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PROJECT-BASED TRAINING AND SOCIO- ECONOMIC WELFARE OF BENEFICIARIES IN MILLENNIUM VILLAGES PROJECT IN BUGESERA DISTRICT, RWANDA

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ABSTRACT

This study assessed the effect of project-based training on the socio-economic welfare of beneficiaries in the Millennium Villages Project in Bugesera District, Rwanda. The study was anchored on four theoretical frameworks: Training Theory, Social Development Theory, Human Capital Theory, and Social Capital Theory. A mixed-method approach was employed, integrating both qualitative and quantitative data to ensure a comprehensive analysis. Descriptive research and case study designs was used to facilitate triangulation from multiple data sources. The target population consisted of 735 beneficiaries of the Millennium Villages Project in Mayange Sector, Bugesera District, from which a sample of 260 respondents were selected using stratified random sampling and purposive sampling methods. Data was collected using pre-tested questionnaires, interview guides and document analysis guide, with quantitative data analyzed using the Statistical Package for Social Sciences (SPSS) version 26.0 and qualitative data subjected to thematic analysis. Findings were interpreted using descriptive statistics and presented in tables. The findings shows that training had minimal impact on improving professional activities, with most beneficiaries not experiencing significant enhancements. Training moderately increased knowledge about irrigation, though many beneficiaries struggled to fully grasp or apply the techniques. Training contributed to improved family health and reduced medical expenses, though the impact was moderate. Social welfare projects contribute positively to economic security, though some beneficiaries still face challenges. The correlation between financial saving training and socio-economic welfare of beneficiaries is 0.133, indicating a weak positive relationship. The correlation between farming skills training and socio-economic welfare of beneficiaries is 0.262, showing a moderate positive relationship. The correlation between Training on Malnutrition and Socio-Economic Welfare of Beneficiaries is also 0.262, indicating a moderate positive relationship. The study concludes that training provided general financial knowledge but lacked emphasis on professional skill development, leading to minimal improvements in beneficiaries' careers. The training had a limited impact on increasing knowledge about irrigation. The training positively influenced health outcomes but did not entirely eliminate malnutrition-related medical costs. The projects are effective in promoting economic security but may require additional support for certain groups. The study recommends that future financial savings training should include professional skill development and entrepreneurship to enhance impact. Future training should include practical demonstrations, field visits, and follow-ups to enhance irrigation adoption. Follow-up sessions should emphasize long-term dietary adherence and access to affordable nutritious food.

Key Words: *Financial Savings Training, Farming Skills Training, Malnutrition Training*

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INTRODUCTION

Currently, approximately 8.5% of the global populations, nearly 700 million people live in extreme poverty, defined as surviving on less than $2.15 per day (World Bank, 2022). The United Nations projects that the world population, currently at 8 billion, will increase by nearly 2 billion over the next 30 years, reaching 9.7 billion by 2050 (United Nations, 2022). Given current trends, a significant proportion of this population growth is expected to occur in regions already experiencing high levels of poverty, particularly in sub-Saharan Africa and South Asia (World Bank, 2022).

The Millennium Villages Project (MVP) **is** a global initiative aimed at addressing extreme poverty and achieving sustainable development in rural areas of sub-Saharan Africa. Launched in 2006 by the Earth Institute at Columbia University, the project focuses on implementing a comprehensive, integrated approach to development, aligning with the United Nations Millennium Development Goals (MDGs). The MVP targets a holistic model that integrates health, education, agriculture, infrastructure, and economic development, with the goal of lifting entire communities out of poverty.

For instance, financial literacy programs in regions like South Asia and sub-Saharan Africa have enabled individuals to effectively manage their income, promoting savings and investment in income-generating activities (UNDP, 2021). Similarly, agricultural training initiatives in Latin America and Southeast Asia have significantly improved farming techniques, leading to enhanced food security, increased productivity, and higher household incomes (FAO, 2022). Moreover, training on health and nutrition has contributed to reducing malnutrition and improving workforce productivity, as seen in global initiatives led by the World Health Organization (WHO) and UNICEF.

The Millennium Villages Project operates in several countries across Africa, including Ghana, Kenya, Malawi, Mali, Nigeria, Senegal, and Uganda, using a "village-centered" approach to bring about sustainable change. By addressing the interconnected challenges of poor health, food insecurity, and lack of education, MVP aims to create a model for achieving sustainable development in other regions of the world. Through targeted interventions, the project works to improve agricultural productivity, increase access to essential services like healthcare and education, and promote economic empowerment, all while fostering long-term resilience to climate change and other external shocks.

In East Africa, countries like Kenya, Uganda, and Tanzania have introduced extensive vocational and agricultural training programs aimed at enhancing food security and financial inclusion among rural communities. Such initiatives have contributed to increased productivity, better income management, and sustainable development in marginalized areas, demonstrating the effectiveness of training in transforming socio-economic conditions.

In Rwanda, project-based training has been instrumental in advancing economic resilience and poverty reduction, particularly in rural communities. The Rwandan government, through initiatives such as Vision 2050 and the National Strategy for Transformation (NST1), has prioritized skills development to foster self-reliance and economic growth (Government of Rwanda, 2022). Programs like Hinga Weze, which focuses on improving agricultural practices and nutrition, and the Youth Employment and Entrepreneurship Program (YEEP) have provided targeted training in financial management, farming techniques, and business development to improve livelihoods.

The Millennium Villages Project (MVP) in Bugesera District has played a significant role in equipping beneficiaries with skills in financial savings, modern farming methods, and malnutrition awareness to enhance their socio-economic well-being. This study, which will be conducted in Bugesera District, aligns with these national efforts by assessing the influence of project training on the socio-economic welfare of beneficiaries, offering insights that could inform future development policies and interventions in Rwanda.

Bugesera District was one of the Tutsi genocide's worst-affected regions in 1994, with 38% of the population being single-parent children and many young orphans taking on family roles. In 1998, a string of severe and protracted droughts (PDD Assessment Report), which led to food insecurity, malnutrition, water scarcities, and challenges with agricultural production impacted this District. As a result, a large number of people in this area left their homes in search of food (Bugesera District, 2015).

The Rwandan government started a number of development projects in a number of Districts, including Bugesera District, as a result of the fact that many Districts trail behind in terms of development in several sectors, including agriculture, education, social services, and health to assist and develop the people of those Districts. In keeping with this, the government has given Bugesera projects like the Millennium Villages Project, which operated in the Mayange region, and the Projet d'Appui au Développement Agricole de Bugesera (official name of project), which operates in the Bugesera region. PADAB, which aims to increase food security in Rwanda by developing catchment basins and irrigation systems, and Projet d'Appui a la Securité Alimentaire au Bugesera (PASAB), which focuses on improving cassava agricultural productivity and cooperative management.

A steering group established within the Rwandan government in 2005 chose Kagenge, a small rural community in the Mayange area with 5,000 residents, as Rwanda’s first Millennium Village. Around 40 kilometres south of Kigali, in Mayange, which is a part of the Bugesera District, is where the Rwandan Millennium Village cluster is located. The area around Mayange is flatter and drier than much of Rwanda and is referred to as the "Pays des Milles Collines" (Bugesera District, 2015).

