1a) Are you given income grants in the project?

(I) Yes

(II) No

2a) Are there entrepreneur trainings or project support given to help you use the loans?

b). If yes, what are they?.....

3a) Are there eligible conditions for a person to borrow money?

(I). Yes

(ii). No

b). If yes, what are these conditions?

(I) Be a woman

(II) Have a pre-existing business

(III) Be a member in one of the savings groups

(iv) Others (At least above 18years, have a national ID)

c). How have they limited women's accessing of these loans?

4a). Are there any incentives for the borrowers to repay the loans in time?

(I) Yes

(II) No

b). What are these incentives?

(I) Progressive lending to those who repay in time

(II) Prohibition from having further loans in the future

(III) Financial fines in case of repayment delays.

5a) How does access to income generation grants influence your ability to meet basic needs and improve your living conditions?.....

6a) What challenges do you encounter in acquiring income-generation grants

.....
C). Savings have improved among women participating in the program.

1) Are there any requirements needed for you to join savings?

(I). Yes

(II). No

b). What are those requirements and how do they limit your ability to join savings)

(i) National ID

(II) Proof of address

(iii) Personal information

2). Is there any rule about the amount of money that each member should save?.....

b). How does it affect your regular savings?

3a) How often do you save in a week?

(i). Once

(II). Twice

(iii). More

b). Is there any improvement in your savings culture since you joined the program?

4a) What is your saving ability before and after joining this program?

.....
5a) What is the benefit of these savings on your economic empowerment?

.....
.....
6a) What challenges do you face as an individual in practicing savings?

b). How do you address these challenges?

INTERVIEW GUIDE FOR KEY INFORMANTS (Agency representatives)

1a) How many participants are enrolled in this program?

.....
b). What were your expectations when designing this program and have they been met?

.....
2a) How have the situation of women been before and after being enrolled on the program?

.....
b). What significant changes have you noted in women from the livelihood support program?

c). Are these changes positive or negative?

3a). Are there any procedures to monitor the effectiveness of the program such as usage of loans?.....
.....
.....

b) What are these monitoring procedures?

.....
.....
4a) What are some of the challenges that you encounter while carrying out this program?

.....
b). How do you address these challenges?

FOCUS GROUP DISCUSSION GUIDE FOR BENEFICIARIES

1a) Briefly introduce yourself and share your experiences related to poverty and Livelihood support program.

b). How familiar are you with specific livelihood support program we are discussing today?

2a) How has the livelihood support program positively affected your life and the lives of your family/community?

3a). In your own opinion, how has the program contributed to poverty reduction among women in your community?

b). What specific positive changes or improvement have you observed since participating in this program.

4a) How have the skills and training provided through the program helped you enhance your employability or income-generating activities?

5a) Has the program facilitated better access to financial resources, credit, or loans for your livelihood activities?

6a) How has the program contributed to your sense of empowerment and self-reliance?

b). Do you believe the program has enabled you to make informed decisions about your livelihood and future prospects?

7a) Is there any aspect of the program that you feel needs improvement? If yes, please provide suggestions or recommendations.

b). What additional support or resources do you believe would be beneficial for you and other beneficiaries?

END