Chronic diseases, poverty, and a lack of economic opportunity have emerged in the area as a result of the region's erratic rainfall patterns and declining soil fertility. The 5,000 individuals registered for the project at the beginning of 2006 in Kagenge, one of Mayange's five subdivisions known as Cells in Rwanda (MINECOFIN, 2017). The population was on the point of being hungry, and the hospital was dangerously short on staff, drugs, equipment, and supplies due to weak rains and a poor harvest the previous year. It lacked running water and electricity as well.

In contrast to much of rural Rwanda where individual homesteads are dispersed throughout the rocky landscape, Mayange has a few small towns that were built by the government to house returnees following the 1994 genocide. Bugesera and Rwanda as a whole are still working hard to mend wounds and find common ground nearly 14 years after the genocide (Bugesera District, 2015). The Millennium Villages Project (MVP) was a demonstration project of the Earth Institute at Columbia University, the UNDP, and Millennium Promise designed to show that its integrated approach to rural development can be used to achieve the Millennium Development Goals eight internationally endorsed targets that address the problems of poverty, health, gender equality, and disease by 2015 (Masset, 2015). Moreover, as the project was founded in decade of 2005 and the project was broken up into two parts, the first lasting from 2004 to 2010 and the second from 2011 to 2015.

The project's initial phase concentrated on the following five stations: agriculture (support for seeds and fertilizers, training for farmers, storage expansion, crop diversification, etc.), health (installation of mosquito nets, vaccine supply, and pest control, etc.), education (construction of schools, installation of water supply, etc.), infrastructure (sanitation, roads, etc.), and business development (micro-credit, cooperative training, etc.). The MVP's second phase was primarily concerned with effectively enhancing, solidifying, and concluding the projects that had been initiated in Phase 1 (Kahinda, *et al.,* 2018).

Based on this background, this study evaluates the effect of project-based training provided by the Millennium Villages Project on the socioeconomic welfare of beneficiaries in Bugesera District utilizing the Mayange Sector as the case of study.

Problem Statement

Despite significant strides in Rwanda's development, extreme poverty remains a pressing challenge, particularly in rural areas. According to the Rwanda National Institute of Statistics (NISR), approximately 38.2% of the population lives below the poverty line, with rural areas being disproportionately affected (NISR, 2020). Agriculture, which forms the backbone of the Rwandan economy, accounts for nearly 30% of the GDP and employs over 70% of the workforce (World Bank, 2022). However, many rural communities continue to face challenges in achieving sustainable livelihoods due to low levels of agricultural productivity, limited access to financial services, and poor health and nutrition practices. Despite various national programs aiming to improve these areas, gaps persist in the effective implementation of training that integrates financial literacy, advanced farming techniques, and health education.

Previous studies have highlighted that while there are several agricultural training initiatives, such as the Hinga Weze and Millennium Villages Project (MVP), their long-term impact on socio-economic welfare remains inadequately documented. Research shows that many beneficiaries struggle to apply acquired knowledge due to a lack of continuous support and insufficient skills integration into their daily lives (World Bank, 2022).

The limited focus on how financial savings training and health education directly influence poverty alleviation further exacerbates the challenges. This study seeks to bridge these gaps by assessing the impact of project-based training on the socio-economic welfare of Millennium Villages Project beneficiaries in Bugesera District, Rwanda, providing critical insights into how such training can foster long-term poverty reduction and contribute to achieving the national goals of sustainable development

Objectives of the Study

The purpose of the study was to assess the effect of project-based training on socio- economic welfare and beneficiaries in millennium villages' project in Bugesera District, Rwanda. The specific objectives were:

- To determine the effect of financial saving-training on the socioeconomic welfare of beneficiaries of Millennium Villages Project in Bugesera District, Rwanda.
- To assess the effect of farming skills-training on the socioeconomic welfare of beneficiaries of Millennium Villages Project in Bugesera District, Rwanda.
- To establish the effect of training on malnutrition on the socioeconomic welfare of beneficiaries of Millennium Villages Project in Bugesera District, Rwanda.

The study was guided by the following Hypothesis:

- H_{01}: Financial saving-training has no significant effect on the socioeconomic welfare of beneficiaries of the Millennium Villages Project in Bugesera District, Rwanda.
- H_{02}: There is no significant effect of Farming skills-training on socioeconomic welfare of beneficiaries of the Millennium Villages Project in Bugesera District, Rwanda.
- H_{03}: Training on malnutrition significantly does not significantly affect the socioeconomic welfare of beneficiaries of the Millennium Villages Project in Bugesera District, Rwanda.

LITERATURE REVIEW

Theoretical Review

Social-Development Theory

Social-Development Theory, as proposed by Lev Vygotsky (1978), emphasizes the role of social interactions, learning environments, and cultural context in shaping an individual's cognitive and behavioral development. This theory is particularly relevant to this study, as project-based training relies on structured learning experiences, mentorship, and knowledge transfer to improve the socio-economic welfare of beneficiaries. In the context of the Millennium Villages Project in Bugesera District, Rwanda, social interactions between trainers, community members, and beneficiaries play a crucial role in facilitating skill acquisition and behavioral change. Through guided training sessions on financial literacy, farming techniques, and health practices, individuals are empowered to apply learned skills in real-life situations, leading to improved economic stability and well-being.For instance, farmers receiving training on modern agricultural techniques may initially struggle with implementation, but through continuous support from trainers and peer learning, they gradually master and integrate these techniques into their farming practices. This aligns with the study's objective of assessing how financial savings training, farming skills training, and nutrition education contribute to socio-economic improvement.

Several scholars have applied Social-Development Theory in various studies to analyze the role of social interactions and structured learning in skill development and socio-economic transformation. In the context of development programs, a study by Nsabimana and Habumuremyi (2021) examined the impact of vocational training on economic empowerment in Rwanda, highlighting how mentorship and peer interactions contribute to sustainable livelihoods. These studies reinforce the relevance of Social-Development Theory in understanding how project-based training can drive socio-economic welfare improvements, providing a strong foundation for this research.

Training Theory

Training Theory, as proposed by McGehee and Thayer (1961), emphasizes the systematic design, implementation, and evaluation of training programs to enhance skills, knowledge, and performance. This theory is particularly relevant to this study as it provides a structured approach to understanding how project-based training interventions influence the socio-economic welfare of beneficiaries. According to the theory, effective training involves three key phases: needs assessment, training delivery, and evaluation. In the context of the Millennium Villages Project in Bugesera District, training programs in financial literacy, farming skills, and nutrition are designed to address specific community needs, ensuring that the skills imparted align with the beneficiaries' socio-economic challenges. By using Training Theory as a framework, this study can assess the extent to which these training initiatives equip beneficiaries with practical skills for sustainable livelihood improvement. Moreover, Training Theory highlights the importance of learning transfer, which refers to the ability of trainees to apply acquired knowledge in real-world scenarios (Salas & Cannon-Bowers, 2001). This principle is critical in understanding the effectiveness of project-based training in rural Rwanda. For instance, training sessions on financial savings should not only provide theoretical knowledge but also empower beneficiaries to implement proper budgeting and saving practices. Similarly, agricultural training must result in improved farming techniques that lead to increased productivity and food security. By analyzing whether the beneficiaries can successfully transfer their newly acquired skills to their daily economic activities, this study will provide insights into the long-term impact of training interventions on socio-economic development**.**

Human Capital Theory

Human Capital Theory, developed by Becker (1964), posits that investment in education, training, and skills development enhances an individual's productivity and economic potential. This theory is highly relevant to this study, as it provides a framework for understanding how project-based training contributes to the socio-economic welfare of beneficiaries in the Millennium Villages Project in Bugesera District, Rwanda. According to the theory, knowledge and skills are key drivers of economic growth, and individuals who receive targeted training in areas such as financial literacy, agriculture, and health practices are more likely to improve their income levels, employability, and overall well-being (Schultz, 1971). This study, therefore, applies Human Capital Theory to assess how project training interventions empower beneficiaries with valuable competencies that lead to sustainable economic development and poverty reduction.

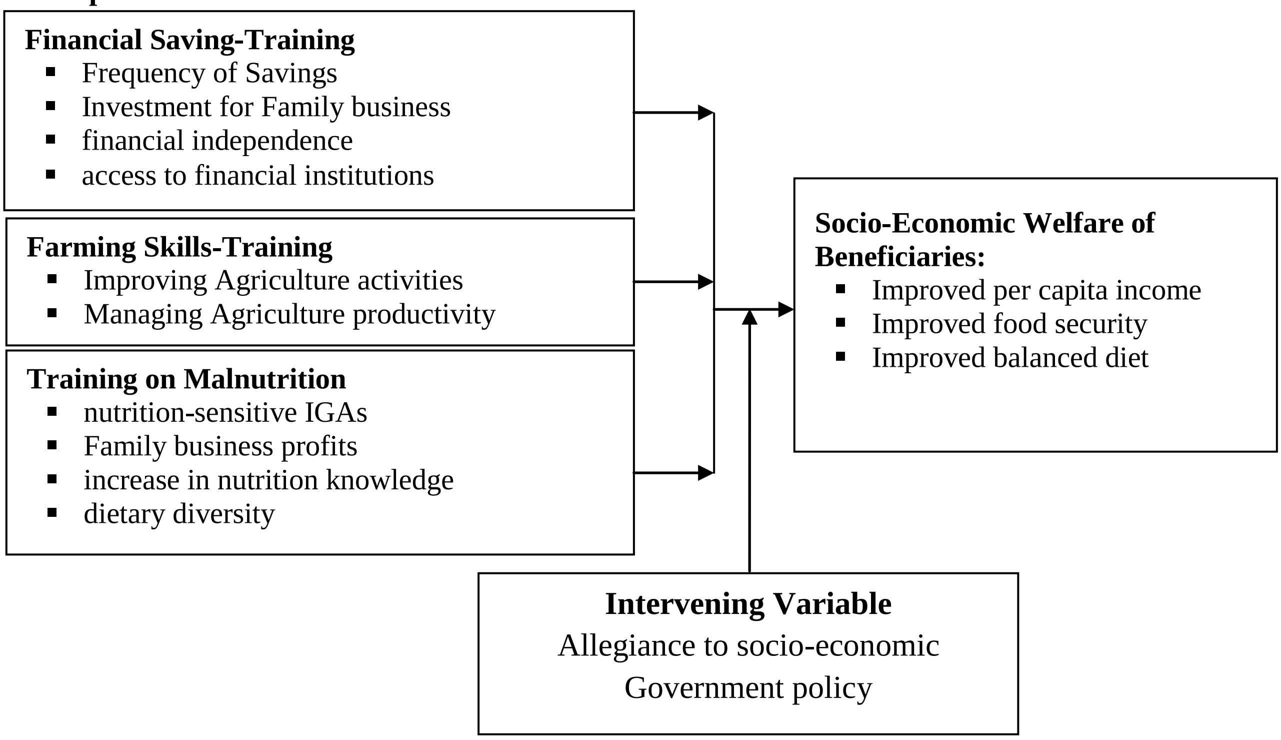
Previous studies have successfully applied Human Capital Theory to examine the impact of training programs on economic empowerment. For example, a study by Oketch (2014) investigated the role of technical and vocational education in Africa, demonstrating that individuals who received formal training in business and agriculture experienced increased income levels and employment opportunities. The study highlighted that investing in human capital through training programs significantly contributes to personal and community economic advancement. Similarly, this research will evaluate the extent to which project-based training initiatives in Bugesera District equip beneficiaries with the necessary skills to improve their livelihoods. By anchoring the study in Human Capital Theory, the research will offer insights into how skill development enhances socio-economic welfare and provides pathways for long-term poverty alleviation

Social Capital Theory

Social Capital Theory emphasizes the importance of social networks, trust, and community engagement in economic and social development (Bourdieu, 1986; Putnam, 2000). In the context of this study, the theory helps explain how project-based training fosters collaboration among beneficiaries, enabling them to share knowledge, access resources, and collectively address socio-economic challenges. Training programs in financial literacy, agriculture, and health practices within the Millennium Villages Project not only build individual skills but also strengthen social ties that enhance economic resilience.

Previous studies, such as Grootaert and Bastelaer (2002), have shown that strong social networks contribute to poverty reduction by promoting resource-sharing and group learning. This study will similarly examine how social capital, developed through training programs, enhances the beneficiaries' ability to leverage collective resources and achieve financial independence. By anchoring the research in Social Capital Theory, this study highlights the critical role of social structures in ensuring the long-term sustainability of training initiatives.

Conceptual Framework



Independent Variables **Dependent Variables**

Figure 1: Conceptual Framework

Source: Researcher (2025)

Empirical Literature

Financial Saving-Training And Socioeconomic Welfare

Financial saving training has been identified as an essential factor in enhancing socioeconomic welfare, particularly among marginalized communities. A study by Niringiyimana and Bugingo (2023) examined the impact of savings and credit groups (SCGs) on social welfare projects in Musanze District, Rwanda. The research found that increased savings within SCGs significantly contributed to improved social welfare outcomes, with a coefficient of 1.389 ($p = 0.035$), indicating a positive association between higher savings levels and enhanced social welfare initiatives.

Additionally, the study highlighted the importance of emergency funds, noting that a coefficient of 1.839 ($p = 0.021$) underscored the substantial positive influence of maintaining higher emergency funds on social welfare projects. These findings emphasize the critical role of financial preparedness and savings in driving positive change within communities.

Similarly, Mukabazaire and Rusibana (2023) investigated the effect of microfinance institutions' services on the socioeconomic welfare of women in Kigali City, Rwanda. The study revealed that access to credit, savings facilities, and collateral options positively influenced women's socioeconomic welfare. Specifically, access to credit had a positive and moderately strong correlation ($r = 0.614$, $p<0.05$) with women's welfare, while savings facilities also showed a positive and moderately strong correlation ($r = 0.606$, $p<0.05$). The research concluded that microfinance institutions should enhance access to credit for women by providing flexible loan products with reasonable interest rates and simplified application processes, thereby fostering financial inclusion and improving socioeconomic outcomes for women. By equipping individuals with the skills and resources to manage finances effectively, such initiatives contribute to poverty alleviation and the promotion of sustainable development.

Possessing the necessary knowledge and skills in financial matters enables individuals to meet their social and economic needs, thereby enhancing overall well-being. This is closely supported by Gennetian and Shafir (2019) who examined the psychological aspects of decision-making in poverty-stricken environments. The research highlighted how financial instability can impair cognitive function, leading to suboptimal financial decisions. On a similar breadth, the study by Ranabhat et al. (2023) in Nepal found that financial literacy positively influences both the social and economic well-being of households.

These studies have a correlation on the significant impact of financial saving training and access to financial services on socioeconomic welfare across diverse contexts. Therefore, equipping individuals with the skills and resources to manage finances effectively, such initiatives contribute to poverty alleviation and the promotion of sustainable development NGOs and civil society organizations play a critical role in development and the fight against poverty. According to Jakia & Hosain (2020), by strengthening their capacity, NGOs in developed countries contribute to long-term improvements in living standards. Local organizations, particularly those seen as authoritative, have the ability to engage with experts on issues affecting the poor and marginalized populations, thus influencing the formation of national and international agreements. This highlights the profound potential these organizations have in shaping policies and creating sustainable change for vulnerable communities. Ultimately, the authors emphasize on the pivotal role that local and international NGOs hold in fostering equitable development and the importance of supporting their capacity for long-term impact.

The literature on financial saving training and its impact on socioeconomic welfare reveals both converging and divergent findings. While studies such as those by Niringiyimana and Bugingo (2023) and Mukabazaire and Rusibana (2023) emphasize the positive effects of financial services and savings groups on community welfare, other research, like Gennetian and Shafir (2019), highlights the psychological barriers that financial instability imposes on decision-making. Despite these variations, the overall body of research highlights the crucial role of financial literacy and saving strategies in improving economic outcomes.

Farming Skills-Training on Socioeconomic Welfare

Farming skills-training programs have gained significant attention in recent years as an essential tool for improving agricultural productivity and enhancing socioeconomic welfare. Empirical studies highlight that skills-training significantly enhances farm productivity. A study by Byiringiro and Reardon (2021) found that smallholder farmers in Rwanda who participated in extension training programs increased their maize yield by 35% compared to untrained farmers. Similarly, a World Bank (2022) report revealed that agricultural training programs, particularly in climate-smart agriculture, led to a 25% increase in overall farm output in Rwanda. Training farmers enhances their economic resilience and income levels. A longitudinal study by Nkurunziza et al. (2020) found that Rwandan farmers engaged in cooperative training programs had a 40% higher household income than their untrained counterparts.

Moreover, financial literacy training for farmers, coupled with agribusiness skills, increased their access to credit facilities, enabling them to invest in modern farming techniques (MINECOFIN, 2022). Similarly, farmers who participated in government-sponsored Farmer Field Schools (FFS) reported a 20% higher adoption rate of improved seeds and irrigation techniques, leading to increased maize and bean production (Habarugira & Uwitonze, 2023**.** Similar results were observed in Uganda, where a study by Kato et al. (2022) showed that smallholder farmers who received training in agribusiness and cooperative marketing had a 50% higher likelihood of accessing profitable markets. These farmers benefited from collective bargaining and reduced exploitation by middlemen.

Further to these observations, mixed method research by Mwangi and Kariuki (2022) in Kenya revealed that trained farmers experienced a 30% increase in crop productivity**,** mainly due to the adoption of modern farming techniques such as soil conservation and pest management. However, their findings highlight that the effectiveness of training depends on continued support**, as** many farmers struggled to sustain improved practices without regular extension services. However, a study by Sharma, Patel, & Singh, (2022) in India revealed that while farming skills-training led to an initial increase in productivity **(**25% higher wheat yields**),** the long-term impact was not sustained due to inadequate follow-up support and financial constraints. This result contrasts with findings by Mwangi and Kariuki where structured extension services helped sustain productivity improvements.

In Brazil, a study by Ferreira, Santos, & Oliveira, (2021) found no significant income difference between trained and untrained farmers. The main reason was th**e** lack of market infrastructure and price volatility in agricultural commodities, which limited the financial benefits of improved skills. This contradicts findings from East Africa, where training programs are often coupled with efforts to enhance market access. Similarly, a research by Hoffman and Taylor (2023) in the U.S. found that while training programs improved farm efficiency; they had minimal impact on poverty reduction**,** as most farmers were already integrated into commercial markets. This suggests that the effect of farming skills-training on socioeconomic welfare is more pronounced in developing economies**,** where farming remains a primary livelihood source.

Review of various empirical studies from diverse context contend that Farming skills-training significantly improves agricultural productivity, increases farmers' income, and enhances socioeconomic welfare, especially in developing countries. However, its effectiveness depends on sustained support, market access, and financial resources.

Training on Malnutrition and Socioeconomic Welfare

Malnutrition remains a critical global challenge, particularly in developing countries, where it contributes to high mortality rates, poor health outcomes, and reduced economic productivity (WHO, 2023**).** Training programs aimed at improving nutrition knowledge and practices have been implemented to combat malnutrition and enhance socioeconomic welfare. A study by Munyakazi, Uwase, & Habimana, (2023) in Rwanda assessed the impact of government-led community nutrition training programs on child malnutrition. Households that received training recorded a 30% reduction in stunting rates within three years, attributed to better complementary feeding practices and food diversification. To support these findings, research b**y** Okeke and Chukwu (2022) in Nigeria reveled that mothers who participated in nutrition education programs were 50% more likely to introduce balanced diets to their children, leading to a 20% decline in underweight cases among infants. The study highlighted that cultural adaptation of training materials enhanced effectiveness.

Similarly, a study by Rahman, Haque, and Alam, (2023) in Bangladesh found that women trained in nutrition-sensitive agriculture had a 40% increase in household income due to improved farming practices and reduced medical expenses linked to malnutrition-related illnesses. On a close breadth, Sari, Wahyuni, & Putra, (2022) conducted a study in Indonesia. The findings were that nutrition training in early childhood centers improved cognitive performance in children, leading to higher school attendance rates and better academic performance in the long run. Research by Ndlovu and Phiri (2023) in South Africa highlighted that malnutrition training programs targeting women led to a 30% increase in women's participation in household decision-making on food expenditure and health, resulting in better family nutrition outcomes. A consensus is confirmed in support of a positive influence of training on malnutrition and socio-economic welfare of the project target population.

However, contradicting findings exist in the existing body of knowledge. In contrast, a study by Mehta, Singh, & Patel, (2022) in India found that despite improved nutrition knowledge among mothers after training, there was no significant reduction in malnutrition rates due to persistent food insecurity. This suggests that training alone is insufficient without structural interventions such as food subsidies and poverty reduction strategies.

METHODOLOGY

This study adopted a mixed-methods approach**,** integrating both qualitative and quantitative research methods to comprehensively assess the effect of project-based training on socioeconomic welfare. The study employed a descriptive research design combined with a case study qualitative design to facilitate a detailed and contextual understanding of project-based training outcomes.

The study's intended audience is the general populace. The target group for the study consisted of all 735 beneficiaries of the Millennium project from the Bugesera District in Mayange Sector.

The sample design for this study outlines the process that was used to select the study respondents. This ensured that the sample is representative of the target population.

The sample size is 260, which equates to 260 MVP recipients in the Mayange Sector of Bugesera District. The stratified random sampling approach was used to select a sample of 260 subjects from the different categories of the target respondents.

The data collection instruments to be used in this study carefully selected to ensure the accuracy, reliability, and comprehensiveness of the information to be gathered, aligning with the research objectives.

The interview guide was used to collect qualitative data from key components of the study, Executive Secretaries, project employees, and Villages' leaders. It consisted of semi-structured questions designed to explore in-depth insights on project implementation, challenges, and best practices. The guide ensured consistency in questioning while allowing flexibility for respondents to elaborate on critical issues.

The questionnaire was used to collect quantitative data from project beneficiaries to assess their experiences, perceptions, and the overall impact of the project. A questionnaire is a kind of research tool that consists of a series of questions and other directives intended to collect information from respondents. However, they are usually developed for response statistical analysis (Hair *et al.,* 2019). The questionnaire to be used in this study was structured with both closed-ended and Likert-scale questions to ensure clarity and ease of response. It covered a key aspect guided by the study objectives. To enhance validity and reliability, it was pre-tested before full deployment.

Documentary Analysis allowed the researcher to gain insights into the design, implementation, and outcomes of the project training activities and assess their impact on beneficiaries' socio-economic welfare. By examining these records, the researcher was able to identify patterns, trends, and shifts over time, which revealed how the training has contributed to or influenced changes in income, education, health, or other socio-economic aspects of beneficiaries' lives. In this context, documentary analysis provided a historical and contextual background that can complement other data collection methods, like surveys or interviews, by offering pre-existing insights that add depth to the analysis. This approach also allowed for cross-validation of information collected through other methods, enhancing the credibility of the research findings.

Trained data collectors or research assistants administered the questionnaire. Recently published literature emphasizes the importance of using trained personnel to minimize bias and improve data accuracy (Anderson & Li, 2022). Data collection took place within a scheduled two-week period in the Bugesera District. Timing and location selection should consider accessibility for beneficiaries, as highlighted in recent research on rural data collection challenges (Ngugi et al., 2023). Morning sessions may be ideal to avoid peak agricultural activity hours, an approach that has been effective in similar rural studies (Park *et al.,* 2022).

Ensuring the validity and reliability of research instruments is crucial for obtaining accurate and credible data.

A test-retest method was used whereby questionnaires was filled by participants not included in this study sample, and after given period with the same tools, questionnaires was given again to the same respondents. The responses from the first filling matched up to the reaction of the second filling. The scores got among testing phases were linked for correlation.

Cronbach's Alpha coefficient was applied to ascertain the internal consistency of the questionnaire. The researcher measured the reliability with the Cronbach Alpha coefficient 0.80 which was calculated as sufficient enough that the instrument will be consistent for the research (Alavi & Hąbek, 2016). In addition, a pilot study was conducted on 10 respondents not included in the study sample to evaluate the validity and reliability of the research instrument.

To ensure the accuracy and credibility of the research instruments, different types of validity was tested. Content validity was assessed through expert review, where supervisor as an expert evaluated the questionnaire and interview guide. The feedback helped refine the instruments to ensure they comprehensively cover all relevant aspects of the study. For construct validity a factor analysis was used to determine whether the questions in the questionnaire effectively measure the intended concepts.

The researcher checked the Face validity of the instrument through pilot testing with a small sample of respondents to assess whether the questions are clear, understandable, and relevant to the study. Feedback from the pilot test was used to refine the instruments before full-scale data collection.

After collecting the completed questionnaires from respondents, researcher coded all responses with specific labels and codes that assigned symbolic significance to the descriptive data collected during the study.

The data was processed using SPSS software, version 26 to ensure accuracy and efficiency in computation. Descriptive statistics such as frequencies, percentages, means, and standard deviations was used to summarize the study key variables.

To determine relationships between variables, inferential statistics was applied, including correlation analysis to assess the strength and direction of associations between the study variables. Additionally, regression analysis was used to predict the impact of independent variables on dependent outcomes.

Qualitative data from interviews were analyzed using thematic analysis, where responses were categorized into key themes. The process involved Coding and Categorization where recurring patterns were identified and responses were grouped into thematic areas such as stakeholder engagement and project impact. The qualitative findings were presented in a narrative form with direct quotes from respondents to illustrate key insights from the key informants.

To uphold ethical standards, informed consent was obtained from all participants before data collection, ensuring they understand the purpose, procedures, and their right to withdraw at any stage. Confidentiality and anonymity was maintained by assigning unique codes instead of names and securely storing all data to prevent unauthorized access. Additionally, ethical approval was sought from relevant institutional review boards to ensure compliance with research ethics.

RESULTS AND FINDINGS

Descriptive Statistics

Table 1:Financial Saving Training

	N	Mean	Std. Deviation
MVP helped beneficiaries to improve professional activities	233	1.9099	.30163
Beneficiaries improved their monthly earnings	233	2.3519	.47860
MVP helped beneficiaries to know importance of savings	233	2.8240	.38161
Training helped beneficiaries to work with financial institutions	233	2.9657	.20474
Improved the possession of Mutual Health Insurance of beneficiaries	233	2.9914	.13102
The financial savings training has improved my ability to budget and manage household expenses effectively	233	3.0043	.06551
As a result of the training, I have been able to increase my savings and invest in income-generating activities	233	3.0086	.09245
The knowledge gained from financial savings training has enhanced my financial security and ability to handle emergencies.	233	3.1159	.32077
Since attending the training, my overall standard of living and access to basic needs have improved.	233	3.3863	.48794

Source: Researcher (2025)

The findings from the financial savings training assessment indicate varying degrees of impact on beneficiaries. Below is an analysis of each aspect based on the mean and standard deviation. Respondents disagreed that MVP helped beneficiaries to improve professional activities with a mean of 1.9099 and a relatively low standard deviation of 0.30163, the findings suggest that the training had minimal influence on improving professional activities. The low mean score indicates that most beneficiaries did not significantly enhance their professional activities as a direct result of the training. Studies like Mukabazaire & Rusibana (2023) suggest that financial training improves socioeconomic welfare, including professional development. This contrasts with the findings, suggesting that either the training was ineffective or other contextual factors hindered professional growth.

Respondents disagreed that beneficiaries improved their monthly earnings The mean score of 2.3519 and a standard deviation of 0.47860 suggest a moderate impact of the training on beneficiaries' monthly earnings. While some participants experienced increased earnings, the variation indicates that this was not a universal outcome. Niringiyimana & Bugingo (2023) found a significant positive correlation between savings and improved financial well-being. This contradicts the study's findings, possibly due to implementation differences in training programs or economic conditions.

Respondents were neutral that MVP helped beneficiaries to know the importance of savings. With a mean of 2.8240 and a standard deviation of 0.38161, it is evident that the training moderately enhanced the beneficiaries' awareness of the importance of saving. However, some variation exists, suggesting that not all beneficiaries equally benefited. Studies like Gennetian & Shafir (2019) highlight financial literacy's role in fostering financial security. The neutral response suggests that while some beneficiaries benefited, others may not have fully grasped the training concepts.

Respondents were neutral that training helped beneficiaries to work with financial institutions. The mean of 2.9657 with a low standard deviation of 0.20474 indicates that most beneficiaries found the training beneficial in understanding financial institutions. The minimal variation suggests a generally uniform experience. Mukabazaire & Rusibana (2023) found that access to financial services enhances economic inclusion. The low variation in responses aligns with this, suggesting that training provided basic knowledge but not necessarily actionable skills.

Respondents were neutral that improved the possession of mutual health insurance of beneficiaries. A mean score of 2.9914 and a standard deviation of 0.13102 indicate that the training had a strong influence on encouraging health insurance adoption. The low deviation suggests that most respondents had similar experiences. Research like Niringiyimana & Bugingo (2023) highlights savings' role in financial preparedness, which includes health insurance adoption. The findings partially align, suggesting awareness but not full adoption.

Respondents were neutral that the financial savings training has improved my ability to budget and manage household expenses effectively. With a mean of 3.0043 and a standard deviation of 0.06551, the findings suggest that nearly all beneficiaries acknowledged an improvement in budgeting and household expense management. Studies emphasize financial literacy's role in better budgeting (Ranabhat et al., 2023). The findings support this but indicate a need for further reinforcement. Respondents were neutral that as a result of the training, i have been able to increase my savings and invest in income-generating activities. A mean of 3.0086 and a standard deviation of 0.09245 indicate that beneficiaries experienced a positive shift in savings and investment behavior. The low variation shows consistency in responses. Microfinance and financial literacy studies (Mukabazaire & Rusibana, 2023) suggest significant improvements in savings behavior, aligning with these findings.

Respondents were neutral that the knowledge gained from financial savings training has enhanced my financial security and ability to handle emergencies. The mean score of 3.1159 and a standard deviation of 0.32077 indicate that the training had a significant impact on financial security and emergency preparedness. However, some variation exists, suggesting differences in beneficiaries' ability to apply the knowledge. Gennetian & Shafir (2019) highlight how financial literacy fosters preparedness, supporting these findings. However, variation suggests some beneficiaries struggled with practical application.

Respondents were neutral that since attending the training, my overall standard of living and access to basic needs have improved. With the highest mean score of 3.3863 and a standard deviation of 0.48794, the training had the most significant impact on beneficiaries' overall well-being. However, the relatively higher deviation suggests that improvements varied across individuals. Niringiyimana & Bugingo (2023) and Mukabazaire & Rusibana (2023) confirm financial training's role in socioeconomic welfare improvement. The findings align but highlight variability among beneficiaries.

Table 2: Farming Skills Training

	N	Mean	Std. Deviation
To increase knowledge about irrigation	233	2.1330	.43981
To enable the beneficiaries to use fertilizers	233	2.5708	1.37258
To enable the beneficiaries to consolidate land	233	2.6781	.47732
Beneficiaries improved their daily meals including breakfast	233	2.9142	.30992
The farming skills training has improved my agricultural productivity and crop yields	233	2.9957	.14674
As a result of the training, I have adopted better farming techniques that have increased my household income	232	3.0259	.15907
The knowledge gained from the training has enhanced my ability to manage farming risks, such as pests, diseases, and climate changes.	233	3.2060	.40531
Since attending the farming skills training, my family's access to food, healthcare, and other basic needs has improved	233	3.6137	.48794

Source: Researcher (2025)

The finding that respondents disagreed with the statement that the training increased their knowledge about irrigation (mean = 2.1330) contradicts empirical literature. Studies such as those by Catholic Relief Services (2023) and the Rwanda Agricultural Board (2020) emphasize that structured farming skills training significantly improves farmers' knowledge in critical agricultural practices, including irrigation. The SMART Skills curriculum, for instance, includes components on natural resource management which should cover irrigation techniques. This discrepancy may point to gaps in curriculum delivery or training quality within the studied context.

The neutral response regarding the training's impact on fertilizer use (mean = 2.5708) only partially aligns with empirical literature. While NIFA (2023) and RAB (2020) highlight the positive effects of agricultural training on the adoption of modern inputs like fertilizers, the current finding shows variability in impact, possibly due to inconsistent delivery or accessibility of resources post-training. This suggests that while training may include fertilizer use, its application in practice varies among farmers.The finding that training had a neutral influence on land consolidation (mean = 2.6781) shows limited alignment with the empirical literature, which generally supports training as a tool to promote land management strategies (MINAGRI, 2019). The lack of clear agreement may be due to socio-legal barriers such as land ownership disputes, which are not easily resolved through training alone.

This indicates that structural issues beyond training content can hinder impact. The neutral yet slightly positive finding on improved daily meals (mean = 2.9142) agrees modestly with empirical literature. Training programs, especially those linked to agroecological practices (Sustainweb, 2023), are shown to enhance household food security. While the empirical studies suggest strong benefits, the slight improvement observed here indicates that although beneficiaries experienced better nutrition, it may not have been a primary focus or outcome of the training.The neutral perception regarding improved crop yields (mean = 2.9957) is somewhat inconsistent with empirical evidence. Literature from RAB (2020) and FAO (2021) consistently shows that farmer training significantly boosts productivity.

The minimal variation in responses suggests a uniform experience, but the lack of strong agreement could imply that either the training lacked practical effectiveness or external factors (e.g., climate variability) limited outcomes. Respondents' neutral stance on increased household income through better techniques (mean = 3.0259) aligns with the literature, particularly the SMART Skills curriculum (Catholic Relief Services, 2023), which aims to equip farmers with practical skills for income generation.

The consistency in responses, despite the neutral average, suggests that while benefits existed, they may have taken time to materialize or varied based on individual implementation.The neutral but higher mean score

(3.2060) on managing farming risks indicates a relatively strong impact, which agrees with the empirical literature. Programs by FAO (2021) and RAB (2020) emphasize equipping farmers with climate-smart and pest-management techniques. The finding supports the idea that training positively affects resilience, though some farmers may still require tailored support for complex challenges.

The relatively high mean (3.6137) regarding improved access to food, healthcare, and other basic needs is in strong agreement with the empirical literature. Initiatives like those by MINAGRI (2019) and the World Bank (2018) have shown that agricultural training leads to broader socioeconomic benefits beyond farming. The variation in responses could reflect differing baseline conditions among respondents, but the overall positive trend confirms the literature's assertion that skills training enhances general welfare.

Table 3: Training on Malnutrition

	N	Mean	Std. Deviation
I have observed an improvement in my family's overall health and reduced medical expenses related to malnutrition.	233	2.7897	.40840
The training has empowered me to educate others in my community about proper nutrition and malnutrition prevention.	233	2.8584	.36155
I have learned how to prepare affordable and nutritious meals using locally available food resources.	233	2.9957	.40998
The training has helped me understand the importance of breastfeeding and proper child nutrition in preventing malnutrition	233	3.3820	.54537
The beneficiaries possession of Mutual Health Insurance	233	3.4592	.50797
The training on malnutrition has improved my knowledge of proper nutrition and balanced diets	233	3.4936	.50103
I have been able to provide more nutritious meals for my family, leading to better health outcome	233	3.5408	.49941
The knowledge gained from the training has reduced the incidence of malnutrition-related illnesses in my household	233	3.5665	.49662
As a result of the training, I have been able to make better food choices within my financial capacity, improving my family's overall well-being.	233	3.6438	.47991

Source: Researcher (2025)

The finding that respondents were neutral about improvements in family health and medical expenses aligns with the empirical literature that emphasizes the limitations of education alone. Mehta, Singh, and Patel (2022) found that although nutrition education enhanced knowledge, persistent food insecurity prevented significant reductions in malnutrition. This supports the current study's finding that without addressing deeper socioeconomic issues, training may not yield substantial health or financial improvements.

Respondents' neutrality regarding their empowerment to educate others about nutrition is partially supported by literature that highlights the potential of participatory community-based programs to enhance individuals' roles as agents of change. Ndlovu and Phiri (2023) observed increased women's participation in household decisions after training, indicating empowerment. However, the neutral response in this study may suggest that more targeted community involvement or follow-up support is needed to realize such empowerment.
The finding that participants were neutral about learning to prepare affordable meals using local resources aligns with Okeke and Chukwu (2022), who noted that knowledge acquisition was often not matched with behavioral change due to food cost and accessibility challenges. This suggests agreement with the literature, as economic barriers continue to inhibit the practical application of nutrition knowledge. The relatively higher mean on understanding breastfeeding and child nutrition shows partial agreement with the literature. Studies like that by Munyakazi, Uwase, and Habimana (2023) show that education improves knowledge and child

nutrition practices. However, the variability (as indicated by a higher standard deviation) also reflects Mehta et al.'s (2022) assertion that knowledge alone does not guarantee uniform behavior change without addressing broader support systems.

Respondents' neutrality about possessing mutual health insurance is consistent with Rahman, Haque, and Alam (2023), who found that while training raised awareness, structural issues like affordability limited actual uptake. This finding agrees with the literature, which suggests that education can influence awareness but is often insufficient to overcome systemic barriers.The finding that respondents felt their knowledge improved aligns strongly with empirical evidence. Okeke and Chukwu (2022) reported that nutrition education programs significantly boosted understanding of balanced diets. This confirms that training effectively transfers knowledge, in agreement with broader empirical findings.

Respondents agreed they provided more nutritious meals post-training, aligning with literature that shows improved dietary behavior following nutrition education. Studies like that of Munyakazi et al. (2023) and Sari et al. (2022) support this, having documented improved nutrition outcomes and child health due to better feeding practices after training. Thus, this finding agrees with the empirical literature. Agreement among respondents about reduced illness due to training mirrors findings from Rahman et al. (2023), who noted a drop in medical expenses and malnutrition-related conditions after training.This supports the notion that nutrition education can lead to tangible health benefits, aligning with broader empirical consensus.

Respondents agreeing that they made better food choices within their budget is consistent with findings by Ndlovu and Phiri (2023), who observed improved decision-making and nutrition outcomes post-training. It also reflects Rahman et al.'s (2023) findings on increased income and improved health from training, confirming that such interventions can positively impact food-related choices, even among financially constrained households.

Table 4:Socio-Economic Welfare of Beneficiaries

	N	Mean	Std. Deviation
Social welfare projects help people achieve economic security	233	3.8670	.65283
Projects provide access to goods & services that address social, economic, and health issues	233	4.1373	.62837
Projects to alleviate poverty in communities	233	4.3476	.56797
Projects treat people fairly and provide equal access to resources	233	4.3863	.53027
Training on social-economic welfare increase income potential	233	4.4034	.50887
My household's income has improved due to the project's interventions	233	4.4206	.49472
I can afford essential goods and services (e.g., food, healthcare, education) more easily than before the project began.	233	4.4292	.49603
The project has provided me with new skills or opportunities that have improved my economic stability.	233	4.6695	3.34867
Overall, my family's living conditions have improved as a result of participating in this project.	233	4.5923	.49247

The finding that respondents agreed on the role of social welfare projects in enhancing economic security (M = 3.8670) is consistent with empirical literature. For instance, Rahman, Haque, and Alam (2023) found that nutrition-sensitive agricultural training in Bangladesh led to a 40% increase in household income, showing a direct link between welfare interventions and economic gains. Similarly, Ndlovu and Phiri (2023) reported increased economic decision-making capacity among women after participation in nutrition-related projects. These findings support the notion that welfare projects can bolster economic security through skill development and access to income-generating opportunities.

The study finding (M = 4.1373) aligns with existing literature showing that social welfare interventions improve access to essential goods and services. For example, Munyakazi, Uwase, & Habimana (2023) demonstrated that community nutrition training in Rwanda led to better food diversity and health practices, addressing multiple aspects of welfare. Similarly, Okeke and Chukwu (2022) observed improvements in health outcomes due to better feeding practices. These findings affirm that integrated project interventions can holistically address socio-economic and health challenges.

The finding that respondents agreed that projects alleviate poverty (M = 4.3476) is strongly supported by literature. According to Rahman, Haque, and Alam (2023), women involved in welfare-based agriculture programs not only improved health outcomes but also significantly increased household income, a key poverty alleviation indicator. Furthermore, the reduction in child stunting and underweight cases in Rwanda and Nigeria (Munyakazi et al., 2023; Okeke & Chukwu, 2022) also point to improved socio-economic conditions resulting from such projects.

The perception of fairness and equality in project resource distribution (M = 4.3863) finds support in the literature. Ndlovu and Phiri (2023) highlighted inclusive training programs that enhanced women's roles in household decisions, indicating equitable empowerment. Projects that tailor materials to cultural contexts, as noted by Okeke and Chukwu (2022), also suggest intentional fairness and relevance, ensuring all community members benefit equally.

This finding (M = 4.4034) agrees with studies such as that of Rahman, Haque, and Alam (2023), who observed a significant income boost in households following nutrition-sensitive agriculture training. Similarly, Sari, Wahyuni, & Putra (2022) reported enhanced cognitive and academic outcomes in children due to early training interventions, pointing to improved future income potential. These outcomes confirm that skill-based training can unlock new economic opportunities for beneficiaries.

Respondents' agreement on income improvements (M = 4.4206) supports the empirical findings of Rahman et al. (2023), who noted direct financial gains among participants of nutrition-focused programs. Additionally, Munyakazi et al. (2023) linked better feeding practices and diversified food sources with improved livelihoods. The consistency in results shows that well-structured welfare projects have tangible economic benefits at the household level.

This finding (M = 4.4292) is corroborated by literature, particularly in relation to improved affordability of healthcare and food due to reduced malnutrition-related medical expenses (Rahman et al., 2023). Also, the empowerment noted in studies by Ndlovu and Phiri (2023) implies improved prioritization and allocation of household income, facilitating access to essential services. The affordability of necessities is thus a measurable benefit of project interventions.

Respondents strongly agreed with this statement (M = 4.6695), though the high standard deviation suggests varying individual experiences. This partially agrees with literature. While Rahman et al. (2023) and Sari et al. (2022) affirm that training boosts skills and economic outcomes, Mehta, Singh, & Patel (2022) warn that skills alone may not guarantee stability without addressing broader systemic challenges like food insecurity. Hence, the agreement is conditional, depending on context and additional support mechanisms.

This strong agreement (M = 4.5923) is in line with multiple empirical studies. Improvements in child health, school attendance, and household decision-making reported in studies from Rwanda, Nigeria, and Indonesia (Munyakazi et al., 2023; Okeke & Chukwu, 2022; Sari et al., 2022) all indicate enhanced living conditions as a result of welfare and nutrition programs. These outcomes provide strong evidence that such projects can holistically uplift household well-being.

CONCLUSION AND RECOMMENDATIONS

The training had minimal impact on improving professional activities, with most beneficiaries not experiencing significant enhancements. It had a moderate effect on increasing monthly earnings, though the results varied among participants. Awareness of the importance of savings improved for many beneficiaries, but not uniformly. Most beneficiaries found the training useful in understanding financial institutions, with minimal variation in experiences.

The training strongly influenced the adoption of mutual health insurance, with most respondents sharing similar experiences. Budgeting and household expense management improved for nearly all beneficiaries. The training also led to increased savings, investments, and better financial security, ultimately enhancing overall well-being, though with some differences among individuals. The training moderately increased knowledge about irrigation, though many beneficiaries struggled to fully grasp or apply the techniques. Its impact on fertilizer use was mixed, with significant variations in effectiveness. Land consolidation efforts improved for some beneficiaries, though challenges like land disputes persisted.

The training contributed to better nutrition, with most beneficiaries experiencing similar improvements. Agricultural productivity and crop yields increased significantly, with minimal variation in responses. Improved farming techniques led to increased household income, showing consistency among beneficiaries. The training enhanced the ability to manage farming risks, though some still required additional support. Overall, access to food, healthcare, and basic needs improved, though the extent of benefits varied among individuals.

The training contributed to improved family health and reduced medical expenses, though the impact was moderate. Beneficiaries gained knowledge and confidence to educate others about malnutrition prevention, with a consistent impact across the group. Many learned to prepare nutritious meals using local resources, though some faced affordability challenges. Awareness of breastfeeding and child nutrition significantly increased, but some beneficiaries required further support. The training also encouraged greater awareness and acquisition of health insurance, though barriers remained for some. Most beneficiaries improved their knowledge of balanced diets and successfully applied it to provide better meals for their families. Overall, the training led to better food choices, reduced malnutrition-related illnesses, and improved well-being, though financial constraints remained an issue for some.

Social welfare projects contribute positively to economic security, though some beneficiaries still face challenges. They successfully provide access to essential goods and services, improving overall well-being. The projects have been highly effective in poverty alleviation, with consistent benefits across participants. Beneficiaries perceive the projects as fair and inclusive, ensuring equal access to resources. Socio-economic training has enhanced income potential, leading to significant household income growth. Many beneficiaries have improved financial accessibility to essential goods and services. The project has provided new skills that improved economic stability, but further monitoring is needed to ensure equal benefit. Overall, participants have experienced improved living conditions due to the project's interventions.

The training provided general financial knowledge but lacked emphasis on professional skill development, leading to minimal improvements in beneficiaries' careers. While it increased awareness of saving, it did not always result in significant behavioral changes. The training introduced beneficiaries to financial institutions but did not fully equip them for comprehensive engagement. Financial literacy positively influenced access to health insurance and improved financial management skills, enabling better budgeting and household expense management. The training effectively motivated beneficiaries to save and invest, contributing to financial resilience. However, differences in application indicate a need for further reinforcement. Overall, financial savings training improved beneficiaries' standard of living, though its impact varied across participants.

The training had a limited impact on increasing knowledge about irrigation. The training was not uniformly effective in equipping all beneficiaries with fertilizer application skills. Land consolidation knowledge was imparted, but its adoption varied among beneficiaries. Farming skills training positively influenced food security and dietary habits. The training successfully enhanced crop yields and farming efficiency. The training contributed to better farming practices and income generation. The training improved farmers' resilience to farming challenges, but further reinforcement may be needed. Farming skills training played a critical role in enhancing the quality of life for beneficiaries.

The training positively influenced health outcomes but did not entirely eliminate malnutrition-related medical costs. The training improved community awareness but could be strengthened. The training was beneficial in promoting the use of local food resources for nutrition but may require additional reinforcement. The training was largely successful in educating beneficiaries on child nutrition, but additional support may be needed for specific groups. The training had a positive effect on encouraging health insurance uptake. The training significantly enhanced nutrition knowledge. The training was impactful in improving household nutrition. The training played a key role in improving household health by reducing malnutrition-related conditions. The training effectively empowered beneficiaries to make healthier food choices.

The projects are effective in promoting economic security but may require additional support for certain groups. The initiative has improved access to vital resources, enhancing overall well-being. The poverty alleviation efforts of the project are successful. The project ensures fairness and equal access to resources. Socio-economic training effectively enhances beneficiaries' income potential. The interventions effectively boost household income. The project has enhanced financial accessibility to essential goods and services. The project has been largely successful in skill development but requires further monitoring to ensure equal benefit. The project has had a significant positive impact on improving living conditions.

Future financial savings training should include professional skill development and entrepreneurship to enhance impact. Practical strategies for increasing earnings, such as income diversification and investments, should be emphasized. Follow-up sessions and real-life success stories can reinforce saving habits and financial discipline. Strengthening partnerships with financial institutions will provide mentorship and exposure to tailored financial products. Training should offer detailed guidance on obtaining health insurance to boost participation. Digital tools and budgeting apps can improve financial planning and tracking. Investment advisory services and refresher courses on financial crisis management should be incorporated to enhance financial security.

Future training should include practical demonstrations, field visits, and follow-ups to enhance irrigation adoption. Hands-on guidance on fertilizer use should be tailored to soil types and crop needs. Legal and financial support mechanisms can aid land consolidation for efficient farming. Strengthening sustainable food production training and nutritional awareness will ensure long-term benefits. Mentorship programs and access to improved seeds and equipment will encourage best practices. Advanced farming techniques and financial resources should be integrated for agricultural scaling. Specialized training on pest management, climate-smart agriculture, and financial risk mitigation should be included, along with post-training support for market access and financial literacy.

Follow-up sessions should emphasize long-term dietary adherence and access to affordable nutritious food. Peer education programs and community leader resources can enhance knowledge dissemination.

Cooking demonstrations and meal plans will help beneficiaries apply nutrition knowledge effectively. Targeted follow-ups for new mothers and caregivers will support breastfeeding and child nutrition. Collaborations with health insurance providers can facilitate enrollment and awareness of available options. Refresher courses, periodic assessments, and mentorship programs will ensure continuous application of knowledge. Financial literacy training should be integrated to help families budget for nutritious meals and encourage community food-sharing initiatives.

Recommendations for Further Studies

Impact on Professional Activities and Income Levels: The training programs had minimal impact on improving professional activities, with many beneficiaries not experiencing significant enhancements. While there was a moderate effect on increasing monthly earnings, results varied among participants. Further research is needed to identify the factors limiting the translation of training into professional advancement and consistent income growth. Studies could explore the alignment between training content and market demands, as well as the availability of post-training support systems.

Financial Literacy and Behavior Change: Although awareness of the importance of savings improved for many beneficiaries, this was not uniform across the board. Most participants found the training useful in understanding financial institutions, yet experiences varied minimally. Further investigation is warranted to determine the barriers to uniform adoption of financial literacy concepts and to develop strategies that cater to diverse learning needs and contexts.

Adoption of Agricultural Techniques: The training moderately increased knowledge about irrigation; however, many beneficiaries struggled to fully grasp or apply the techniques. The impact on fertilizer use was mixed, with significant variations in effectiveness. Research should focus on understanding the obstacles to effective learning and application of these agricultural practices. This includes examining the suitability of training methods, the complexity of techniques taught, and the availability of necessary resources for implementation.

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